Relationships and Sex Education (RSE) Policy

Buckland Primary School

Approved by:	Full Governing Body	**Date:** March 2026
Last reviewed on:	March 2026	
Next review due by:	March 2028	

Definition of RSE:

RSE is about the emotional, social and cultural development of pupils and involves learning about healthy lifestyles, diversity and personal identity. Pupils learn accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health, it is not about the promotion of sexual activity. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. RSE involves a combination of sharing information and exploring issues and values. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

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Aims

The school aims to foster a positive notion of lifelong learning about physical moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peacefully and learn how to recognise and avoid exploitation and abuse.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence, empathy and cultivate positive characteristics such as kindness and integrity in line with our school's ethos and values: *respect, friendship, resilience, honesty, citizenship and being healthy*
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Further to this RSE will support the school's duty to promote the development of pupils' spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school's safeguarding and child protection protocols.

RSE provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- reflect upon different types of relationships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- Reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. The Relationships, Sex and Health Education - RSHE (England) Regulations 2019 made Relationships Education compulsory in all primary schools. Statutory guidance for Relationships Education (Primary) was updated in September 2021.

Although sex education is not compulsory in primary schools, we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Buckland Primary we teach RSE as set out in this policy.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Policy development

This policy has been developed in consultation with staff, pupils and parents. Buckland Primary is committed to working with parents. We believe it is important to have the support of parents and the wider community. The consultation and policy development process involved the following steps:

- **Review** – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
- **Parent/stakeholder consultation** – parents, governors and any interested parties are invited to attend meetings about the policy i.e. through curriculum information evenings, 1:1 session, the school website and our open-door policy
- **Pupil consultation** – we investigated what exactly pupils want from their RSHE, led by the 'Friendship Crew'
- **Ratification** – once amendments were made, the policy was shared with governors and ratified

To promote effective communication with families, parents are notified also through information evenings, termly curriculum maps, and the school's website. We also encourage an open-door policy to help ensure parents can discuss issues with the school in a positive, sensitive and proactive manner.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will answer questions sensitively, honestly and appropriately for the age of the pupils, so they are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers on request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born. For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Citizenship and Science and other aspects are included in religious education (RE). RSE is taught throughout the school at the age-appropriate level, including quality teaching that is differentiated and personalised where appropriate for pupils with special educational needs.

Year 6 pupils also receive stand-alone sex education sessions delivered by Senior teachers and trained health professionals.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

RSE is normally delivered by teaching staff and occasionally external parties, where appropriate, in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups.

- PSHE Ground Rules are used in all PSHE and RSE lessons.
- Letters are sent to parents by each year group prior to lessons being delivered providing parents with the opportunity to ask questions, and speak to their child ahead of the sessions if they choose to. The PSHE Lead and Wellbeing Team will provide parents support with talking to their children about sex education, if requested.

- Resources used are flexible in order to meet the needs of the pupils and curriculum and these will be formally assessed prior to use. Parents have the opportunity to discuss issues with class teachers and view the Y6 puberty video content prior to pupils learning taking place.
- Correct medical vocabulary will be used throughout the RSE and PSHE and science curriculum.
- RSE is delivered through: (Circle time activities with an emphasis on being safe; raising self – esteem, active teaching and learning, role play/scenarios, card sorting, discussion etc.)
- External agencies helping us to deliver RSE in our school include: the school nurse.
- Visitors are invited in to school because of the particular expertise or contribution they are able to make – this is to enhance the provision already in place through the taught PSHE (RSE) curriculum.
- Visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents.
- All visitors are supervised/supported by a member of staff at all times.
- Visitors will be requested to share any resources they intend to use prior to their visit.
- We will share any external resources uses with parents.
- The input of visitors is monitored and evaluated by staff and pupils. This informs future planning.
- We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality. We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996

We will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.

Assessment

Staff will complete a Baseline Assessment at the start of each topic, to establish pupils existing knowledge and skills. This baseline provides a starting point and enables teachers to plan activities that build on prior learning and addresses any misconceptions. This information can be gathered through activities such as quizzes, mind maps or draw and write activities.

Assessment for learning enables pupils to understand what they are intended to learn, how well they are doing and how they can improve. Assessment for learning is built into the learning cycle and encourages pupils to participate actively in the learning process supported by their teachers and peers. A final endpoint assessment is then used to identify progress and whether learning outcomes have been met.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Staff understand that there is an increased risk of disclosures being made during PSHE/ RSE sessions. Any safeguarding concerns or disclosures that pupils may make will be shared with a DSL and the schools safeguarding protocols will be followed.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. RSE will be taught by all class teachers across the school (see website of staff list).

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. We involve pupils in the development of our RSE curriculum through:

- Pupil voice – Pupil Parliament and the Friendship Crew
- Pupil led learning – Enquiry based learning
- Buddy mentors

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Parents are informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- Safeguard and promote the welfare of their children
- Advance the 2010 Equality Act
- Encourage the spiritual, moral, social and cultural development of pupils
- Foster British values
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by Ms Lucy Wales (PSHE Lead) through:

- planning scrutiny / book looks
- learning walks
- Continuous Professional Development – sharing of resources, leading INSET sessions, professional discussions
- Pupils, staff and parent voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Ms Lucy Wales, PSHE Lead, on a bi-annual basis.

At every review, the policy will be approved by staff and shared with the Full Governing Body.

Links to other policies and guidance

This RSE policy is supported by, but not limited to the: PSHE Policy, Behaviour Policy, Science Policy, Health & Safety Policy, Safeguarding and Child Protection Policy, Education visits, Equality Policy, Anti-Bullying Policy, relationship and Sex Education guidance.

Appendix 1: Curriculum map

🌞 **PSHE Curriculum Journey: EYFS -Year 6**

EYFS

🍂 **Autumn 1**	🍂 **Autumn 2**	🌷 **Spring 1**	🌷 **Spring 2**	🌞 **Summer 1**	🌞 **Summer 2**
🤝 New Beginnings	😊 It's Good to Be Me	💛 Kindness and Respect	Keeping Safe	🍎 Healthy Bodies, Healthy Minds	👨‍👩‍👧 Growing, Changing and Relationships
Settling in	Naming feelings	Friendship skills	Safe & unsafe situations	Hygiene & self-care	Different types of families
Rules & routines	Self confidence	Trusted adults	Trusted adults	Healthy food	Loss & change
Building friendships	Celebrating difference	Respecting others	Online safety	Being active	Transition

Year 1 🌱 Building Foundations

🍂 **Autumn 1**	🍂 **Autumn 2**	🌷 **Spring 1**	🌷 **Spring 2**	🌞 **Summer 1**	🌞 **Summer 2**
🤝 Making Friends	😊 Mental Health	👨‍👩‍👧 Families & Identity	🏠 Safety at Home	🍎 Being Healthy	💛 Kindness
Sharing	Naming feelings	Celebrating differences	Home hazards	Healthy food	Self-care
Friendship skills	Managing emotions	Belonging	Medicines safety	Sleep & hygiene	Caring for others
Consent	Self-regulation	Family life	Risk awareness	Sun safety	Wellbeing

Year 2 🌿 Growing Awareness

🍂 **Autumn 1**	🍂 **Autumn 2**	🌷 **Spring 1**	🌷 **Spring 2**	🌞 **Summer 1**	🌞 **Summer 2**

😊 Emotional Wellbeing	💻 Online Safety	🛡️ My Body & Staying Safe	💷 Money & Work	🚦 Keeping Safe Outside	🎒 Moving On
Feelings	Safe sharing	Body ownership	Needs & wants	Road safety	Reflection
Change & loss	Online choices	Talk PANTS	Jobs	Rail safety	Transition
Resilience	Privacy	Trusted adults	Strengths	Emergencies	New beginnings

Year 3 🌳 Developing Independence

🍂 **Autumn 1**	🍂 **Autumn 2**	🌷 **Spring 1**	🌷 **Spring 2**	🌞 **Summer 1**	🌞 **Summer 2**
🤝 Friends & Belonging	🍏 Healthy Habits	🧠 Mental Health & Foundations for Wellbeing	🔐 Online Choices	🌞 Staying Safe	⛑️ Looking Out for Others
Inclusion	Nutrition	Managing worries	Passwords	Sun safety	First aid
Respect	Dental health	Self-regulation	Digital safety	Water safety	Calling for help
Healthy friendships	Physical activity	Resilience	Age ratings	Rail safety	Helping others

Year 4 🎄 Understanding the Wider World

🍂 **Autumn 1**	🍂 **Autumn 2**	🌷 **Spring 1**	🌷 **Spring 2**	🌞 **Summer 1**	🌞 **Summer 2**
❤️‍🩹 Respectful Relationships	⚠️ Managing Risk	🧠 Wellbeing	💷 Money & Media	🧬 Growing Up	👨‍👩‍👧‍👦 Families
Friendship challenges	Safety decisions	Emotional literacy	Spending choices	Puberty	Diverse families
Bullying	Peer influence	Coping skills	News literacy	Hygiene	Family changes
Respect	Substance awareness	Change & loss	Fake news	Privacy	Marriage

Year 5 🌎 Becoming Responsible Citizens

🍂 Autumn 1	🍂 Autumn 2	🌷 Spring 1	🌷 Spring 2	🌞 Summer 1	🌞 Summer 2
🌈 Diversity & Bullying	🧠 Mental Health	🌍 Engaging with Our World	🚧 Boundaries & Consent	📱 Safe Connections	💪 Healthy Habits
Stereotypes	Managing emotions	Climate awareness	Personal boundaries	Online relationships	Physical activity
Inclusion	Wellbeing strategies	News literacy	Consent	Online safety	Goal setting
Respect	Resilience	Critical thinking	FGM awareness	Fraud awareness	First aid

Year 6 🚀 Ready for the Future

🍂 Autumn 1	🍂 Autumn 2	🌷 Spring 1	🌷 Spring 2	🌞 Summer 1	🌞 Summer 2
Transition and routines	🚭 Drug Education	🤖 Understanding AI	🧠 Wellbeing & Transition	💰 Financial Wellbeing	🎓 Looking to the Future
Transition to Year 6	Risk management	AI tools	Managing stress	Online spending	Careers
School rules	Peer pressure	Deepfakes	Resilience	Advertising influences	Aspirations
Expectations	Healthy choices	Digital rights	Secondary readiness	Gambling awareness	Secondary transition
					❤️‍🩹 Puberty & Relationships
					Healthy relationships and responsibilities
					Puberty

					Reproduction and birth*

Appendix 1: Curriculum map

Relationships and Sex Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn Spring	**Relationships:** • Features of different families **My changing body:** • Hygiene • Naming of body parts, understanding some parts of our body are private (NSPCC) and boundaries	**For all year groups:** • NCPCC – pants campaign https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ • PSHE Association schemes of work and curriculum support • https://www.pshe-association.org.uk/ • Spelthorne Youth Police Team – workshops for pupils and parents • School nurse • DfE guidance https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education • National Curriculum: PSHE https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education
Year 2	Spring Summer	**Relationships:** • Things that cause conflict between me and my friends • What I do when my friend makes me upset **Growing up / Our Bodies**: • Similarities and differences between males and females and understanding boundaries **Being safe:** • Drugs and alcohol	
Year 3	Summer	**My changing body:** • How boys' and girls' bodies change as we grow up, and how these changes affect us **Families and people who care for me / Being Safe:** • Understanding how important families are • Understanding who I can talk to so I feel safe	
Year 4	Summer	**Growing up / changing bodies:** • Physical and emotional changes that happen to our bodies • Personal hygiene: why routines are important **Respectful relationships:** • Maintaining a balanced lifestyle: friendship, trust, being respectful	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer	**Growing up / Changing bodies:** • Emotional and physical changes during puberty (linked to science) • Impact of puberty on the body • Physical hygiene • Getting support during puberty	
Year 6	Summer	**Being safe:** • Legal and illegal drugs, their risks and effects (linked to science) • Attitudes and beliefs about drugs - impact on lifestyles • Strategies to resist drugs **Sex Education:** • Puberty, changes to the body • Boundaries and respecting others	

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Signed and date	

Buckland Primary PSHE Curriculum Aspirations

Our PSHE curriculum enables pupils to leave primary school as:

Responsible Citizens • Respectful Friends • Healthy Individuals • Safe Digital Users • Thoughtful Decision Makers • Confident Learners • Aspiring Future Citizens.

🎯 End of Primary School

By the end of Year 6, pupils will have developed the knowledge, skills and attributes needed to become confident, healthy, safe and responsible young people, ready for the next stage of their education.

Through our PSHE curriculum, we aspire for every child to leave Buckland Primary as:

❤️ Relationship Ready

Pupils are:

- ☑ Respectful of themselves and others
- ☑ Inclusive and accepting of difference and diversity
- ☑ Able to recognise, communicate and respect personal boundaries
- ☑ Skilled in building and maintaining positive relationships
- ☑ Able to seek support when relationships feel unsafe or unhealthy

🧠 Wellbeing Ready

Pupils are:

- ☑ Emotionally resilient
- ☑ Able to identify and manage a range of emotions
- ☑ Equipped with self-regulation strategies
- ☑ Able to manage stress, worry and change
- ☑ Confident in seeking help for themselves or others when needed

🛡️ Safety Ready

Pupils are:

- ☑ Safe and responsible online and offline
- ☑ Aware of risks and able to make informed decisions
- ☑ Able to identify trusted adults and sources of support
- ☑ Knowledgeable about consent, privacy and personal safety
- ☑ First-aid aware and know how to respond in an emergency

🍎 Health Ready

Pupils are:

- ☑ Knowledgeable about puberty and growing up
- ☑ Able to make healthy lifestyle choices
- ☑ Aware of the importance of sleep, nutrition and physical activity
- ☑ Able to maintain good physical and mental health habits
- ☑ Confident in accessing support for health and wellbeing concerns

💰 Future Ready

Pupils are:

- ☑ Financially aware and responsible
- ☑ Curious about careers and future opportunities
- ☑ Able to recognise their strengths, interests and aspirations
- ☑ Aware of different education, training and career pathways
- ☑ Prepared for the opportunities and challenges of secondary school