

EARLSMEAD PRIMARY SCHOOL

Relationship and Sex Education Policy



SUCCESS *for* ALL

Written by	Claire Hill
Ratified by Governors	June 2026
Ratified by BoT	July 2026
Next Review	May 2028

MISSION STATEMENT

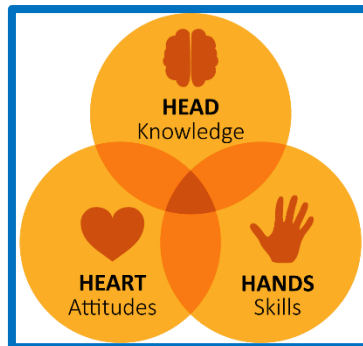
At Earlsmead Primary School, our mission is to empower every child through a holistic approach encompassing our school motto of Head, Heart, and Hands. We will cultivate curious minds (Head), nurture compassionate spirits (Heart), and develop the practical skills (Hands) needed to thrive in an ever-changing world

OUR VISION

Everyone achieving their full potential.

OUR MOTTO

Head, Heart and Hands



OUR VALUES

- | | | |
|--------|----------------------|-------------------------|
| Head: | 1. Curiosity | 2. Achievement |
| Heart: | 3. Integrity | 4. Care |
| Hands: | 5. Creativity | 6. Collaboration |

Aims

The aims of Relationship and Sex Education (RSE) at Earlsmead 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 and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

Relationship Education and Health Education was made compulsory in all primary schools in Summer 2021. We feel it is an important part of safeguarding our pupils and preparing them for their future.

In consultation with parents and staff, we have chosen not to teach the non-statutory aspects of Sex Education, except for the statutory science curriculum in UKS2.

This policy has been updated inline with the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance July 2025](#)

Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Relationship and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Delivery of RSE

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this

policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers elsewhere that may not be factually correct e.g. online or peers.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. At Earlsmead, RSE must always be taught by the class teacher or a trained health professional.

At Earlsmead the RSE curriculum is entwined in the PSHE curriculum using the 'SCARF' adopted curriculum. <https://www.coramlifeeducation.org.uk>

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

This area of learning is 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, LGBTQ+ 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).

Primary health education will focus on:

- Preparing boys and girls for the changes that adolescence brings (puberty)

Roles and Responsibilities

The governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing parental concerns around the content.

Teachers are responsible for:

- Delivering the curriculum in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- responding appropriately to parents with concerns about the curriculum

Teachers should:

- be clear on the content of the SCARF scheme and know when RSE content will be taught.
- seek support of PSHE subject leader if necessary

- ensure all pupils receive curriculum overviews
- speak to parents if they have concerns regarding the content, explaining the curriculum and sharing resources
- wherever possible, teach boys and girls separately and if possible, for boys to be taught by a male teacher

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 head teacher and can be supported by the PSHE subject leader.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Ground rules are used in lessons to ensure this happens.

Parents right to withdraw (be excused)

Parents have the right to withdraw their children from Sex Education (except when it forms part of the National Curriculum Science) but not Health or Relationship Education. However, as we have chosen not to teach Sex education elements, parents cannot withdraw their children. To ensure parents are fully aware of the content, the PSHE curriculum is shared half termly on year group curriculum maps, the Growing and Changing curriculum is sent to parents before summer 2 and the entire curriculum is on the website.

Monitoring

The delivery of RSE is monitored by the PSHE subject leader through learning walks, planning and work scrutinies, pupil and staff voice.

This policy will be reviewed by the PSHE subject leader every two years, unless changes to statutory curriculum are made within that period. At every review, the policy will be approved by the head teacher and the governing body.

Safeguarding

Due to the sometimes sensitive nature of the topics in PSHE and RSE, staff will report any concerns about pupils following the steps laid out in the Safeguarding policy.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation <u>Online rules & restrictions</u> <u>Online behaviours</u> Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community <u>Bullying, inc. online</u>	Managing risk Decision-making skills Drugs & their risks Staying safe online <u>Digital literacy</u>	Helping & being helped Looking after the environment Managing money <u>Developing critical thinking</u>	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets <u>Relationships, inc. online</u>
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk <u>inc. online</u> Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & <u>behaviours</u>	Making a difference (different ways of helping others or the environment) Media influence & <u>digital literacy</u> Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural <u>Critical digital awareness</u> <u>Online Bullying & self esteem</u>	Online safety <u>Bullying inc. online</u> Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending <u>Media manipulation</u> <u>Artificial Intelligence</u>	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online <u>Digital footprint</u> Drugs: norms & risks (inc. the law)	Understanding media bias <u>Digital critical thinking</u> Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk <u>Looking after wellbeing</u> <u>Digital literacy & critical thinking skills</u>	Coping with changes Keeping safe <u>inc. online</u> <u>All/ deep fakes</u> Body Image Sex education Self-esteem