

Relationships and sex education policy (RSE)



Approved by:

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1. Aims

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

- Provide a clear framework in which sensitive, age-appropriate discussions can take place.
- Prepare pupils for puberty, giving them an accurate biological understanding of development and the critical importance of personal health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy, while learning to establish clear personal boundaries and assertiveness.
- Teach pupils the correct biological vocabulary to describe themselves and their bodies to aid safeguarding, reduce stigma, and empower disclosure.
- Provide a safe, transparent space that prepares pupils for the opportunities and risks of a digital and physical world as they transition through primary school and into secondary education.

RSE is important in New Silksworth Academy as it helps to provide our pupils with a safe space to develop their learning and understanding of themselves and those around them to help us create informed and prepared young people as they progress through primary school, into secondary school and beyond.

2. Statutory requirements

As a primary academy, we must provide Relationships Education to all pupils as per section 34 of the *Children and Social Work Act 2017*. We are required by our funding agreements to have strict regard to statutory *Relationships, Sex and Health Education (RSHE)* guidance issued by the Secretary of State under section 403 of the *Education Act 1996*.

We also fulfill our legal obligations under:

- Sections 406 and 407 of the *Education Act 1996*.
- Part 6, Chapter 1 and Section 149 of the *Equality Act 2010* (Public Sector Equality Duty).

At New Silksworth Academy, we teach RSE as set out in this policy.

3. Policy development

This policy is maintained via continuous stakeholder transparency involving rigorous material audits, staff feedback, pupil voice evaluation, and parental reviews to ensure consensus and compliance.

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/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE at our school focuses on the emotional, social, cultural, and physical development of pupils. It combines objective factual exploration with personal safety, digital literacy, and relationship skills. It is strictly distinct from the promotion of sexual activity.

5. Parental Transparency and External Materials

In strict compliance with statutory guidance, New Silksworth Academy guarantees total material transparency for parents and carers:

- **Parental Right to Review:** All curriculum plans, presentation slides, and classroom materials used across all year groups will be made fully available to parents and carers upon request.
- **External Provider Rules:** The school will not invite external visitors or purchase commercial PSHE/RSE packages that contain copyright terms or non-disclosure clauses blocking parents from viewing the content. All external materials must comply with our statutory obligation for parental oversight.

6. Delivery of the Curriculum

RSE is explicitly taught within our dedicated weekly Personal, Social, Health, and Economic (PSHE) education timeline. Elements regarding human life cycles are coordinated with the Science curriculum.

Primary Sex Education at our school focuses on preparing boys and girls for the changes that adolescence brings. Any non-statutory components covering human reproduction and birth are explicitly scheduled for upper Key Stage 2.

7. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from any statutory element of **Relationships Education** or **Health Education** (including topics on puberty, data privacy, location tracking, or physical safety).

Parents retain the right to request withdrawal from non-statutory, non-science components of **Sex Education** explicitly dealing with human conception and birth.

Requests for withdrawal must be made in writing to the Headteacher using the form in Appendix 3. Alternative supervised educational provisions will be organized for any student withdrawn during these specific blocks.

8. 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 to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by our PSHE Lead and SLT through:

Planning scrutinise, book looks, learning walks and pupil discussions.

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

This policy will be reviewed on an annual basis. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

EVFS	Relationships	Living in the wider world	Health and safety
2 Year Olds	- Establish their sense of self - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on - Develop friendships with other children - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available - Engage with others through gestures, gaze and talk and use that engagement to achieve a goal.	- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front - Look for clues about how to respond to something interesting - Thrive as they develop self-assurance - Express preferences and decisions. They also try new things and start establishing their autonomy - Make themselves understood and can become frustrated when they cannot	- Learn to use the toilet with help, and then independently - Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person - Look back as they crawl or walk away from their key person - Find ways to calm themselves, through being calmed and comforted by their key person - Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..." - Safely explore emotions beyond their normal range through play and stories - Feel strong enough to express a range of emotions - Grow in independence, rejecting help ("me do it") - Sometimes this leads to feelings of frustration and tantrums - Be increasingly able to talk about and manage their emotions - Find ways of managing transitions, for example from their parent to their key person - Start to say how they are feeling, using words as well as actions
3- and 4-Year Olds	- Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions - Start a conversation with an adult or a friend and continue it for many turns - Develop their sense of responsibility and membership of a community - Become more outgoing with unfamiliar people, in the safe context of their setting - Show more confidence in new social situations - Play with one or more other children, extending and elaborating play ideas - Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas - Increasingly follow rules, understanding why they are important - Remember rules without needing an adult to remind them - Develop appropriate ways of being assertive - Talk with others to solve conflicts.	- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them - Begin to make sense of their own life-story and family's history - Show interest in different occupations - Continue developing positive attitudes about the differences between people - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly - Make healthy choices about food, drink, activity and toothbrushing - Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - Understand gradually how others might be feeling

Reception	• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Develop social phrases. • Build constructive and respectful relationships • Talk about members of their immediate family and community • Name and describe people who are familiar to them	• See themselves as a valuable individual • Recognise that people have different beliefs and celebrate special times in different ways	• Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
ELG	• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and others' needs • Talk about the lives of people around them and their roles in society	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices • Negotiate space and obstacles safely, with consideration for themselves and others

Year 1

- **Autumn (Relationships):** * *Families and Friendships*: Roles of different people; families; feeling cared for.
 - *Safe Relationships*: Recognizing privacy **including body parts - external genitalia**; staying safe; seeking permission and understanding consent.
 - *Respecting Ourselves and Others*: How behavior affects others; being polite and respectful.
- **Spring (Living in the Wider World):** * *Belonging to a Community*: What rules are; caring for others' needs; looking after the environment.
 - *Media Literacy and Digital Resilience*: Using the internet safely; digital devices; communicating online.
 - *Money and Work*: Strengths and interests; jobs in the community.
- **Summer (Health and Wellbeing):** * *Physical Health and Mental Wellbeing*: Keeping healthy; food, exercise, hygiene routines; sun safety.
 - *Growing and Changing*: Recognizing unique qualities; managing feelings when things go wrong.
 - *Keeping Safe*: How age restrictions help us; introduction to physical and online safety.

Year 2

- **Autumn (Relationships):** * *Families and Friendships*: Making friends; managing loneliness and seeking help.
 - *Safe Relationships*: Managing secrets vs. surprises; resisting pressure; recognizing and reporting hurtful behavior.
 - *Respecting Ourselves and Others*: Commonalities and differences; working cooperatively; sharing opinions.
- **Spring (Living in the Wider World):** * *Belonging to a Community*: Belonging to a group; roles and responsibilities in the community.
 - *Media Literacy and Digital Resilience*: The internet in everyday life; evaluating basic online content.
 - *Money and Work*: Introduction to money; distinguishing needs vs. wants; looking after money.
- **Summer (Health and Wellbeing):** * *Physical Health and Mental Wellbeing*: Sleep health; medicine safety; oral hygiene; asking for emotional support.
 - *Growing and Changing*: Growing older; **identifying and naming the main parts of the body including external genitalia with an emphasis on safety and consent**; moving classes.
 - *Keeping Safe*: **Staying physically safe in the community, explicitly covering road, rail, and water safety**; home emergency response.

Year 3

- **Autumn (Relationships):** * *Families and Friendships*: What makes a family; features of stable family life.
 - *Safe Relationships*: Personal boundaries; safely responding to strangers; impact of hurtful behaviors.
 - *Respecting Ourselves and Others*: Respectful behavior; self-respect; courtesy and manners.
- **Spring (Living in the Wider World):** * *Belonging to a Community*: The value of community rules and laws; rights and responsibilities.
 - *Media Literacy and Digital Resilience*: How the internet is used; assessing information accuracy online.
 - *Money and Work*: Skills, aspirations, and challenging job stereotypes; personal goal setting.
- **Summer (Health and Wellbeing):** * *Physical Health and Mental Wellbeing*: Health habits; identifying factors that affect feelings.
 - *Growing and Changing*: Personal achievements; **identifying, managing, and reframing setbacks, including early concepts of change and loss.**
 - *Keeping Safe*: Risks and hazards; **staying physically safe in local and unfamiliar environments, with regular tracking of road, rail, and water safety.**

Year 4

- **Autumn (Relationships):** * *Families and Friendships*: Positive friendships, including maintaining boundaries online.
 - *Safe Relationships*: Handling peer pressure; managing confidentiality; identifying online risks.
 - *Respecting Ourselves and Others*: Diversity; respecting differences and similarities sensitively.
- **Spring (Living in the Wider World):** * *Belonging to a Community*: Shared community duties and active citizenship.
 - *Media Literacy and Digital Resilience*: **Online data sharing, digital footprints, and explicit exposure to online scams, financial fraud, and video game monetisation (loot boxes/in-app purchases).**
 - *Money and Work*: Making decisions about money; saving and keeping currency safe.
- **Summer (Health and Wellbeing):** * *Physical Health and Mental Wellbeing*: Maintaining a balanced lifestyle; deep dive into oral and dental care.
 - *Growing and Changing*: Physical and emotional changes in puberty; **reinforced biological study of external genitalia**; hygiene routines.
 - *Keeping Safe*: **Staying physically safe in the community (road, rail, water)**; household product safety and common medicines.

Year 5

- **Autumn (Relationships):** * *Families and Friendships*: Managing shifting friendships and peer influences.
 - *Safe Relationships*: Physical contact, safety, and developing relationship skills (communication and boundary assertiveness).
 - *Respecting Ourselves and Others*: Responding respectfully to others; identifying and challenging prejudice and discrimination.
- **Spring (Living in the Wider World):** * *Belonging to a Community*: Compassion to others; localized and global environmental protection.
 - *Media Literacy and Digital Resilience*: How information online is targeted; examining different media types and digital influence.
 - *Money and Work*: Career interests; factors influencing job choices; workplace stereotypes.
- **Summer (Health and Wellbeing):** * *Physical Health and Mental Wellbeing*: Healthy sleep habits; immunisations, vaccinations, and allergies.
 - *Growing and Changing*: Personal identity and qualities; **responding to change, grief, loss, and bereavement.**
 - *Keeping Safe*: Emergency response and basic first aid; **community environmental safety covering road, rail, and water networks.**

Year 6

- **Autumn (Relationships):** * *Families and Friendships*: Attraction to others; romantic relationships; civil partnerships and marriage.
 - *Safe Relationships*: Recognizing and actively managing social pressure; **asserting consent, boundary setting, and handling rejection in different situations.**
 - *Respecting Ourselves and Others*: Expressing clear opinions while respecting conflicting perspectives on topical issues.
- **Spring (Living in the Wider World):** * *Belonging to a Community*: Valuing diversity; challenging deep-seated discrimination and social stereotypes.
 - *Media Literacy and Digital Resilience*: Evaluating media sources; **the benefits of safe internet usage including AI, data privacy, and location tracking/services; identifying misleading AI-generated content and edited images.**
 - *Money and Work*: Attitudes to money; **comprehensive understanding of financial risks including gambling, online scams, and digital persuasion/monetisation.**
- **Summer (Health and Wellbeing):** * *Physical Health and Mental Wellbeing*: Mental health strategies; **managing change, death, and associated feelings including grief, loss, and bereavement**; balancing time online.
 - *Growing and Changing*: Increasing independence; managing the emotional and social transition to secondary school.

- *Keeping Safe:* **Protecting personal information online by configuring location tracking and privacy settings;** personal accountability regarding drug regulations and the law.
- *Community Safety:* **Independent community navigation, cementing water, road, and rail safety rules.**

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

	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

	PUPILS SHOULD KNOW
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
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

	PUPILS SHOULD KNOW
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	