



Relationships and Sex Education Policy

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Rationale

At Friezland Primary School we believe PSHE Education is an essential part of a child's education. We want all our children to grow into happy, healthy and safe adults, and to learn the skills necessary to help them make the right choices throughout life.

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 and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

Our curriculum covers all statutory Relationships and Sex Education content as set out in the DfE [guidance](#) (2026), including all required knowledge by the end of primary school. (Appendix 2)

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](#).

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

This policy has been developed in consultation with staff, pupils and parents/carers. At Friezland, we teach RSE as set out in this policy.

Definition

For the purpose of this policy:

“Personal, Social, Health and Economic Education (PSHE Ed) is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.” (PSHE Association)

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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.

The Curriculum

Our RSE 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 and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Our school ensures that all relationships and sex education (RSE) is delivered in a way that is age-appropriate, developmentally suitable and in line with current government guidance. In primary education, teaching focuses on relationships, safety, emotional wellbeing and the basic biological aspects of human development as set out in the science curriculum.

Where aspects of sex education are included (such as how a baby is conceived and born), this is taught in a clear, factual and age-appropriate way, without the use of explicit content. RSE is designed to support safeguarding by helping pupils understand personal boundaries, recognise when they feel unsafe, and know how to seek help from a trusted adult. Teaching about online safety includes awareness of inappropriate content and how to respond if pupils encounter anything that makes them feel uncomfortable or concerned. All content is delivered in a balanced and objective manner, in line with the school's legal duties regarding political impartiality, and with sensitivity to the diverse backgrounds and needs of all pupils.

Parents and carers are informed about curriculum content in advance and have access to relevant materials to support transparency and partnership working.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources and materials are assessed prior to use.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSE curriculum, see Appendix 1

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting

- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

Use of external Organisations and Materials

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:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- We **won't**, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme
 - Work with agencies who don't allow their material to be shared with parents and carers

Safeguarding

This policy should be read in conjunction with our Safeguarding and Child Protection Policy which can be found on our school website www.friezlandschool.co.uk

Teachers cannot offer unconditional confidentiality. If a pupil discloses information that raises a safeguarding concern, this will be reported in line with the school's safeguarding policy.

Parents' Right to Withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

Monitoring and Evaluation

The RSE Policy will be reviewed every 3 years or sooner if legislation or guidance changes. The Governing Board will review and approve changes to the policy.

Appendix 1: Curriculum map

At Friezland, RHSE is an important element of our PSHE Education curriculum. The table below shows the areas that are covered in each class on an annual basis.

Class 1	Class 2
<ul style="list-style-type: none"> -Forming positive relationships & different family structures -Keeping clean -Germs -The role of doctors and other health professionals -Making the right choices -Staying safe online (inc. privacy & consent) - Staying safe in the real world (inc. travel, water, road or rail safety) -Life cycles e.g. humans, frog, caterpillar etc 	<ul style="list-style-type: none"> -Feeling healthy / ill -The role of doctors and other health professionals -Making the right choices -Staying safe online (inc. privacy & consent) - Staying safe in the real world (inc. travel, water, road or rail safety) -Names of external body parts (including reproductive organs) -Life cycles e.g. humans -Birth (context- kittens being born)
Class 3	Class 4
<ul style="list-style-type: none"> -Bodies and feelings (correct names for body parts) -Staying safe online (inc. privacy & consent) - Staying safe in the real world (inc. travel, water, road or rail safety) -Human life cycle -Puberty changes (physical and emotional) -Different family structures & roles (including stereotypes and inclusion) -Growth of a baby during pregnancy 	<p style="text-align: center;">(Some sessions are taught separately to girls / boys. The school nurse will also lead a puberty session with Y6)</p> <ul style="list-style-type: none"> -Bodies and feelings (correct names for body parts) -Risk management / peer pressure -Staying safe online (inc. privacy & consent) - Staying safe in the real world (inc. travel, water, road or rail safety) -Human life cycle (including bereavement & grief) -Puberty changes (physical and emotional) -Relationships and different family structures -Menstruation (Nurse covers details with girls) -Conception and Birth (purely scientific context) -Growth of a baby during pregnancy <p>(The extent of coverage is based upon the class teacher's decision in relation to maturity of the cohort and the questions asked by pupils).</p>

Children are naturally curious and inquisitive. If a child asked a question that was not linked to their class coverage, staff would respond sensitively in an age-appropriate way. Discrete information would then be shared with a parent/carer so that further support could be provided at home, if required. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information, which is something we wish to avoid. Advice for parents and carers on how to talk to your child about relationships, sex and consent can be found on this NSPCC webpage:

<https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/>

Appendix 2: What Children Should Know by the End of Primary School (Relationships, Sex Education & Health Education)

1. Families and People Who Care for Me

Pupils should know:

- That families are important and provide love, security and stability
- That families can look different, but should be respected
- The characteristics of happy, safe family life (e.g. care, commitment, support)
- That stable, caring relationships are important for wellbeing
- What marriage and civil partnership mean as lifelong commitments
- How to recognise if family relationships make them feel unsafe and how to seek help

2. Caring Friendships

Pupils should know:

- That friendships are important for happiness and wellbeing
- The characteristics of healthy friendships (e.g. kindness, trust, honesty, loyalty)
- That friendships can have difficulties and how to resolve conflict
- How to recognise when friendships are unhealthy or make them feel unhappy
- That feeling lonely is normal sometimes and they can seek support

3. Respectful Relationships

Pupils should know:

- The importance of respect, kindness and good manners
- That people and relationships may be different and should be respected
- How to communicate and manage disagreements positively
- The importance of self-respect and respecting others
- What bullying is (including online bullying) and its impact
- How stereotypes can be unfair and how to challenge them
- How and when to seek help if worried about relationships or safety

4. Online Safety and Awareness

Pupils should know:

- That the same respect applies online as in real life
- How to stay safe online and protect personal information
- That people online may not always be who they say they are
- The risks of sharing information, images and content online
- That some online content may be harmful or upsetting
- How to report concerns and get help if something goes wrong online

5. Being Safe

Pupils should know:

- That their body belongs to them and how to set personal boundaries
- The difference between safe and unsafe contact
- The importance of privacy and when not to keep a secret
- How to recognise unsafe or harmful situations
- How to respond to strangers and unsafe situations (including online)
- How to seek help and report concerns
- That abuse is never their fault

6. Health and Wellbeing

Pupils should know:

- How to recognise and talk about their emotions
- That mental wellbeing is as important as physical health
- Ways to maintain a healthy lifestyle (exercise, sleep, diet)
- The importance of friendships, family and seeking support
- The effects of bullying and how to get help
- Basic facts about personal hygiene, germs and illness
- How to stay safe in everyday life (e.g. roads, water, emergencies)

7. Growing and Changing (Statutory Science + Health Content)

Pupils should know:

- The names of body parts, including external genitalia
- That bodies change as they grow, including puberty
- Basic understanding of the human life cycle
- Key facts about menstruation and physical development
- That these changes are natural and part of growing up