Relationships & Sex Education Policy

Reviewed by co-headteacher: Spring 2025
Review Frequency: Annual
Agreed by Local Governing Committee: May 2025

Executive Summary – spring 2025 review
Updated reference to co-headteachers (e.g. para 7) & local governing committee (e.g. para 7.1).
Updated reference to SIAMS (Statutory Inspection of Anglican & Methodist Schools) Evaluation framework (September 2024), Wisdom, Knowledge & Skills Strand (RSE) (appendix 2)

Contents

1. Aims

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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At St Mary's Hampton CE Primary School, we aim to teach our children that healthy friendships and relationships grow and develop between people within a context of love, trust and respect. We believe that there is one God and Father of us all and love includes but goes beyond affection and family ties to reach out to all humanity, made in the image of God. We therefore include sex and relationship education in the curriculum of the school, within the context of promoting loving and healthy relationships.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to 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 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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

At St Mary's Hampton, we teach RSE as set out in this policy, using the 'Jigsaw' scheme of work as a starting point and adapting it to fit the needs of the school.

3. Definition

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.

4. 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/carers, pupils and staff, and taken into account the age, developmental stage, 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.

We will share all curriculum materials with parents and carers upon 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.

5. Delivery of RSE

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). We use an adapted version of the 'Jigsaw' scheme of work, which follows the National Curriculum.

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

5.1 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:

        o   Safe and supported

        o   Able to engage with the key messages

We will also:

Make sure pupils learn about these topics in an environment that's appropriate for them, for example in:

- o A whole-class setting
- o Small groups or targeted sessions
- o 1-to-1 discussions
- o Digital formats

And carefully consider the level of differentiation needed.

5.2 Use of resources

We **will** consider whether any resources we plan to use:

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

6. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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:

- o Are age-appropriate
- o Are in line with pupils' developmental stage
- o 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 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:

- o What they're going to say
- o Their position on the issues to be discussed

Ask to see in advance any materials 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

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

7. Roles and responsibilities

7.1 The local governing committee

The local governing committee will approve the RSE policy, and hold the co-headteachers to account for its implementation.

7.2 The co-headteachers

The co-headteachers are responsible for ensuring RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

7.3 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/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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 co-headteachers.

All class teachers are responsible for teaching RSE.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. 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/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 co-headteachers. Please contact the class teacher at the beginning of Year 5 or 6, since this is when this element is taught.

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

9. 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 co-headteachers 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE subject lead, through:

- planning scrutiny
- learning walks
- Pupil voice interviews

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

This policy will be reviewed by the co-headteachers and the local governing committee, annually. At every review, the policy will be approved by the local governing committee and the co-headteachers.

In faith we trust, in hope we dream, in love we flourish

Appendix 1: Curriculum map: Relationships Education, Puberty and Human Reproduction: Curriculum Progression Map (Reception to Year 6)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships Education	**My Family and Me** I can identify some of the jobs I do in my family and how I feel like I belong. **Make friends, make friends, never ever break friends! Part 1** I know how to make friends to stop myself from feeling lonely. **Make friends, make friends, never ever break friends! Part 2** I can think of ways to solve problems and stay friends. **Falling Out and**	**Families** I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me. **Making Friends** I can identify what being a good friend means to me. I know how to make a new friend. **Greetings**	**Families** I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family. **Keeping Safe - exploring physical contact** I understand that there are lots of forms of physical contact within a family and	**Family Roles and Responsibilities** I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can describe how taking some responsibility in my family makes me feel. **Friendships** I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find	**Jealousy** I can recognise situations which can cause jealousy in relationships. I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. **Love and Loss** I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love.	**Recognising Me** I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self esteem. **Safety with Online Communities** I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community feels unsafe or uncomfortable.	**What is Mental Health?** I know that it is important to take care of my mental health. I understand that people can get problems with their mental health and that it is nothing to be ashamed of. **My Mental Health** I know how to take care of my mental health. I can help myself and others worried about a mental health problem.

Bullying: Part 1 I am starting to understand the impact of unkind words. **Falling Out and Bullying: Part 2** I can use Calm Me time to manage my feelings. **Being the Best Friends We Can Be** I know how to be a good friend.	I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me. **People Who Help Us** I know who can help me in my school community. I know when I need help and know how to ask for it. **Being My Own Best Friend** I can recognise my qualities as person and a friend. I know ways to praise myself.	that some of this is acceptable and some is not. I know which types of physical contact I like and don't like and can talk about this. **Friends and Conflict** I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. **Secrets** I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to	a win-win solution. **Keeping Myself Safe Online** I know and can use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online. **Being a Global Citizen 1** I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices. **Being a Global Citizen**	**Memories** I can tell you about someone I know that I no longer see. I understand that we can remember people even if we no longer see them. **Getting On and Falling Out** I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise. **Girlfriends and Boyfriends** I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.	**Being in an Online Community** I understand there are rights and responsibilities in an online community or social network. I can recognise when an online community is helpful or unhelpful to me. **Online Gaming** I know there are rights and responsibilities when playing a game online. I can recognise when an online game is becoming unhelpful or unsafe. **My Relationship with Technology: (Screen Time)**	**Love and Loss** I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them. **Power and Control** I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. **Being Online: Real or**

		Celebrating My Special Relationships I can tell you why I appreciate someone who is special to me. I can express how I feel about them.	be asked to keep a secret I do not want to keep and know who to talk to about this. **Trust and Appreciation** I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone. **Celebrating my Special Relationships** I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.	2 I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them. **Celebrating my Web of Relationships** I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups.	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend. **Celebrating My Relationships with People and Animals** I know how to show love and appreciation to the people and animals who are special to me. I can love and be loved.	I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected. **Relationships and Technology** I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.	**Fake? Safe or Unsafe?** I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that might hurt myself or others. **Using Technology Responsibly** I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and well-being.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changing Me, Puberty and Human Reproduction (taught through Science)	**My Body** I can name parts of the body. **Respecting My Body** I can tell you some things I can do and foods I can eat to be healthy. **Growing Up** I understand that we all grow from babies to adults. **Fun and Fears: Part 1** I can express how I feel about moving to	**Life Cycles** I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK. **Changing Me** I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I	**Life Cycles in Nature** I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this. **Growing from Young to Old** I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are	**How Babies Grow** I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals. **Outside Body Changes** I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify	**Unique Me** I understand that to make a baby, an egg and sperm join together and grow in a woman's uterus until the baby is ready to be born I understand that some of my personal characteristics have come from the man whose sperm and the woman whose egg made me, from the joining of their egg and sperm. I appreciate that I am a truly unique human being. **Having a baby – responsibilities and**	**Self and Body Image** I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. **Puberty – Girls Bodies** I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I understand that puberty is a natural process that	**My Self Image** I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. **Puberty** I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I

	Year 1.	want them to or not.	older than me.	how boys' and girls' bodies change on the outside during this growing up process.	joys!	happens to everybody and that it will be ok for me.	feel about the changes that will happen to me during puberty.

Year 1.

Fun and Fears: Part 2

I can talk about my worries and/or the things I am looking forward to about being in Year 1.

Celebration

I can share my memories of the best bits of this year in Reception.

My Changing Body

I can tell you how my body has changed since I was a baby.

I understand that growing up is natural and that everybody grows at different rates.

Boys' and Girls' Bodies

I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.

I respect my body and understand

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older than me.

The Changing Me

I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.

I feel proud about becoming more independent.

Boys' and Girls' Bodies

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my

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how boys' and girls' bodies change on the outside during this growing up process.

I recognise how I feel about these changes happening to me and know how to cope with those feelings.

Family Stereotypes

I can start to recognise stereotypical ideas I might have about parenting and family roles.

I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.

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joys!

I understand what responsibilities there are in parenthood and the joy it can bring.

I can consider what has influenced my life and what might influence the lives of other people.

I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.

Inside Body Changes

I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are

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happens to everybody and that it will be ok for me.

Puberty – Boys Bodies

I can describe how boys' and girls' bodies change during puberty.

I can express how I feel about the changes that will happen to me during puberty.

Looking Ahead 1

I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age

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feel about the changes that will happen to me during puberty.

Conception

I understand that sexual

intercourse can lead to conception

and that is how babies are usually

made.

I also understand that sometimes

people need IVF to help them

have a baby.

I appreciate how amazing it is that human bodies can reproduce in these ways.

Babies: Conception

| | | which parts are private.

Learning and Growing

I understand that every time I learn something new I change a little bit.

I enjoy learning new things.

Coping with Changes

I can tell you about changes that have happened in my life.

I know some ways to cope with changes. | body are private.

Assertiveness

I understand there are different types of touch and can tell you which ones I like and don't like.

I can tell you what I like/don't like about being a boy/girl.

I am confident to say what I like and don't like and can ask for help.

Looking Ahead

I can identify what I am looking forward to when I move to | **Looking Ahead**

I can identify what I am looking forward to when I move to my next class.

I can start to think about changes I will make next year and know how to go about this. | necessary so that their bodies can make babies when they grow up.

I recognise how I feel about these changes happening to me and know how to cope with these feelings.

Circles of Change

I know how the circle of change works and can apply it to changes I want to make in my life.

I am confident enough to try to make changes when I think they will benefit me.

Accepting Change

I can identify changes that have been and may continue to be | of consent).

I am confident that I can cope with the changes that growing up will bring.

Looking Ahead 2

I can identify what I am looking forward to when I move to my next class.

I can start to think about changes I will make next year and know how to go about this. | **to Birth**

I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

I can recognise how I feel when I reflect on the development and birth of a baby.

Adolescent Friendships

I know myself well enough to maintain positive relationships with others whilst still keeping my own identity.

I can be assertive when appropriate.

Real Self and Ideal |

			my next class. I can start to think about changes I will make when I am in Year 3 and know how to go about this.		outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. **Looking Ahead** I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about this.		**Self** I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body-talk'. **The Year Ahead** I can identify what I am looking forward to and what worries me about the transition to secondary school. I know how to prepare myself emotionally for the changes next year.

Appendix 2 - Links to other policies and statutory documents

- Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents

- Education Act 1996
- Children and Social Work Act 2017
- Keeping Children Safe in Education

- Valuing All God's Children

- DfE RSE Guidance Document (Reference Paragraphs 13, 14, 19, 20, 21 and 22)

    o https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

- DFE Political Impartiality Guidance

    o 6.7731_DfE_Political_Impartiality_Guidance_Pamphlet_WEB__004_

- SIAMS Evaluation framework (September 2024), Wisdom, Knowledge & Skills Strand (RSE)

- British Values

- Safeguarding and Child Protection Policy

- Behaviour & Culture Policy

- Antibullying Policy

Appendix 3: By the end of primary school 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

TOPIC	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

TOPIC	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 4: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	