Relationships and sex education policy

Foxmoor Primary School

Approved by:	Headteacher	**Date: 26/09/25**
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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

2. 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.

However, we are not required to provide sex education but 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 Foxmoor Primary School we teach RSE as set out in this policy.

3. 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 take part in an online consultation process

4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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.

At Foxmoor Primary School we teach sex education that goes beyond that which is compulsory as part of the Science curriculum.

5. 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 and staff, taking into account the age 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 online.

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.

6. 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.

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

In addition to this we use SCARF resources (Safety, Caring, Achievement, Resilience, Friendship) to teach elements of sex education that are not covered in the Science curriculum.

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

Those areas not covered in the science curriculum 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).

7. Roles and responsibilities

7.1 The governing board

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

The governing board has delegated the approval of this policy to the Performance and Standards Committee

7.2 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-science components of RSE (see section 8).

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 wish them to be withdrawn from the 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 headteacher.

Class teachers are responsible for teaching RSE. A list of staff is available on the school website.

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

Parents have the right to withdraw their children from the 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.

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 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 where applicable.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through:

- Book looks
- Pupil conferencing
- Learning walks
- Planning scrutinies

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

This policy will be reviewed by the Headteacher annualy. At every review, the policy will be approved by the Performance and Standards Committee

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	LEARNING OUTCOMES	LINKED VOCABULARY
Reception	Children will be able to: • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe. • Understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things. • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others. • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up. • Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique.	Penis/testicles Vagina/vulva

YEAR GROUP	LEARNING OUTCOMES	LINKED VOCABULARY
Year 1	Children will be able to: • Understand and learn the PANTS rules. • Name and know which parts should be private. • Explain the difference between appropriate and inappropriate touch. • Understand that they have the right to say “no” to unwanted touch. • Start thinking about who they trust and who they can ask for help. • Explain the difference between a secret and a nice surprise. • Identify situations as being secrets or surprises. • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private. • Describe ways in which private parts can be kept private. • Identify people they can talk to about their private parts. • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.	Penis/testicles Vagina/vulva

YEAR GROUP	LEARNING OUTCOMES	LINKED VOCABULARY
Year 2	Children will be able to: • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. • Identify the types of touch they like and do not like. • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Identify safe secrets (including surprises) and unsafe secrets. • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Identify how inappropriate touch can make someone feel. • Understand that there are unsafe secrets and secrets that are nice surprises. • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. • Identify which parts of the human body are private. • Explain that a person's genitals help them to make babies when they are grown up. • Understand that humans mostly have the same body parts but that they can look different from person to person. • Explain what privacy means. • Know that you are not allowed to touch someone's private belongings without their permission. • Give examples of different types of private information.	Penis/testicles Vagina/vulva Nipples

YEAR GROUP	LEARNING OUTCOMES	LINKED VOCABULARY
Year 3	Children will be able to: • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens. • Identify different types of relationships. • Recognise who they have positive healthy relationships with. • Understand what is meant by the term body space (or personal space). • Identify when it is appropriate or inappropriate to allow someone into their body space. • Rehearse strategies for when someone is inappropriately in their body space. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. • Recognise how different surprises and secrets might make them feel. • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that babies come from the joining of an egg and sperm. • Explain what happens when an egg doesn’t meet a sperm.	Penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation

YEAR GROUP	LEARNING OUTCOMES	LINKED VOCABULARY
Year 4	Children will be able to: • Describe stages of identifying and managing risk. • Suggest people they can ask for help in managing risk. • Name some positive and negative feelings. • Understand how the onset of puberty can have emotional as well as physical impact. • Understand that for girls, periods are a normal part of puberty. • Suggest reasons why young people sometimes fall out with their parents. • Take part in a role play practising how to compromise. • Identify parts of the body that males and females have in common and those that are different. • Know the correct terminology for their genitalia. • Understand and explain why puberty happens. • Know the key facts of the menstrual cycle. • Understand that periods are a normal part of puberty for girls. • Identify some of the ways to cope better with periods. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. • Recognise how different surprises and secrets might make them feel. • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Understand that marriage is a commitment to be entered into freely and not against someone's will. • Recognise that marriage includes same sex and opposite sex partners. • Know the legal age for marriage in England or Scotland. • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.	Puberty, penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation, hormones, pubic hair, clitoris, labia, breasts, sanitary pads, tampons, marriage, civil partnership

YEAR GROUP	LEARNING OUTCOMES	LINKED VOCABULARY
Year 5	Children will be able to: • Recognise which situations are risky. • Explore and share their views about decision making when faced with a risky situation. • Suggest what someone should do when faced with a risky situation. • Use a range of words and phrases to describe the intensity of different feelings. • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these. • Explain strategies they can use to build resilience. • Understand what kinds of touch are acceptable or unacceptable. • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • Know the correct words for the external sexual organs. • Discuss some of the myths associated with puberty. • Identify some products that they may need during puberty and why. • Know what menstruation is and why it happens. • Explain the difference between a safe and an unsafe secret. • Identify situations where someone might need to break a confidence in order to keep someone safe.	Puberty, penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation, hormones, pubic hair, clitoris, labia, breasts, sanitary towels, tampons, menstrual cup, marriage, civil partnership, anus, semen, stereotypes, biological sex, gender identity, gender expression, sexual orientation

YEAR GROUP	LEARNING OUTCOMES	LINKED VOCABULARY
Year 6	Children will be able to: • Know that it is illegal to create and share sexual images of children under 18 years old. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Recognise some of the changes they have experienced and their emotional responses to those changes. • Suggest positive strategies for dealing with change. • Identify people who can support someone who is dealing with a challenging time of change. • Identify qualities that people have, as well as their looks. • Challenge stereotypical gender portrayals of people. • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. • Suggest strategies that would help someone who felt challenged by the changes in puberty. • Understand what FGM is and that it is an illegal practice in this country. • Know where someone could get support if they were concerned about their own Explain the difference between a safe and an unsafe secret. • Identify situations where someone might need to break a confidence in order to keep someone safe or for another person's safety. • Identify the changes that happen through puberty to allow sexual reproduction to occur. • Know a variety of ways in which the sperm can fertilise the egg to create a baby. • Know the legal age of consent and what it means. • Explain how HIV affects the body's immune system. • Understand that HIV is difficult to transmit. • Know how a person can protect them self from HIV.	Puberty, penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation, hormones, pubic hair, clitoris, labia, breasts, sanitary towels, tampons, menstrual cup, marriage, civil partnership, anus, semen, stereotypes, biological sex, gender identity, gender expression, sexual orientation, forced/arranged marriage, female genital mutilation, illegal drugs, cannabis, reproduction, wet dreams, erection, sexual intercourse, conception, orgasm, implantation, embryo, labour, caesarean, adoption, surrogacy, IVF, consensual, HIV, condom

Appendix 2: 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
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

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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	