



POLICY FOR RELATIONSHIPS AND SEX EDUCATION

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| Name of Head Teacher | Zoe Doyle |
| Name of Chair of Governors: | Sarah Addison |
| Date Policy approved and adopted: | September 2026 |
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Chawton Church of England Primary School is committed to providing a high- quality education that reflects our Christian values of trust, respect and determination. Personal, Social, Health, and Economic education, as well as Relationships and Sex Education (RSE), form an integral part of our curriculum, supporting pupils in developing the knowledge, skills, and values they need to lead healthy, safe, and fulfilled lives, in line with our commitment to educating the whole child.

This policy is informed by statutory guidance and the Church of England’s vision for education and reflects the realities of modern childhood, particularly in relation to digital life, online relationships, and the increasing complexity of social influences.

Parents and carers are the key people responsible for their child’s learning about healthy relationships and sex, and we understand that schools should always work in partnership with the home. Parents and carers should know that the school’s RSE programme will complement their role and support them in the education of their child regarding sex and relationships.

Chawton Church of England Primary School will ensure that parents’ and carers’ views are heard and that taught RSE is culturally appropriate and inclusive, meeting the needs of all pupils, including those with special educational needs and disabilities (SEND).

Aims and Objectives

Our RSE programme aims to:

- Help pupils develop healthy and respectful relationships.
- Teach children about family life, respect, love, and care in all types of relationships.
- Ensure pupils understand the characteristics of healthy friendships and other relationships.
- Prepare pupils for the physical and emotional changes associated with growing up.
- Equip pupils to make informed decisions about their well-being and safety.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.

Content and Delivery

RSE will be delivered as part of our Personal, Social, Health and Economic (PSHE) Education and Science curriculum, supported by the SCARF programme of learning. Lessons will be age-appropriate, inclusive, and reflect the diverse needs of all pupils. The curriculum places increasing emphasis on developing pupils’ practical skills, including communication, assertiveness, setting boundaries, and managing peer or online pressure, alongside knowledge acquisition. Please see the school website or contact the school office to view the PSHE Policy and Long Term Plan. Should you wish to see the medium term planning, please contact the school office directly.

Pupils across the school will be taught about:

- Families and people who care for them.
- Characteristics of healthy friendships.
- Respect for others, including differences.
- Personal boundaries and seeking help if needed.
- Physical and emotional well-being.
- Puberty and the changes it brings.
- Basic first aid.

While not compulsory in primary schools, we offer age-appropriate Sex Education to Year 6 pupils in line with the guidance from the Department for Education and the PSHE Association.

RSE Programme of Learning

The Science Subject Leader and the PSHE/RSE Subject Leader organise the RSE Programme. RSE lessons are delivered in both KS1 and KS2, either discretely or as part of the PSHE topic, by either the Science Leader, the PSHE Subject Leader, or the Class Teacher/HLTA. The school ensures that all RSE content is carefully sequenced and age-appropriate, with more sensitive content taught in Upper Key Stage 2 in line with national guidance and pupils' developmental readiness.

Year 2

These sessions will enable children to learn about body parts and the early physical changes that occur in boys and girls. This includes the children learning about differences in their bodies.

Year 4

These sessions cover the understanding of menstruation in girls and some of the other changes which start to take place during puberty. This includes advice on what to expect, how to manage these changes and information about dealing with emotions, as well as products that can be used. The sessions take place in mixed-gender groups.

Upper Key Stage 2

These sessions provide a more in-depth understanding of the changes that occur during puberty, exploring the physical and emotional changes that affect both boys and girls. The children also explore different types of relationships, self and body image and the meaning of consent. The sessions take place in mixed-gender groups.

Year 5 will receive a supplementary lesson on menstruation, building on the input they received in Year 4. Year 6 will receive a lesson on human reproduction, which includes the process of how babies are made and born. This builds on their knowledge of life cycles and what they have learnt about the basic biology of animal and human reproduction from the science curriculum.

Pupils are taught in inclusive groupings with flexibility, to allow lessons to be adapted where appropriate.

Definition of Sex Education

Relationships Education is statutory in all primary schools and focuses on teaching pupils about healthy, respectful relationships, families, friendships, and staying safe both online and offline. Compulsory Relationships Education does not involve teaching the detail of sexual activity.

Sex Education is not compulsory in primary schools. At our school, Year 6 receive discrete lessons on sexual relationships, including about who can have a sexual relationship. This is part of the science and PSHE curriculum and is designed to prepare pupils for the physical and emotional changes of puberty. Parents have the right to request that their child is withdrawn from the Sex Education elements of the RSE curriculum, but not from Relationships Education or the statutory science curriculum.

Anatomical Terminology

Across the school, pupils are taught the correct anatomical names for all body parts, including genitalia, in an age-appropriate way. This supports safeguarding by enabling pupils to communicate clearly and confidently about their bodies and reduces stigma or confusion.

RSE and Safeguarding

Relationships and Sex Education plays an important role in safeguarding pupils. Through the RSE curriculum, pupils learn about healthy relationships, personal boundaries, respect, and how to recognise situations where they may feel unsafe.

Pupils are taught how to seek help and who to talk to if they are worried about themselves or others. Teaching also includes online safety, helping pupils understand how to stay safe in digital environments, recognise inappropriate behaviour, and report concerns.

All teaching is delivered within a safe and supportive learning environment and follows the school's safeguarding procedures. Any safeguarding concerns arising during lessons will be dealt with in accordance with the school's safeguarding policy.

Consulting Parents

In line with national guidance, parents have the right to request and view all teaching materials used in RSE, including those provided by external organisations. The school will ensure these materials are accessible upon request and communicated clearly in advance of teaching.

Withdrawal from RSE

The Government have committed to retaining parents' rights to withdraw their child from the Sex Education content within RSE (other than the sex education in the National Curriculum as part of science, mentioned in this policy).

The Government have produced a guide for parents wishing to find out more about the new statutory requirements, which can be found here: <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Parents are encouraged to discuss any concerns with the Head Teacher to ensure clarity about curriculum content.

Answering Pupil's Questions

Ground rules are essential for providing an agreed-upon structure for answering sensitive or complex questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will answer pupils' questions honestly and in an age-appropriate way. If a question is raised that goes beyond the content being taught, teachers will respond in a general way or encourage pupils to discuss the topic further with their parents or carers.

Teachers will use their professional judgement to ensure responses are appropriate to the age and understanding of the pupils and consistent with the aims of the curriculum.

Children with Special Educational Needs

Teaching will be adapted to meet the needs of all pupils, including those with SEND, ensuring content is accessible, appropriately differentiated, and sensitive to individual needs and experiences.

Child Protection/Confidentiality

Teachers are aware that effective Relationship and Sex Education (RSE), which fosters an understanding of what is and is not acceptable in a relationship, may lead to the disclosure of a child protection issue. The staff member will inform the Head Teacher / Designated Safeguarding Lead in line with the local authority procedures for child protection. A member of staff cannot guarantee confidentiality if concerns are present.

Monitoring and Evaluation

Monitoring is the responsibility of the Head Teacher, the named Governor, and the teacher with responsibility for Relationships and Sex Education. The effectiveness of the RSE Programme will be evaluated by assessing children's learning and implementing change if required.

Policy Development and review

This policy will be reviewed in consultation with school staff, governors and parents to ensure that it reflects the needs of our pupils and community. The policy is approved by the governing body and will be reviewed regularly to ensure it continues to meet statutory requirements and best practice guidance.

Statutory requirements:

This policy complies with the following:

- The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019.
- The Equality Act 2010.
- The Department for Education's statutory guidance (updated September 2020).
- The Church of England's document Valuing All God's Children.
- Keeping Children Safe in Education 2025

This Policy is linked with the following school policies:

- Equality
- Child Protection/Safeguarding Behaviour
- Anti-Bullying
- Emotional Wellbeing and Mental Health