



29

Relationships and Sex Education Policy

Approved by: Ebor Academy Trust Standards Committee

Approval Date: Sept 2024

Review Period: Bi-annually

Review Date: Sept 2025

Author: Tanya Parker, PSHE Lead

Date Created/updated: **March 2025**

Version Number: 3

Contents:

1. Introduction	3
2. Policy Intent	3
3. What Is Relationship and Sex Education?	3
4. Statutory Expectations	3
5. Policy Consultation	3
6. Aims and Objectives for Relationship and Sex Education	4
7. Sex Education	5
8. Parents' right to withdraw	5
9. The organisation of Relationship and Sex Education	5
10. The Role of Visitors in regards to RSE	6
11. SEND Pupils and Vulnerable groups	6
12. Safeguarding Children	6
13. Sexual Identity and Sexual Orientation	7
14. Controversial and Sensitive Issues	7
15. Dealing with Difficult Questions	7
16. Monitoring & Evaluation	7
 Appendix 1: Additional guidance for supporting children	 8
Appendix 2: RSE Curriculum Plan	10
Appendix 3: A Guide for parents	11
Appendix 4: Parent form: withdrawal from sex education within RSE	13

1. Introduction

As an academy group we have four clear drivers; Excellence, Belonging, Opportunity, Respect.

Excellence – We work to inspire and instil in others, the desire to be the best we can.

Belonging – To work together as a community, having a unique and valued part to play within our academy alliance.

Opportunity – To give, and be given, the opportunities to grow, flourish, and celebrate success.

Respect – To value, respect and care for others and ourselves.

2. Policy Intent

Our intention is that when children leave Tockwith CE Primary Academy, they will do so with the knowledge, understanding, and confidence to build healthy relationships, respect others, and make informed choices about their well-being. Rooted in our Christian ethos and guided by the Church of England's RSHE principles, we teach relationships and health education in a way that upholds dignity, respect and love for all.

Our Relationships and Sex Education offer enables children to learn how to be safe and to understand and develop healthy relationships, both now and in their future lives. Through a carefully sequenced curriculum, they progressively acquire the knowledge and skills needed to access the wider curriculum, contribute positively to society, and prepare for the responsibilities of adult life in modern Britain and the global community.

We want our children to have high aspirations, a strong belief in themselves, and the understanding that anything is possible when they live life in all its fullness. In an ever-changing world, we ensure they develop an awareness—at an appropriate level—of the different factors that may affect their lives, equipping them with the resilience, wisdom, and emotional literacy to maintain good mental health and well-being. Our curriculum promotes the spiritual, moral, cultural, mental, and physical development of pupils, ensuring they are prepared for the opportunities, responsibilities, and experiences of later life.

3. What Is Relationship and Sex Education?

Relationships and Sex Education (RSE) is a lifelong learning process that supports children's physical, emotional, moral, and social development. It helps them understand the importance of stable and loving relationships, respect, love and care within family life and the wider community. RSE involves acquiring knowledge, developing key life skills, and forming positive beliefs, values, and attitudes that will enable children to build healthy relationships and make informed choices throughout their lives.

4. Statutory Expectations

Relationships and Health Education is compulsory in Primary Schools. We must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

For primary schools, sex education is not mandatory although they must teach the elements of sex education contained in the science curriculum. The National Curriculum for Science includes content about human body parts, growth, puberty and reproduction. Parents do not have the right to withdraw from this aspect of the curriculum. Primary Schools can decide to teach further aspects of sex education if they should deem it to be important in their context.

In teaching RSE, we must have regard to the [statutory guidance from the DfE](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in [The Equality Act 2010 and schools advice](#).

5. Policy Consultation

We are committed to working in partnership with parents and carers in the delivery of the RSE curriculum. We recognize the importance of open communication and aim to ensure that parents feel informed, included, and involved in how we educate their children on sensitive and thought-provoking topics.

We will always share information with parents in a transparent and consultative manner, fostering a meaningful dialogue between home and school. This collaboration strengthens our provision and ensures that our approach to RSE aligns with the needs of our children and the wider school community.

This policy has been developed in consultation with staff, pupils and parents. The consultation process involved the following steps:

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and any interested parties were invited to read and comment on the policy prior to finalisation. The publication of supporting resources and materials for the 'puberty' and 'growing up lessons' are made available to parents prior to the delivery of these. We work to incorporate parental feedback into the development and delivery of these lessons.
3. Pupil consultation – we investigated what exactly pupils want from their RSE lessons and the areas of sensitivity, risk and development that is relevant to them and the context in which we teach.

6. Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age-appropriate information, encourage the exploration of attitudes and values and develop key life skills to empower them to make positive and informed decisions about their health and well-being. This learning takes place with consideration for the qualities of relationships within families and the wider community.

6.1 The objectives of Sex and Relationship Education are:

- a) To provide the knowledge and information all pupils are entitled to, reinforcing and clarifying existing understanding.
- b) To raise pupils' self-esteem and confidence, particularly in their relationships with others.
- c) To help pupils understand their feelings and behaviours, so they can develop fulfilling and enjoyable relationships.
- d) To develop key life skills, including communication, decision-making, assertiveness, and personal responsibility.
- e) To build confidence so that pupils can participate fully in society, value themselves, and respect others.
- f) To equip pupils with skills for a healthy, safe lifestyle, including resisting peer pressure and media influence.

g) To promote respect and care for their bodies.

h) To ensure pupils are prepared for puberty and adulthood with confidence and knowledge.

6.2 RSE focuses on providing young people with the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online safety and media literacy
- Personal safety
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, ensuring 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 or carers, and many other structures. We also reflect sensitively on the fact that some children may have a different structure of support around them, such as looked-after children or young carers.

As part of our commitment to safeguarding, we ensure that pupils understand their right to autonomy over their own bodies and the importance of respecting their own and others' boundaries. This includes recognising that all individuals have the right to be free from harm, abuse, and any practice that violates their bodily integrity. These discussions are rooted in fostering a sense of self-worth and self-respect, and are age-appropriate, ensuring that all children understand the importance of speaking up and seeking help if they feel unsafe in any way.

7. Sex Education

At Tockwith CE Primary Academy, we will continue to provide additional content on sex education to meet the needs of our pupils, in line with the practices across all primary schools within our trust. We already choose to teach certain aspects of sex education and will maintain this approach, following the DfE guidance that all primary schools should have a tailored sex education programme. This programme will be appropriate for the age, physical, and emotional maturity of the pupils, ensuring that both boys and girls are prepared for the changes that adolescence brings. It will also include, in accordance with the national curriculum for science, knowledge of the human life cycle, including how a baby is conceived and born.

At Tockwith CE Primary Academy, we will teach these aspects of sex education in Year 6. We will consult with parents prior to these lessons regarding the detailed content to be taught. This consultation process will include offering parents support in discussing sex education with their children and in linking it to the content being taught in school.

The progressive long-term plan for the RSE curriculum will include the following objectives in Year 6:

- Understanding how a baby is made
- Recognising and naming the male and female reproductive organs assigned at birth
- Using key vocabulary related to reproduction
- Understanding the process of fertilisation
- Recognising factors that need to be considered before a couple decide to have a baby
- Understanding their right to autonomy over their own body.

In line with statutory policy, parents have the right to withdraw their children from this aspect of the curriculum (as detailed below).

8. Parents' right to withdraw

In accordance with DfE statutory guidance, parents **do not** have the right to withdraw their children from Relationships Education.

Parents do have the right to withdraw their children from the non-statutory components of Sex Education within the RSE curriculum (outside of the content outlined in the Science curriculum, which is mandatory).

Requests for withdrawal should be made in writing using the form provided in Appendix 4 of this policy and addressed to the Headteacher. We will invite parents to discuss their concerns, explain our school's rationale for delivering RSE, and offer the opportunity to review the materials we plan to use.

If parents withdraw their children from Sex Education, alternative educational activities will be provided for the students.

9. The organisation of Relationship and Sex Education

Relationships and Sex Education (RSE) is an integral part of our PSHE curriculum and is also addressed in other areas, including Science, Collective Worship, and Circle Time. It is delivered by classroom teachers, teaching assistants, and, when appropriate, external visitors such as the school nurse.

A variety of teaching methods are used to ensure children's full participation in the learning process. These methods include videos, discussions, case studies, drama, and role play. Resources for delivering RSE may include fiction, reference books, leaflets, and video extracts. Our selection of resources across the curriculum, including those used in Collective Worship, reflects modern Britain by celebrating diversity, equality, and inclusion.

RSE is typically delivered in mixed-gender groups. However, there may be occasions when single-gender groups are more appropriate and relevant, depending on the topic being discussed.

Any relevant issues that arise within our school community are discussed in staff briefings so that all adults are aware and can address them as needed. These issues may be addressed within PSHE lessons or through discrete discussions with groups of pupils as appropriate. Parents are encouraged to raise any concerns by emailing pastoral@tp.ebor.academy

An overview of our PSHE curriculum, including RSE, can be found in [Appendix 2](#).

10. The Role of Visitors in regards to RSE

Visitors are invited into school based on their expertise or the unique contribution they can offer. These visitors are expected to be familiar with and adhere to the school's RSE policy. Where appropriate, the school may invite specialist speakers or guest contributors to enrich the delivery of lessons and enhance children's learning experiences.

11. SEND Pupils and Vulnerable groups

Relationships Education, Sex Education, and Health Education must be accessible to all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities (SEND). High-quality, adaptive teaching will be the foundation to ensure accessibility for pupils with additional needs.

At Tockwith CE Primary Academy, we recognise that some pupils may be more vulnerable to exploitation, bullying, or other challenges due to the nature of their SEND. We also acknowledge that Relationships Education and RSE can prompt deep reflection and discussion. For more vulnerable pupils, such as those with Social, Emotional, and Mental Health (SEMH) needs or learning disabilities, adaptations may be necessary. This may

include pre-teaching, tailored support, and regular consultation with the pupils to ensure their needs are met effectively.

12. Safeguarding Children

When teaching sensitive topics such as RSE—which includes discussions about family life, safe and appropriate touching, personal body parts, and healthy relationships—we recognise the potential for children to disclose incidents of abuse.

All staff members involved in delivering the Relationships and Sex Education programme receive statutory safeguarding training and are fully aware of the school's safeguarding policies and procedures in the event of a disclosure or any safeguarding concerns.

We acknowledge that some children, particularly those who have experienced past or present abuse or changes in family circumstances, may find aspects of this curriculum sensitive. In such cases, adaptations may be necessary, or additional support may be offered. While this content must be handled with care, it is also a vital protective factor in preventing further harm, helping children make sense of their experiences, and equipping them with the skills and resilience to stay safe in the future.

13. Sexual Identity and Sexual Orientation

Tockwith CE Primary Academy believes that RSE should be inclusive and meet the needs of all pupils, regardless of their developing understanding of sexuality. We are committed to addressing sexual orientation in an honest and sensitive manner, responding to appropriate questions, and offering support where needed.

We take a firm yet sensitive approach to tackling bullying, ensuring that all pupils feel safe and respected. Additionally, we work in partnership with parents to keep them informed about the content and context of our RSE curriculum, providing reassurance and opportunities for dialogue.

14. Controversial and Sensitive Issues

Staff acknowledge that views on RSE-related topics may vary. While we respect individual beliefs, RSE is taught in an unbiased and inclusive manner. Lessons present a range of perspectives and beliefs, enabling pupils to develop their own informed opinions while fostering respect for differing viewpoints.

15. Dealing with Difficult Questions

Both formal and informal RSE discussions, including those arising from pupils' questions, are addressed in an age-appropriate manner. Questions are considered individually and teachers are aware that it isn't always necessary to answer questions immediately or directly and they may choose to respond at a later time if more appropriate. Staff are encouraged to use their professional judgment in handling sensitive topics and should refer any concerns to the designated safeguarding lead.

Additional Guidance for answering children's questions can be found in [Appendix 1](#).

16. Monitoring & Evaluation

The senior leadership team will work alongside subject leaders to monitor and evaluate the provision of RSE across the school. This process may include learning walks, staff training (CPD), pupil voice, and book monitoring. It is the responsibility of the leadership team to ensure that pupil voice and parental consultation remain central to the RSE curriculum.

Appendix 1: Additional guidance for supporting children

Answering Children's Questions:

We understand that children often have questions about relationships, sex, and their bodies, and that these questions can arise at any time. We view this as a positive sign that we've created a safe environment where children feel comfortable to explore their natural curiosity.

However, we acknowledge that some parents may feel uneasy about how certain questions are addressed in class.

We believe it's better for children to receive honest, open answers from trusted adults, rather than turning to the internet or older children for answers. In today's world, where children regularly have access to tablets and smartphones, it's important to encourage them to ask questions without judgment. By providing clear, matter-of-fact answers, we take away the mystery and make the topic of relationships and sex less taboo.

When children ask questions, they are not being rude—they are simply curious. If we ignore these questions, children may feel ashamed, causing them to stop asking and search for answers from unreliable or unsafe sources. Addressing their questions safely and appropriately helps prevent stigma from forming.

How We Handle Questions:

- **Praise and Encourage Curiosity:** Children will be praised for asking questions, and we encourage them to seek answers from trusted adults.
- **Answering Whole-Class Questions:** If a question is relevant to the whole class, we'll answer it for everyone. If the question requires different responses based on children's knowledge, we'll provide age-appropriate answers for each group.
- **Answering Individual Questions:** If a question is more personal, we'll let the child know: "That's a great question. Hold that thought—I'll answer you privately once we're done with this task."
- **Not Knowing the Answer:** If a teacher doesn't know the answer, they will be honest and say, "I'm not sure, but I'll find out and get back to you." This gives the adult time to think, seek help, advice or support from colleagues, or to speak to senior management.
- **Handling Sensitive Questions:** If a child asks something that might make parents uncomfortable, the teacher may delay the answer until they've had a chance to speak with the parent first.

Teachers will always answer questions honestly, scientifically, and factually, without bringing in personal opinions. They won't answer personal questions about themselves or ask personal questions that could make anyone feel uncomfortable.

Appendix 2: PSHE Curriculum Plan including RSE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn term: Relationships							
Families and Friends	PSED ELG: Making Relationships PSED ELG: Self Confidence and self awareness	What is the same and what is different about us?	What makes a good friend?	How do I build a healthy relationship?	How can relationships help my well-being?	How can I maintain healthy relationships?	What are different types of relationships?
Safe Relationships		Who are safe adults? Keep privates private	What can I do to keep myself safe and happy?	What is bullying?	What strategies can I use to respond to negative behaviours?	How can I keep myself and others safe?	What do I know about peer pressure and consent in different situations?
Respecting Ourselves and others		What is respect?	How can I be part of a team?	How can my behaviour affect others?	How can I respect people's differences?	How do I behave responsibly and respectfully?	How can I express my opinion and respect other people's beliefs?
Consent	Is it OK to say no?	Can I touch other people?	By playing a game, what do I consent to?	How can my behaviour affect others?	What makes a healthy friendship?	What is acceptable and unacceptable physical contact?	How does age affect consent?
Spring term: Health and Wellbeing							
Physical Health and Mental Wellbeing	PSED ELG: Managing feelings and behaviour Physical Development: ELG: Health and self-care PSED ELG: Self Confidence and self awareness	What can help me to stay healthy?	Why do we have different feelings? What can affect our physical health?	How can I make the right choices to live a healthy life?	How do I recognise ill physical health?	How do I maintain my physical health?	How can I help my mental health when using the internet?
Growing and Changing		What are feelings?	How do we change as we grow?	How am I unique?	What can I do to improve my mental health?	What do I understand about personal identity?	How can I prepare for changes in my life?
Keeping Safe		What is my personal information?	What is a risk?	How do I keep myself safe in familiar and unfamiliar environments?	Which medicines do we have in our house?	How do I respond to accidents and emergencies?	What are the risks of legal and illegal drugs?
Sex and Relationships		Who are my special people?	How do we change as we grow? How are girls' and boys' bodies different?	What makes a good friend?	How do boys' and girls' bodies change as they start to grow up?	What will happen to my body during puberty?	What makes a healthy relationship? How are babies made?
Summer term: Living In The Wider World							
Belonging to a Community	Understanding the world ELG: People and communities	What are rules?	What roles are there within our community?	Why do we have rules?	What makes up our community?	How can I be a steward to the wider world?	Should I be an upstander?
Media Literacy and Digital Resilience	PSED ELG: Self Confidence and self awareness	What is the internet?	How do I keep my digital information safe?	How can I use the internet positively?	What is my digital footprint?	How do I keep myself safe when using the internet?	How can I evaluate what I see online?

Money and Work		What are my strengths and interests?	Why is money important to some people?	What skills do people need in their jobs?	How can people spend their money wisely?	What jobs would I like?	How can I use money responsibly?
----------------	--	--------------------------------------	--	---	--	-------------------------	----------------------------------

SRE in the Science Curriculum

EYFS	KS1	LKS2	UKS2
- Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them	Animals including humans: Understand that animals, including humans, have offspring which grow into adults	Living things and their habitats: Recognise that living things can be grouped in a variety of ways	- Animals including humans: Describe the changes as humans develop to old age - Living things and their habitats: Describe the life process of reproduction in some plants and animals - Evolution and inheritance: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Appendix 4: 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	
Staff Signature	