St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

St Mary's C of E Primary School Hadleigh

Relationships and Sex Education (RSE) Policy

Adopted: Summer 2025 Review date: Summer term 2026

1. Intent

This policy covers our school's approach to the teaching, planning and resourcing of Relationships and Sex Education. The policy was produced through consultation with parents, governors and staff members.

Relationships and Sex Education (RSE) incorporates Relationships Education and Sex Education. In primary school, Relationship Education involves teaching the characteristics of positive relationships, particularly: friendships, family relationships and relationships with other children and adults. Relationships teaching is underpinned by our Christian Values including kindness, respect and compassion.

Sex Education includes any teaching about the development and changes of the human body that is not covered by our science curriculum (see notes on Appendix 2).

2. Moral and Values Framework

Our approach to supporting pupils' mental health is informed by and is threaded through the school's Christian vision.

"Love one another. As I have loved you, so you must love one another." John 3:34
Unconditional love underpins all we do at St Mary's Church of England Primary School. We value and embrace the individuality of every child as they discover, learn and flourish in a place of security and love.
***L**ove – We show love and care for everyone.*
***O**pportunity – Our inclusive love ensures that all children have opportunities to live life to the full.*
***V**alues – Our Christian values give children the character and strength to live well and make a difference.*
***E**xcellence –Through our inclusive, loving care, all children flourish.*

At St Mary's C of E Primary School, our core purpose is to promote the best interests of the child, working in partnership with parents and other professional services. St Mary's is a compassionate, Christian school and we seek to model the school's Christian values through providing appropriate, effective support for individual children and the whole school community.

The school strongly promotes our Christian Values and our caring ethos through our RSE and PSHE curriculum. Relevant Christian Values include 'Friendship', 'Respect' and 'Trust'. Teaching children about the school's Christian Values is one of the main ways that we promote positive relationships. These Christian Values underpin all our interactions with children and our decisions about how to develop their understanding in RSE.

In the leadership and teaching of RSE we are mindful of our duties under the Equalities Act 2010. Learning content about different families will be sensitive with no stigmatisation of children based on their home circumstances.

The values of St. Mary's School, as reflected in the school's vision and applied to the area of PSHE and Sex Education are summarised in the Memorandum 1/88 of the General Synod of the Church of England Board of Education stating that: 'Sex is not only a given fact of human existence, but in Christian belief is a gift of God as part of creation.' It is important that as they grow up children come to an understanding of their own bodies, instincts and feelings. In this way they will be prepared for the opportunities, joys and responsibilities of long-term relationships, including Christian marriage, or other forms of commitment.

As the pupils mature, develop self-discipline and become more aware of their changing bodies, our Church School can make a distinctive and unique contribution to RSE by placing it within a Christian context of marriage, love, faithfulness, mutual respect, tolerance and forgiveness.

In line with this, and our Christian vision, we recognise that our purpose at St Mary's C of E Primary School is not only to provide academic understanding, but also Christian understanding. We recognise that Relationships and Sex Education is best set within the broader context of the PSHE curriculum.

We are required to teach Relationships Education (RSE) as part of the revised Department for Education statutory guidance that will state that from September 2020 all schools must deliver relationships education. Documents that have informed this policy also include the guidance document 'Sex and Relationship Education Guidance' (2000); 'The Education Act (1996); Supplementary Guidance SRE for the 21st Century (2014) and Valuing All God's Children (2017).

3. Aims and Objectives for RSE

Our RSE programme is an integral part of our whole school PSHE education provision and our objectives are:

- To provide an environment in which children may develop a healthy self esteem and respect for their bodies and the bodies of others.
- To develop a sense of personal identity that will reinforce the child's growing ability to make the choices of behaviour and lifestyle which are right for them.
- To understand the nature of many types of personal relationships, including friendship, family relationships, love and conflict.
- To develop an understanding of the physical and emotional development of human beings leading to preparation for puberty.
- To provide acceptable, accurate sexual vocabulary.
- To counter stereotypical gender attitudes.
- To develop communication skills – speaking, listening, negotiating and assertiveness.
- To provide the necessary knowledge and develop the skills required to enable children to keep themselves safe and understand that they have rights over their own body.
- The characteristics of a healthy family life.
- The importance of respecting others, even when they are very different from them.
- How people choose, make and maintain friendships or relationships.
- The rules and principles for keeping safe in friendships and relationships, including those that take place online.

We do not teach about intercourse; any questions regarding this will be re-directed to home or it will be explained that this will be covered in future learning at high school.

4. Organisation

Our RSE programme will be carefully planned and delivered for all year groups using age-appropriate resources (an overview of the learning in each year group can be found in Appendix 2 of this policy), which takes account of pupils' age and levels of maturity. Our main resource for RSE is 'The Christopher Winter Scheme'.
Teachers may also use other relevant resources, such as information from the NHS, to supplement this. Significant new resources will only be added with the agreement of SLT.

The teaching of all RSE is set within a clear, balanced and moral framework in which pupils are encouraged to consider the importance of responsibility, sensitivity, self-esteem, dignity, self-restraint, loyalty and fidelity.

We teach RSE through different aspects of the curriculum. While we carry out the main relationships education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education as part of other subject areas e.g. the statutory science curriculum, which contributes

significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Our RSE programme is inclusive of all learners. High quality resources support our RSE provision and this may include books, film clips and interactive whiteboard resources, which are used to support and promote understanding of the key objectives.
RSE will be presented in such a way that all children will have equal opportunity to access the curriculum and support will be provided as necessary to pupils who may have difficulty accessing this subject. The majority of children with SEN will be able to access this learning with support. Where a child has more complex needs, we will liaise with parents and external agencies to consider how to further adapt the curriculum content or delay teaching according to their individual developmental needs.

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Where questions go beyond the school's curriculum, teachers will encourage conversations at home so that questions do not go unanswered.

As part of our responsive teaching across all year groups, teachers will include work on respectful relationships as necessary e.g., by using the NSPCC 'Pants Work.' in response to incidents, or in response to questions from the children.
Teachers will be flexible as to when RSE is taught as children may benefit from some aspects being taught earlier, or later, in the school year.

Student voice will be used to review and tailor our RSE programme to match the different needs of our pupils.

5. The Role of 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-statutory/non-science components of RSE
• Ensuring coverage of RSE curriculum objectives.

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.

6. The role of the Head Teacher

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about our relationships and sex education policy, and that the policy is implemented effectively.
It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
The Head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
The Head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

7. The Role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the Relationships, Sex Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home;
- communicate individual questions to parents as they arise to ensure they are followed up at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and relationships.

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

If they feel it necessary, parents do have the right to withdraw their child from the Sex Education curriculum that is not part of the Science curriculum, after consultation with the Head teacher. If a parent chooses to activate this right, they would have to assure the Head teacher that their child would receive this element of their education from an alternative source.

We work closely with parents to ensure that they are fully aware of what is being taught and as part of our whole school approach to RSE relevant

information about the RSE curriculum content will be made available. Parents are welcome to view the learning materials at any time.

8. The role of pupils

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

9. The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Visitors, professionals or parents, used as leaders of or contributors to RSE, must always abide by the school's RSE policy and have shared the content and / or resources of their teaching beforehand. They must never be left in control of a class, but must be accompanied at all times by a staff member.

10. Confidentiality and Safeguarding

We will ensure a safe learning environment for the Sex Education element of RSE by agreeing ground rules as a class before the sessions take place.

Teachers cannot offer or guarantee absolute confidentiality and pupils must be made aware of this. The best interests of pupils will always be maintained and they can be assured of this. If there is any possibility of exploitation or child protection and safeguarding concerns the school's Child Protection procedure will be set in motion (see Child Protection and Safeguarding Policy).

11. Monitoring and Review

The governing body reviews our Relationships and Sex Education policy on an annual basis. Governors give serious consideration to any feedback from parents, pupils and staff about the RSE policy and programme.

Appendix I

The following is taken from the Department for Education document:

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

By the end of primary school:

Mental wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

DfE 2019

Appendix II

St Mary's C of E Primary – Overview of the teaching and learning in Relationships and Sex Education

Reception: Family and Friendship	
Statutory Guidance	Learning Intentions and Learning Outcomes
Relationships Education Caring friendships (2a, 2c) **Health Education** Mental wellbeing (6b,6c,6g)	**Learning Intention** To recognise the importance of friendship **Learning Outcomes** Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome
Relationships Education Caring friendships (2d) **Health Education** Mental wellbeing (6b,6c)	**Learning intention** To recognise the importance of saying sorry and forgiveness **Learning Outcomes** Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right
Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)	**Learning intention** To recognise that all families are different **Learning Outcomes** Identify different members of the family Understand how many members of a family can help each other

Year One: Growing and Caring for Ourselves	
Statutory Guidance	Learning Intentions and Learning Outcomes
Relationships Education Respectful relationships (3a,3e) **Health Education** Mental wellbeing (6b,6c)	**Learning Intention** To understand that we are all different but can still be friends **Learning Outcomes** Know that we can be friends with people who are different to us
Key Stage 1 Science Identify, name, draw and label the basic parts of the human body	**Learning intention** To discuss how children grow and change **Learning Outcomes** Understand that babies need care and support Know that older children can do more by themselves
Relationships Education Families and people who care for me (1a,1b, 1c, 1d, 1f)) Caring friendships (2e) Respectful relationships (3a,3e) Being safe (5d,5e) **Health Education** Mental wellbeing (6b,6c)	**Learning intention** To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe **Learning Outcomes** Know there are different types of families Know which people we can ask for help

Year Two: Differences	
Statutory Guidance	Learning Intentions and Learning Outcomes
Relationships Education Respectful relationships (3a,3g) **Key Stage 1 Science** Identify, name, draw and label the basic parts of the human body	**Learning Intention** To introduce the concept of gender stereotypes To identify differences between males and females **Learning Outcomes** Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies
Relationships Education Respectful relationship(3a) **Key Stage 1 Science** Notice that animals, including humans, have offspring that grow into adults	**Learning intention** To explore some of the differences between males and females and to understand how this is part of the lifecycle **Learning Outcomes** Describe some differences between male and female animals Understand that making a new life needs a male and a female
Key Stage 1 Science Identify, name, draw and label the basic parts of the human body	**Learning intention** To focus on sexual difference and name body parts **Learning Outcomes** Describe the physical differences between males and females Name the different body parts

Year Three: Valuing Difference and Keeping Safe	
Relationships Education Respectful relationships (3a)	**Learning Intention** To identify that people are unique and to respect those differences To explore the differences between male and female bodies **Learning Outcomes** Know and respect the body differences between ourselves and others Name male and female body parts using agreed words
Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)	**Learning intention** To consider appropriate/inappropriate physical contact and consent **Learning Outcomes** Understand that each person's body belongs to them Understand personal space and unwanted touch
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g,5h)	**Learning intention** To explore different types of families and who to go to for help and support **Learning Outcomes** Understand that all families are different and have different family members Identify who to go to for help and support

Year Four: Growing Up	
Health Education Changing adolescent body (8a) **Key Stage 2 Science** Describe the life process of reproduction in some plants and animals	**Learning Intention** To explore the human lifecycle To identify some basic facts about puberty **Learning Outcomes** Understand that puberty is an important stage in the human life cycle Know some changes that happen during puberty
Lesson 2 moved to Yr 5	
Relationships Education Caring friendships (2b,2c,2d,2e) Respectful relationships (3s,3b,3d,3e,3f,3h) Online relationships (4b,4d)	**Learning intention** To explore respect in a range of relationships To discuss the characteristics of healthy relationships **Learning Outcomes** Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable

Year Five: Puberty	
Health Education (lesson 2 from yr 4) Mental wellbeing (6a,6b,6c,6d,6f) Changing adolescent body (8a,8b) Menstruation (9a) **Key Stage 2 Science** Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age	**Learning intention** To explore how puberty is linked to reproduction **Learning Outcomes** Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to
Health Education Mental wellbeing (6c,6d,6f) Changing adolescent body (8a,8b) Menstruation (9a)	**Learning Intention** To explore the emotional and physical changes occurring in puberty **Learning Outcomes** Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence
Health Education Changing adolescent body (8a,8b) Menstruation (9a)	**Learning intention** To understand male and female puberty changes in more detail **Learning Outcomes** Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production
Health Education Mental wellbeing (6a,6b,6c,6d,6e,6f) Changing adolescent body (8a,8b) Menstruation (9a)	**Learning intention** To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty **Learning Outcomes** Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty

Year Six: Puberty, Relationships and Reproduction	
Health Education Mental wellbeing (6c,6d,6f,6i,6j) Changing adolescent body (8a,8b)	**Learning Intention** To consider puberty and reproduction **Learning Outcomes** Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence
Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2s,2b,2c) Respectful relationships (3b,3d,3h) Being safe (5a,5b,5c,5d,5e)	**Learning intention** Exploring the importance of communication and respect in relationships **Learning Outcomes** Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important
Relationships Education Families and people who care for us (1c,1d,1e) **Key Stage 2 Science** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	**(Teachers to review)** **Learning intention** To consider different ways people might start a family eg. adoption, fostering etc. **Learning Outcomes** Describe the decisions that have to be made before having children
Relationship Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5g) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	**Learning Intention** To explore positive and negative ways of communicating in a relationship **Learning Outcomes** To have considered when it is appropriate to share personal/private information in relationship To know how and where to get support if an online relationship goes wrong

Appendix III

St Mary's C of E Primary – Overview of the vocabulary in Relationships and Sex Education

Reception	Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad
Year 1	Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva
Year 2	Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva
Year 3	Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship, consent
Year 4	Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings
Year 5	Puberty, physical changes, emotional changes, mood, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, ejaculation, sweat, breasts, spots, acne, facial hair, pubic hair, underarm hair, attraction
Year 6	Womb, sperm, egg, conception, fertilisation, pregnancy, twins, fostering, adoption, relationship, friendship, love, partner, consent, intimacy, personal/private information, internet safety.