

Relationship and sex education policy

Paddox Primary School



Approved by:		Date:
Last reviewed on:	May 2026	
Next review due by:	May 2027	

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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

At Paddox Primary School, relationships and sex education (RSE) is underpinned by the school's commitment to fostering positive, respectful relationships, supporting pupils' emotional wellbeing and promoting a safe and nurturing environment. RSE at Paddox plays a vital role in helping pupils recognize unsafe situations, understand trusted relationships and know how to seek help, aligning with the school's safeguarding responsibilities.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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](#).

We must also have regard to our 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 Paddox Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils, parents/carers and governors to ensure it reflects the needs and values of the Paddox Primary School community.

The consultation and development process involved the following stages:

- Review: the PSHE lead reviewed relevant national guidance, including statutory Relationships Education requirements, alongside existing school policies and practices

- Staff consultation: Staff were given the opportunity to review the draft policy and provide feedback to ensure it is practical and appropriate for delivery in school
- Parent/carer consultation: parents and carers were informed about the policy and given the opportunity to share their views, ensuring transparency and partnership working
- Pupil voice: pupils' views were considered to ensure the RSE curriculum meets their needs and reflects the issues that are important to them
- Ratification: The final policy was shared with the governing body and formally 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.

5. 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 taking 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.

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, and other aspects are included in religious education (RE).

Lessons will be delivered by teachers and adapted, where necessary, based on the needs of the classes. At Paddox Primary School, RSE is delivered through a carefully planned, age-appropriate curriculum that builds progressively across year groups.

- **Relationships education** is taught throughout all year groups (Reception to Year 6) as part of the school's PSHE curriculum. Topics are revisited and developed in increasing depth each year.
- **Health education**, including aspects of puberty and personal hygiene, introduced in Key Stage 1 and developed further in Key Stage 2.

- **Sex education (beyond the statutory National Curriculum for Science)** is taught in upper Key Stage 2. This includes understanding changes during puberty, basic knowledge of how a baby is conceived and grows and reproduction in an age-appropriate way.

This content is delivered in a sensitive, inclusive and age-appropriate manner, ensuring all pupils feel safe, respected and supported. Parents are informed in advance of when RSE lessons will take place and are given the opportunity to view teaching materials. Parents have the right to withdraw their child from the non-statutory elements of sex education, in accordance with statutory guidance.

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.

6.1 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:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting

- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

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

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

7. 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:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - 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 that 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:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that 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

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that 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 components of RSE (see section 9).

8.3 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 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 subject leads and/or the headteacher.

The PSHE/RSE leads at Paddox Primary School are: Lydia Coleman and Richard Shipley.

8.4 Pupils

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

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

10. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by Lydia Coleman (Class Teacher and PSHE Lead) and Richard Shipley (Class Teacher and PSHE Lead) through:

- Learning walks during RSE lessons
- Monitoring of RSE planning
- Monitoring of floor books for recording of RSE lessons
- Staff/pupil voice

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

This policy will be reviewed by Victoria O'Dell (headteacher), annually. At every review, the policy will be approved by the Paddox Primary School governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 2	It's My Body • Recognising areas of the body that are private • How to respond if physical contact makes them feel unsafe • Asking for permission • What to do if they feel unsafe or worried for themselves; who to ask for help • How physical activity helps us to stay healthy and ways to be physically active • Why sleep is important • Making healthy choices around food • Dental health • Simple hygiene routines to stop the spread of germs • Medicines to keep us healthy • Recognising risk in everyday situations • What is safe to eat or drink • Sun safety	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 2	Growing Up • Recognising importance of privacy • Name main parts of the body, including external genitalia • Growing from young to old • How to respond if physical contact makes them feel unsafe • Who to ask for help • Treating themselves and others with respect • Recognising ways we are different to each other • Different types of families • Identify common features of family life • Preparing to move to a new class/year group • Change and loss (including death) and identify feelings associated with this	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 2	It's My Body • To know that female genital mutilation (FGM) is against British Law, what to do and who to tell if they are worried about themselves or someone else • Recognise if a friendship is making them feel uncomfortable or unsafe • Acceptable and unacceptable physical contact • Seeking and giving permission in different situations • Safe and unsafe secrets • Healthy and balanced lifestyles and choices that support this • What constitutes a healthy diet and how regular exercise benefits physical and mental health • Oral hygiene • How sleep contributes to a healthy lifestyle • What good physical health means and recognising early signs of physical illness • How medicines can contribute to health • Managing risk in different situations • Risks and effects of legal drugs (cigarettes, e-cigarettes, alcohol and medicines) • Why people choose to use or not use drugs • Sun safety	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 2	Growing Up - Processes of reproduction and birth as part of the human life cycle - How babies are conceived and born - Identifying external genitalia and internal reproduction organs in males and females - How the process of puberty relates to human reproduction - Physical and emotional changes that occur during puberty (including menstruation) - Where to seek advice about changes in our bodies - How hygiene routines change during puberty and the importance of keeping clean - How feelings change over time and the everyday things that affect feelings - A varied vocabulary to use when talking about feelings and strategies to respond to feelings - Recognise the different types of relationships (familial, friendships, romantic relationships and online relationships) - About marriage and civil partnerships as a legal declaration of commitment - Recognise and respect that there are different types of family structures (including single parents, same-sex parents, step-parents, blended families, foster parents) - That people may be attracted to someone emotionally, romantically and sexually, that people may be attracted to someone of the same sex or different sex to them	

Year 5	Summer 2	It's My Body • To know that female genital mutilation (FGM) is against British Law, what to do and who to tell if they are worried about themselves or someone else • Recognise if a friendship is making them feel uncomfortable or unsafe • Acceptable and unacceptable physical contact • Seeking and giving permission in different situations • Safe and unsafe secrets • Recognise the elements of a healthy, balanced lifestyle and making choices that support this • How regular exercise benefits mental and physical health • How sleep contributes to a healthy lifestyle • That bacteria and viruses can affect health and how hygiene routines can limit the spread of infection • Dental and oral health • How medicines can affect health, including immunisations and vaccinations • Sun safety and risks of overexposure • Managing risk in different situations • Risks and effects of legal drugs (cigarettes, e-cigarettes, alcohol and medicines) • Recognise the laws surrounding legal and illegal drugs • Mixed messages in the media around drugs, including smoking/vaping and alcohol • Organisations that can support people concerning alcohol, tobacco and nicotine or other drug use • Recognise pressure from others to do something unsafe	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		• That for some people, gender identity does not correspond with biological sex • Recognise individual and personal qualities • Stereotypes and how they can negatively influence behaviours and attitudes • How text and images in the media can be manipulated or invented • Positive body image	

Year 6	Summer 2	Growing Up • Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • Physical and emotional changes that occur when approaching and during puberty (including menstruation, erections and wet dreams) • How hygiene routines change during puberty, how to maintain personal hygiene • Acceptable and unacceptable physical contact • Recognise that feelings change over time and the everyday things that can affect feelings • A varied vocabulary when talking about feelings and strategies to respond to and manage feelings • Personal identity, recognising individual and personal qualities • Identify personal strengths, skills and interests • Stereotypes and how they can negatively affect behaviour • Recognise how the internet and social media can be used positively and negatively • How text and images in the media can be manipulated or invented • Recognise the different types of relationships (familial, friendships, romantic relationships and online relationships) • About marriage and civil partnerships as a legal declaration of commitment	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		• Recognise and respect that there are different types of family structures (including single parents, same-sex parents, step-parents, blended families, foster parents) • That people may be attracted to someone emotionally, romantically and sexually, that people may be attracted to someone of the same sex or different sex to them • Bacteria and viruses affecting health and maintaining personal hygiene • The processes of reproduction and birth as part of the human life cycle; how babies are conceived and born	

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

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 3: 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	