



The Leys Primary & Nursery School

Learning Today ...Leading Tomorrow

Relationships and Sex Education Policy (from March 2025)

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1. Aims

Our Relationships and Sex Education (RSE) curriculum aims to support every pupil in developing self-respect, confidence and empathy, enabling them to recognise their own worth and the value of others. Through age-appropriate learning, children are taught how to build and maintain healthy relationships, with a particular focus on family life and friendships. Pupils learn about kindness, respect, boundaries and consent in a way that helps them understand how to stay safe, including in online relationships. They are taught how to recognise when something feels wrong or unsafe, both offline and online, and how to seek help from a trusted adult at home or in school. We actively encourage open communication and reassure children that their worries will be listened to and taken seriously. All teaching is delivered in a way that is sensitive to and respectful of our school's faith ethos and the diverse families within our community, recognising and valuing the different family structures and beliefs represented in our school.

Relationships education is not about sexual relationships.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. However, we believe that in Year 6, children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and so we will be teaching aspects of sex education, such as; Conception and Reproduction.

We have used the following documents to inform our policy: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education, Education Act 1996](#) and the [Equality Act 2010](#).

At The Leys we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps evident in Section 15..

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, personal hygiene, 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. Ethos

Following nationwide consultation, The Department for Education has made changes to Relationships and Sex Education (RSE) which came into effect from [July 2025](#) and all schools are required to comply with the updated requirements.

In light of the guidance, we have reviewed our RSE curriculum and policy so we can be sure our provision is appropriate for our pupils based on their:

- Age and maturity levels, as well as their cultural and religious backgrounds
- Physical and emotional maturity
- The values of our school community

- Every pupil's learning needs

We have tailored this curriculum to meet the needs of our pupils, to ensure that all children can leave year six with the knowledge and understanding of how their body works, and how to make good choices in terms of their relationships with both friends and family.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Having considered various resources, we believe that using resources from a variety of different schemes is most beneficial to our children, and best reflects our school ethos and meets the needs of our children, context and wider school community.

We use cross-curricular links throughout the school year, and throughout the school to cover our curriculum in a broad and balanced way. Some examples of these include: Teaching aspects of the human body in PE lessons, as well as physical and mental wellbeing. Stone Age topic linked to origins of family life as a history topic in KS2. Science links with living things and their habitat and animals including humans and history links with World War Two and why people want to help others, sacrifices, responsibility and care for others.

We use 1Decision which has been Kitemarked by the PSHE Association as our scaffolding for the subject area, we adjust and amend as we see necessary. However we also use additional resources from Twinkl and Medway as required.

For more information about our curriculum, see our curriculum map in Appendix 1.

7. SEND

We ensure that RSE is fully inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by liaising with parents, and offering bespoke tailored education to those children who need it in the form of class support or 1:1 support. We will work in partnership with parents to make sure that what we teach is beneficial to the child and work closely with our SENCo to adapt resources and get advice.

8. 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.

Pupils also receive stand-alone sex education sessions which can be delivered in same-sex groups or as whole, this is subject to parent preference and the needs of the class/year group.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Friendships
- Bullying
- Touch

The 1decision resources are designed to initiate conversations about feelings and emotions in early years, using colourful animated storybooks.

In key stage one, the programme introduces the concept of appropriate touch and teaches them the skills they need to keep themselves safe. In year 1 or 2 they will talk about the correct words to use for their external

genitalia as naming body parts is covered as part of national curriculum science. As your child progresses through key stage one, the 1decision resources will cover the relationships element of the statutory guidance, using a range of videos, quizzes and interactive activities.

In key stage two, your child will learn about relationships, puberty and conception. Every conversation will be age-appropriate, and the content will be tailored to the cohort of children in that current year group, which can change year on year. To support the delivery of this topic 1decision have produced an age-appropriate video which explains the physical and emotional changes that children will experience at the onset, and during puberty.

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

9. Equality and Diversity

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, as well as families of different faiths and cultures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

10. Roles and responsibilities

10.1 The governing board

The governing board has delegated the approval of this policy to the School Improvement Committee.

10.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 11).

10.3 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

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.

10.4 Pupils

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

11. Parents' right to withdraw

Parents do not have the right to withdraw their child from relationships or health education which includes puberty.

Parents do have the right to withdraw their children from sex education (conception Year 6), other than that covered in national curriculum science.

Parents will receive correspondence outlining when Sex Education lessons will take place each academic year. If a parent wishes to withdraw their child from these lessons they will be advised to respond in writing or via email (see Appendix 3).

If a parent expresses a wish to withdraw their child from RSE lessons, they will be invited for a meeting with the class teacher and given all of the resources available to allow them to see what is going to be taught.

If parents still wish to withdraw their child after reviewing the content then they will be expected to attend a meeting with the PSHE lead and/or Headteacher to discuss this further.

12. Dealing with difficult questions

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a 1:1 session outside of the lesson, referring to another more senior member of staff, offering a simple holding answer or mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

13. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. All staff who deliver RSE teaching have regular Safeguarding training to ensure the safety of both staff and children.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

14. Creating a safe learning environment

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. Pupils will also be able to raise questions anonymously by the use of a PSHE question box in the classroom. Staff will devise an agreed protocol which they will follow to deal with potentially sensitive issues or use to seek support. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor.

Teachers do not discuss details of their personal relationships with pupils. Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language.

Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children. RSE lays the foundations for developing empathy and understanding between girls and boys, young men and young women.

Pupils should be encouraged to consider the importance of equality and respect within friendships and relationships, and to develop positive, non-violent behaviour. They should learn to recognise physical, sexual and emotional violence and how to get help if they need it. RSE must provide a clear message that violence and exploitation are always wrong, that everyone is responsible for their own behaviour and that no one is ever responsible for the violence or abuse they experience.

15. Policy production and review

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdraw their child from the curriculum, when not able to be addressed by class teacher and PSHE lead.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
PSHE Coordinator / Lead teacher	The development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.
Teaching and support staff	The delivery of lessons and key RSE messages, identifying and working with PSHE leads to address gaps in their knowledge, ensure that pupils withdrawn from the curriculum are educated elsewhere
Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum (as part pupil voice and class discussions).

The policy will be reviewed by the Headteacher and PSHE lead annually in Spring term 2025

This policy will then be reviewed by SLT.

At every review, the policy will be approved by the School Improvement Committee.

16. Monitoring arrangements

The delivery of RSE is monitored by the subject leader.

Pupils' development in RSE is monitored by class teachers. The 1decision programme includes a range of assessment tools and these include pupil self-assessment, knowledge organisers along with the baseline, formative and summative assessments embedded within each topic.

The subject will be monitored by the PSHE audit and reviewed yearly by the subject leader. This may be in terms of a book scrutiny, lesson observations, parental feedback, learning walk, pupil voice or an amalgamation of all of these.

Teachers have the opportunity to give feedback and reflect on the delivery of RSE through regular meetings, such as staff meetings, and by sharing information with the PSHE lead.

This information will then be shared with parents through discussions at parents meetings and parents evenings, as well as subject specific workshops where necessary.

This policy should be read in conjunction with the following The Leys Primary and Nursery School policies:

- Behaviour Policy
- Child Protection Policy
- Anti-bullying Policy
- E-Safety / Online Safety Policy

Additional information for parents/carers on understanding Relationships and Sex Education can be found on [1Decision Parent/Carer Zone](#).

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS BASED ON THE 1DECISION CURRICULUM	
Year 1	Autumn Term	Keeping/Staying Safe <ul style="list-style-type: none"> Baseline assessment - What I know now. Road safety Hazard watch <ul style="list-style-type: none"> Baseline assessment - What I know now. 	Relationships <ul style="list-style-type: none"> Baseline assessment - What I know now. Friendship Fire safety <ul style="list-style-type: none"> Baseline assessment - What I know now. Hoax calling
	Spring Term	Computer safety <ul style="list-style-type: none"> Baseline assessment - What I know now. Online bullying 	Our world <ul style="list-style-type: none"> Baseline assessment - What I know now. Growing in our world
	Summer Term	Keeping/staying healthy <ul style="list-style-type: none"> Baseline assessment - What I know now. Washing hands 	Feelings and emotions <ul style="list-style-type: none"> Baseline assessment - What I know now. Jealousy Being responsible <ul style="list-style-type: none"> Baseline assessment - What I know now. Water spillage
Year 2	Autumn Term	Hazard watch <ul style="list-style-type: none"> Baseline assessment - What I know now. Keeping/Staying safe <ul style="list-style-type: none"> Tying shoelaces Staying safe 	Relationships <ul style="list-style-type: none"> Bullying Body language Fire safety <ul style="list-style-type: none"> Petty arson Texting whilst driving
	Spring Term	Computer safety <ul style="list-style-type: none"> Image sharing Computer safety 	Our world <ul style="list-style-type: none"> Living in our world Working in our world
	Summer Term	Keeping/staying healthy <ul style="list-style-type: none"> Healthy eating Brushing teeth 	Feelings and emotions <ul style="list-style-type: none"> Worry Anger Being responsible <ul style="list-style-type: none"> Practice makes perfect Helping someone in need

Year 3	Autumn Term	Keeping/staying safe <ul style="list-style-type: none"> • Staying safe • Leaning out of windows • Summative assessment - What i've learnt. 	Relationships <ul style="list-style-type: none"> • Touch • Summative assessment - What i've learnt. Fire safety <ul style="list-style-type: none"> • Fire station visit • Summative assessment - What i've learnt.
	Spring Term	Computer safety <ul style="list-style-type: none"> • Making friends online • Summative assessment - What i've learnt. 	Our world <ul style="list-style-type: none"> • Looking after our world • Summative assessment - What i've learnt.
	Summer Term	Keeping/staying healthy <ul style="list-style-type: none"> • Medicine • Summative assessment - What i've learnt. 	Feelings and emotions <ul style="list-style-type: none"> • Grief • Summative assessment - What i've learnt. Being responsible <ul style="list-style-type: none"> • Stealing • Summative assessment - What i've learnt.
Year 4	Autumn Term	Keeping/staying safe <ul style="list-style-type: none"> • Baseline assessment - What I know now. • Cycle safety A world without judgement <ul style="list-style-type: none"> • Baseline assessment - What I know now. • Breaking down barriers 	Growing and changing <ul style="list-style-type: none"> • Baseline assessment - What I know now. • Relationships
	Spring Term	Computer safety <ul style="list-style-type: none"> • Baseline assessment - What I know now. • Online bullying 	The working world <ul style="list-style-type: none"> • Baseline assessment - What I know now. • Chores at home
	Summer Term	Keeping/staying healthy <ul style="list-style-type: none"> • Baseline assessment - What I know now. • Healthy living First aid <ul style="list-style-type: none"> • Baseline assessment - What I know now. 	Feelings and emotions <ul style="list-style-type: none"> • Baseline assessment - What I know now. • Jealousy Being responsible <ul style="list-style-type: none"> • Baseline assessment - What I know now.

		<ul style="list-style-type: none"> • First aid Year 4 	<ul style="list-style-type: none"> • Coming home on time
Year 5	Autumn Term	<p>Keeping/staying safe</p> <ul style="list-style-type: none"> • Peer pressure • Adult & Children's views <p>A world without judgement</p> <ul style="list-style-type: none"> • Inclusion and acceptance • Adult & Children's views 	<p>Growing and changing</p> <ul style="list-style-type: none"> • Puberty • Adult & Children's views
	Spring Term	<p>Computer safety</p> <ul style="list-style-type: none"> • Image sharing • Computer safety 	<p>The working world</p> <ul style="list-style-type: none"> • Enterprise • Adult & Children's views
	Summer Term	<p>Keeping/staying healthy</p> <ul style="list-style-type: none"> • Smoking • Adult & Children's views <p>First aid</p> <ul style="list-style-type: none"> • First aid Year 5 	<p>Feelings and emotions</p> <ul style="list-style-type: none"> • Anger • Adult & Children's views <p>Being responsible</p> <ul style="list-style-type: none"> • Looking out for others • Adult & Children's views
Year 6	Autumn Term	<p>Keeping/staying safe</p> <ul style="list-style-type: none"> • Water safety • Summative assessment - What i've learnt. <p>A world without judgement</p> <ul style="list-style-type: none"> • British values • Summative assessment - What i've learnt. 	<p>Growing and changing</p> <ul style="list-style-type: none"> • Conception • Summative assessment - What i've learnt.
	Spring Term	<p>Computer safety</p> <ul style="list-style-type: none"> • Making friends online • Summative assessment - What i've learnt. 	<p>The working world</p> <ul style="list-style-type: none"> • In app purchase • Summative assessment - What i've learnt.
	Summer Term	<p>Keeping/staying healthy</p> <ul style="list-style-type: none"> • Alcohol • Summative assessment - What i've learnt. <p>First aid</p> <ul style="list-style-type: none"> • First aid Part 1 • First aid Part 2 	<p>Feelings and emotions</p> <ul style="list-style-type: none"> • Worry • Summative assessment - What i've learnt. <p>Being responsible</p> <ul style="list-style-type: none"> • Stealing • Summative assessment - What i've learnt.

		<ul style="list-style-type: none">• Summative assessment - What i've learnt.	
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Appendix 2: By the end of primary school pupils should know

[Knowledge Organisers Year 1-3](#)

[Knowledge Organisers Year 4-6](#)



The Leys Primary & Nursery School

Learning TodayLeading Tomorrow

Appendix 3 : PARENT NOTIFICATION LETTER FOR SEXUAL HEALTH EDUCATION

Dear Parent or Guardian,

Throughout the year, your child will receive Relationship, Sex and Health Education (RSHE) as part of The Leys RSE Policy.

Relationship and Health Education (RHE) is statutory and forms a part of the Personal, Social, Health and Economic (PSHE) subject. All schools in England are required to teach RHE in primary schools and the 'Department for Education' recommends that schools consider teaching Sex Education.

Parents and Carers **do not** have the right to withdraw their children from lessons that cover the statutory Health and Relationship objectives and lessons that cover national curriculum science objectives, including content on human development.

We want to assure you that our curriculum is taught in an age-appropriate manner and provides pupils with the time to ask questions in a safe environment and ultimately receive information based on facts, rather than hearing content second-hand or via online platforms.

To support the delivery of PSHE and RSHE, our school has adopted a quality-assured programme called 1Decision which has been kitemarked by the PSHE Association - the UK's governing body for the subject area. The 1Decision resources have been created by PSHE and Safeguarding experts, together with schools, and most importantly children. To find out more about our chosen provider, we would like to signpost you to their Parent/Carer zone on the 1decision website:

<https://www.1decision.co.uk/resources/parent-carer-zone>

Year X topics include:

- Relationships Education:

XXX

- Health Education:

XXX

You are welcome to contact your child's class teacher by emailing (Year group email inserted here) should you have any concerns or questions about this programme of study.

We can share the lessons and information that your child will be taught.

Yours Sincerely,

Leader of PSHE