



Relationship and Sex Education (RSHE) Policy

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace British Values and ensure all children are ready for their next steps.

Definition of Relationship and Sex education

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, sexual health, healthy lifestyles, diversity and personal identity. When we use the term 'relationships' in this policy we refer to both online and offline relationships. It involves a combination of sharing information and exploring issues and values.

Some aspects are taught in science, and others are taught as part of Wellbeing (PSHE). This policy should be read in conjunction with our Safeguarding and Child Protection, Behaviour and Anti-Bullying policies.

The Department of Health set out its ambition for all children and young people to receive high quality relationship and sex education in its statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This policy also reflects guidance given under the Children and Social Work Act 2017.

RSE is not about the promotion of sexual activity.

Statutory guidance

From the Summer Term 2021, it was a legal requirement to provide relationship and health education (RHE) to all pupils as per section 34 of the Children and Social work act 2017. Relationships and sex education is now statutory in all secondary schools in England. Relationships education is statutory in all primary schools. In line with statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education it is recommended that age-appropriate sex education is also taught in all primary schools.

In accordance with the Children and Social Work Act 2017, relationships and sex education should have regard to the age and religious background of the pupils and must include: i safety in forming and maintaining relationships, ii the characteristics of healthy relationships, and iii how relationships may affect physical and mental health and well-being.

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2025)

Children and Social Work Act (2017)

At Buxlow we teach RSHE as set out in this policy.

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary

schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons. Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively.

The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

At Buxlow School we aim to:

- Provide a framework in which sensitive discussion can take place.
- Develop positive values and a moral framework that will guide the pupils’ decisions, judgements and behaviour, ensure that pupils have the confidence and self esteem to value themselves and others, to respect individual conscience and to develop the skills required to judge what kind of relationship is appropriate.
- Help pupils to understand the consequences of their actions and behave responsibly within relationships.
- Develop the pupils’ knowledge to avoid being exploited or exploiting others or being pressured into sexual interactions.
- 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 relationships and sexuality; challenge sexism and prejudice, foster LGBT and gender equality and consider issues surrounding gender identity.
- Teach pupils the correct vocabulary to describe themselves and their bodies and to develop the appropriate terminology for relationship and sex issues.

Aims of this Policy

- To meet the requirements of the DfES guidance on RSHE.
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives.
- To understand the changes that occur to the human body during puberty.
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy.

RSHE in the Curriculum

At Buxlow we believe that RSHE should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

RSHE lessons are set within the wider context of the PSHE curriculum and address the emotional aspects of development and relationships and the physical aspects of puberty and reproduction. The biological aspects of RSHE are taught within the Science curriculum. These lessons are focussed on the physical aspects of development and reproduction.

In each Class Group the children discuss key safeguarding issues linked to personal space and privacy. The school utilises the NSPCC resources to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensure children are aware of and understand the boundaries that should exist linked to the private areas of their body.

Curriculum Content:

Key Stage 1 (school years 1 and 2 - normally between the ages of 5 and 7)

Maintaining personal hygiene

- The process of growing from young to old and how people's needs change
- The names of the main parts of the body
- To identify and respect the differences and similarities between people
- That family and friends should care for each other
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2 (school years 3, 4, 5 and 6 - normally between the ages of 7 and 11)

- To recognise their worth as individuals
- To recognise and challenge stereotypes
- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable
- Be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Where individuals, families and groups can get help and support
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal positively with their feelings towards themselves, their families and others
- Learn about how the body changes as children approach puberty

- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and the skills and language for resisting pressure to do wrong
- To understand the human life cycle from conception to old age
- To understand human reproduction (how a baby is made and how it grows)

The curriculum is a graduated, age appropriate programme which will be delivered by the school staff with support and advice from health professionals. Parents will be informed of when lessons on puberty and human reproduction will take place and the resources and teaching materials to be used will be shared with parents.

Children with SEND

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content relationship and sex education.

Equal opportunities

The provision of RSHE complies with relevant requirements of The Equality Act 2010. All pupils aged three and above are entitled to RSHE regardless of ability, gender, race, or religious belief.

It is our intention for pupils to have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development, with differentiated provision if required. We will provide equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The relevant protected characteristics are: sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and age.

Both boys and girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

Safeguarding

Teachers are aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a safeguarding nature. Under common law, young people are entitled to the same duty of confidentiality as adults. Personal information about them should not be shared without their permission except for the purposes of child protection as detailed in the Safeguarding Policy.

Right to withdraw

Parents/carers do not have the right to withdraw pupils from relationships education however parents/carers have the right to withdraw their children from some or all sex education within RSHE and should in the first instance contact the Headteacher in writing to request withdrawal. This does not include what is taught as part of the science curriculum.

Parents/carers who elect to withdraw their child from sex education lessons will be advised that they have an obligation to provide the information at home using information available from the DfE. Parents/carers are encouraged to discuss such a decision with staff at the earliest opportunity and are welcome to view any RSHE resources the school uses. Resources used are made available for parents to view prior to the Year 5/6 lessons.

Questions and issues

Any RSHE lesson may consider questions or issues that some children will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the

lesson. When pupils ask questions, teachers will aim to answer them honestly, within the ground rules established at the start of the sessions.

There is no expectation that any teacher delivering RSHE will automatically answer pupil questions, as this may infringe personal boundaries. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupils' age should be addressed and any concerns emerging from conversations should be shared with the Designated Safeguarding Lead.

Safeguarding

There may be times when a question raised by a pupil should be referred to a parent or carer. It is good practice to talk to the pupil(s) concerned before involving a parent or carer - to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child feels that they do not want their parent or carer to be spoken to, then this should be taken seriously and discussed with the Designated Safeguarding Lead.

It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone unless it is felt that sharing a concern is likely to ensure the health and happiness of the child in question. Staff would refer to the Safeguarding Policy and record any concerns appropriately.

Teaching

Teachers ensure that RSHE lessons are taught in an environment where questions and discussions on sexual matters can take place without any stigma or embarrassment. We recognise that parents are key in teaching their children about relationships, sex and growing up. As such, we aim to work in partnership with pupils and parents. Prior to any lessons on puberty or reproduction taking place, for example, parents are written to with an outline of the content of the lessons.

Homosexuality is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate the age of the children.

At Year 6 teachers may, where appropriate, split the group according to gender to discuss issues relating to puberty and sex; however this is not always the case.

RSHE has three main elements:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning the importance of values, individual conscience and moral choices.
- Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.

- Learning to make choices based on the understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.
- Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Understanding the importance of appropriate, respectful and consensual relationships
- Learning and understanding physical development at appropriate stages.
- Understanding human emotions, relationships, reproduction and sexuality.
- Learning about and understanding the importance of staying safe online and of developing healthy, consensual online relationships.

Roles and responsibilities

The Governors

Governors will approve the RSHE policy annually. The Governors delegate the responsibility for implementation of this policy to the Headteacher.

The Head of Centre

The Head of Centre is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- 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 RSHE.

Pupils

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

Assessment, Reporting and Recording

Monitoring arrangements

Teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHE.

The delivery of RSHE is monitored by the senior staff through:

- Work scrutiny
- Lesson observations
- Regular key stage meetings
- Meeting with individual teachers delivering the programme
- Pupil Surveys

Child Protection

All teaching staff are trained in child protection issues. Any concerns raised through RSHE are dealt with according to child protection procedures.

Working with Parents

The school aims to work in partnership with parents when planning and delivering relationship and sex education. This is achieved through:

- Consulting parents over the development of the policy through information events and sharing policies and documentation
- Involving parents in viewing resources and discussing the RSHE curriculum
- Supporting parents in helping children cope with the emotional and physical aspects of growing up
- Making alternative arrangements for pupils who are withdrawn from RSHE lessons

This policy will be reviewed on an annual basis.

Curriculum overview of topics taught:

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

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