



Harrietsham Church of England Primary School

Relationships and Sex Education (RSE) Policy

Policy lead:	Jon Gambell
Responsibility:	Deputy Headteacher
Date approved by Governing Body:	September 2026
Governor signature:	Rebecca Emson (Chair)
Review date:	September 2026

Harrietsham Church of England Primary School

RSE Policy

Contents

School Context:	3
1. Aims	4
2. Statutory requirements	4
3. Policy development	4
4. Definition	5
5. Curriculum	5
6. Delivery of RSE	5
7. Inclusivity	7
8. Use of resources	7
9. Roles and responsibilities	8
9.1 The governing board	8
9.2 The Headteacher	8
9.3 Staff	8
9.4 Pupils	8
10. Parents' right to withdraw	8
11. Training	9
12. Monitoring arrangements	9
Appendix 1: Curriculum map	10
Appendix 2: By the end of primary school pupils should know	11
Appendix 3: Parent/carer form: withdrawal from sex education within RSE	13

School Context:

Harrietsham CEP Vision Statement

We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.

“Nurtured we flourish”

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children’s learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children’s lives.

Our Values

The roots of our vision are in the parable of the Mustard Seed.

‘The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches’.
Matthew 13 31-32

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

Love, Fellowship and Forgiveness

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, and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

The school's vision and values have informed this policy and provide a basis for spiritual and moral development within the school. The Governing body and all members of staff have received training to ensure that our best endeavors are made to provide a wide and varied curriculum for all learners including that of Relationships and Sex Education. Parents are encouraged to have their say and to engage in professional dialogue with staff.

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 Harrietsham Church of England Primary School, we teach RSE as set out in this policy.

3. Policy development

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

1. **Review** – A member of staff, with the support of the curriculum lead, pulled together all relevant information including relevant national and local guidance.
2. **Staff consultation** – All school staff were given the opportunity to look at the policy and make recommendations.
3. **Parent / stakeholder consultation** – Parents / carers are communicated with each year about RSE teaching and given the opportunity to feedback about the curriculum and its content with the option for an open meeting where recommendations can be made.

'Nurtured We Flourish'

4. **Pupil consultation** – We regularly capture pupil voice about all parts of the curriculum including RSE.
5. **Ratification** – Once amendments were made, the policy was shared with governors and 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 and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious 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

Pupils receive stand-alone Relationships and Sex Education (RSE) sessions in the summer term (Term 6), delivered by their class teacher from the 'Christopher Winters project scheme'. Please see Appendix 1.

Year group	Topics covered
Year 1	Growing and Caring for Ourselves
Year 2	Differences
Year 3	Valuing Difference and Keeping Safe
Year 4	Growing Up

'Nurtured We Flourish'

Year 5	Puberty
Year 6	Puberty, Relationships and Reproduction

We recognise that Relationships and Sex Education is a highly sensitive subject, but, we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

We teach RSE in the context of the school's aims and Christian values and vision, in order for our children to achieve their God given potential. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school.

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).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.

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, kind relationships
- Online safety and awareness
- Being safe

Our curriculum follows the Christopher Winters scheme of work and is set out as per Appendix 1, but we may need to adapt it as and when necessary with the professional judgement of the class teacher.

The work that we complete within RSE allows us to further embed the principles of 'Valuing All God's Children'. 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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published scheme of work in advance, and share any relevant materials on request.

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

'Nurtured We Flourish'

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys and girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, for every academic year their child is at, the school will consult parents and carers, and their views will be valued. What will be taught and how, will be explained and made accessible to families.

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.

7. 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.

8. 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 and maturity of the pupils.

'Nurtured We Flourish'

- 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.

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

9. Roles and responsibilities

9.1 The governing board

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

9.2 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/non-science components of RSE (see section 10).

9.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, high quality and appropriate for each year group.
- 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/non-science components of RSE.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Jo Griffin.

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.

All of our class teachers in post are responsible for the delivery of RSE teaching in our school.

9.4 Pupils

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

10. 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/non-science 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.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the Headteacher can refuse a request to withdraw the pupil from sex education.

11. 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.

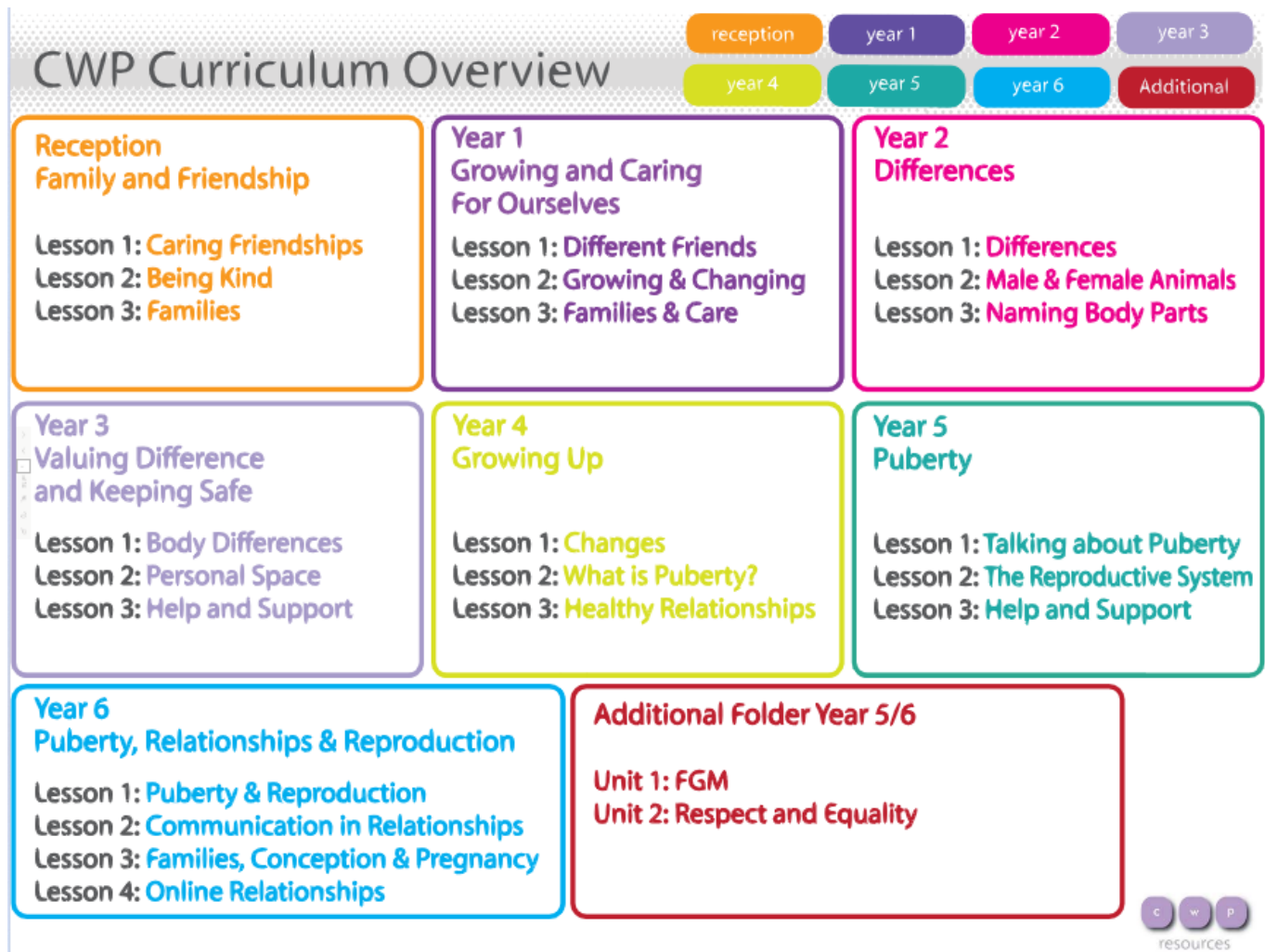
12. Monitoring arrangements

The delivery of RSE is monitored by Jon Gambell (Deputy Headteacher) and Jackie Chambers (Headteacher) through access to planning, observation of lessons, children's work & discussion with colleagues.

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

This policy will be reviewed by the Deputy Headteacher on an annual basis. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map



Link to our school website, which has more detailed information and links to some of the resources we use from the scheme:

[Harrietsham Church of England Primary School - The Christopher Winter Project](#)

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
Respectful relationships	<ul style="list-style-type: none"> • 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

'Nurtured We Flourish'

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none">• 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
Being safe	<ul style="list-style-type: none">• 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	<i>Include notes from discussions with parents/carers and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i>