



Hallbrook Primary School

Relationships and Sex Education Policy

Approved/reviewed by	
8/9/26	
Date of next review	Sep 2027
Publication:	Website- Statutory

This policy is reviewed annually to ensure compliance with current regulations.

Version	Date	Updated by	Summary of changes
V1	November 2024	Headteacher (TB)	New Policy
V2	June 2026	Headteacher (TB)	Updates based on DfE changes required for 2026.

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.

RSE supports us in our statutory duties of Keeping Children Safe in Education.

This Relationships Education Policy must be read in conjunction with our Teaching and Learning Policy, PSHE Policy, Safeguarding and Child Protection Policy, Mental Health and Wellbeing Policy and Behaviour Policy.

At Hallbrook Primary School, we believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

An effective RSE policy plays an important part in “Championing every child and inspiring them to thrive,” as they move through the school and on in life.

2. Statutory Requirements

We must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. As a primary academy, we don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to 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 Hallbrook Primary School, we teach RSE as set out in this policy. This policy has been developed in consultation with staff, pupils and parents/carers. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home. Parents and carers will be invited to a meeting where they will be able to view resources, including any used for Sex Education taught outside of Science.

3. 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 considering 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.

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).

We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. All content will be delivered in an age-appropriate manner. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Our curriculum at Hallbrook Primary School is designed within a connected curriculum where possible. RSE will be taught discretely where it is felt appropriate. The specific content for RSE will be tracked to ensure that it is taught within our year group long term plans. Connections will also be made where appropriate with other subjects.

At Hallbrook Primary School, RSE 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
- Ourselves, growing and changing

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, LGBTQ+ 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).

Primary sex education will focus on:

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

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 as much as 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).

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 policy where possible in advance, and share any relevant materials on request.

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).

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.

4. Equality and Inclusivity

We will teach RSE 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:

- Give careful consideration to the level of differentiation needed, particularly for those children with Special Educational Needs and Disabilities.
- 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

5. 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

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

We support children in developing their knowledge about and attitudes towards diversity through our No Outsiders and Protected Characteristics Curriculum.

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- 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
- Work with agencies who don't allow their material to be shared with parents and carers

6. Training

RSE should be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content.

Visitors will be invited in from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as needed.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional

confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

7. Questions

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age-appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting they may ask for support from the subject lead, senior leadership team or DSL/Deputy DSL.

8. Roles and Responsibilities

The Governing Body

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

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.

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/non-science 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 Headteacher or PSHE/RSE Leader.

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/non-science components of sex education within RSE.

Parents/carers are welcome to discuss any questions or concerns with staff.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content. If children are withdrawn from the lessons, it may be that they interpret this as a message that sex education shouldn't be talked about and this could lead to misunderstanding or not asking for help when needed later in life.

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

10. Monitoring of RSE

The delivery of RSE is monitored by

- Tim Barrow, Headteacher

This will be done through:

Learning walks, planning scrutiny, PSHE books, deep dives into PSHE, including pupil interviews.

11. Policy Review

It is recommended that this policy will be reviewed annually. For every review, the policy will be approved by the governing body.

12. Links to other policies

- **SMSC Policy:** Supports moral and social education aspects.
- **Online Safety Policy:** Addresses online safety in relationships education.
- **Equality Statement:** Ensures inclusive education for all students.

Appendix 1:

By the end of Primary School children should know:

Families and people who care for me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent 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. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

	• The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
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Appendix 1 continued:

By the end of Primary School children should know:

Online safety and awareness	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications 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 contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

	• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
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We have mapped these objectives from EY to Y6 and will be using a range of resources and materials to deliver them.

Hallbrook Primary School RSE

RSE Progression Grid

EYFS	KS1	LKS2	UKS2
Making relationships (ELG) ELG: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Introducing the body and looking after it. The concept of male and female and differences – using humans and animals. The importance of basic hygiene.	To understand and respect the differences and similarities between people Children are able to define difference and similarity They understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that Learn about the biological differences between male and female animals and their role in the life cycle Know that female mammals give birth and nurse their young Can describe the biological differences between male and female Learn about growing from young to old and that they are growing and changing Can identify key stages in the human life cycle Understand	Learn about the way we grow and change throughout the human lifecycle Can identify changes throughout the human life cycle Understand change is on-going Understand change is individual The biological differences between male and female children Can label the male and female sex parts with confidence About different types of family and how their home-life is special Can describe different types of family Identify what is special and different about their home life Understand families care for each other in a variety of ways That everybody needs to be cared for and ways in which they care for others Understand that we all have different needs and require different types of care Identify ways we show care towards each other	Learn about the changes that occur during puberty Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females Understand that puberty is individual and can occur any time between 8-17 Understand that body changes at puberty are a preparation for sexual maturity Understand how changes during puberty can affect relationships with other people and develop strategies to deal with feelings in the context of relationships Are able to identify feelings and understand how they affect behaviour Understand that conflict in a relationship is normal but that resorting to violence is never right. Conflict should be managed through kindness and respect. Can practise strategies for managing relationships and changes during puberty Understand that relationships need healthy boundaries to be respectful. To consider different attitudes and values around gender stereotyping and consider their origin and impact Understand how our attitudes and values about gender may be affected by factors such as religion and culture

	some ways they have changed since they were babies Understand that all living things including humans start life as babies Other people's families either in school or in the wider world sometimes look different from their family but they deserve respect for their differences and children know families are based on love and care. Can describe different types of family Identify what is special and different about their home life Understand families care for each other in a variety of ways Understand that boundaries are important in friendships and are different with different friends. The biological differences between male and female children Identify and use the correct terms to identify and name the male and female sex parts	Understand the links between needs, caring and changes throughout the life cycle Learn about the impact of puberty in physical hygiene and strategies for managing this Are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults Identify physical changes associated with puberty Understand that everyone's experience of puberty is different and that it begins and ends at different times How puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty Are able to describe how feelings and behaviour change during puberty Can devise strategies for managing these changes	Can recognise and challenge gender stereotypes Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Understand that healthy relationships show a difference between being assertive and being controlling. It is also to recognise the difference between being kind to others and neglecting your own needs. Understand that consent is a crucial part of healthy relationships around different situations. Understand that not every child will have the friends they would like at all times and that most people feel lonely sometimes and there is no shame in feeling lonely and talking about it. Can identify positive qualities and expectations from a variety of relationships Can explain the similarities and differences between friendships and intimate relationships Can describe that there are different types of intimate relationships, including marriage. They understand that marriage and civil partnerships represent a legal commitment between two people. Understand that sex or making love may be one part of an intimate relationship between adults
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			Learn about human reproduction in the context of the human lifecycle Know that sexual intercourse may be one part of a sexual relationship Can describe how babies are made and explain how sexual intercourse is related to conception Can name the male and female sex cells and reproductive organs How a baby is made and grows (conception and pregnancy) Know the male and female body parts associated with conception and pregnancy Know that it is important to have clear boundaries around different parts of their body. Can define conception and understand the importance of implantation in the womb Know what pregnancy is, where it occurs and how long it takes Year 6 only To answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it Can answer their own questions about sex and relationships Can use appropriate language to discuss sex and relationships and growing up with confidence
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			Can identify sources of information, support and advice for children and young people *Questions on contraception, same sex relationships, gender identity are answered in an age-appropriate way if the subject arises, however they are not actively taught.
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We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

Periods

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly. Girls who have started their periods can approach any member of staff for support or sanitary protection.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another;
- We will not seek to gain consensus, but will accept and celebrate difference;
- We will encourage respect and discourage abuse and exploitation;
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Appendix 2

Statutory content from the Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance:

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

Appendix 3:

Form to be completed if you wish to withdraw your child from Sex Education.

TO BE COMPLETED BY PARENTS WHO WISH TO WITHDRAW THEIR CHILD FROM SEX EDUCATION			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			