

Relationships and Sex Education Policy

Signed:

Chair: *S. Gribbín*

CEO: *R. Swindells*

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Executive Headteacher: *S. Stevenson*

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Relationships, Sex and Health Education (RSHE) Policy

1. Aims

At Crackley Bank Primary School, our RSHE curriculum provides pupils with the knowledge, skills and values they need to lead safe, healthy, responsible and fulfilling lives. Our aims are to:

- Provide a safe, respectful and supportive environment in which sensitive and challenging issues can be discussed
- Ensure pupils understand healthy, respectful relationships in all contexts, including online
- Prepare pupils for the physical and emotional changes of puberty
- Teach the factual, biological processes of human reproduction in line with the National Curriculum for Science
- Help pupils develop resilience, confidence, empathy and self-respect
- Promote pupils' physical and emotional wellbeing, including online safety and digital resilience
- Support safeguarding by ensuring children recognise unsafe situations and know how to seek help
- Teach pupils the correct, scientific vocabulary to describe their bodies
- Promote equality, diversity and respect for difference

RSHE is an integral part of our Personal, Social, Health and Economic (PSHE) curriculum.

2. Statutory Requirements

This policy and our curriculum reflect the requirements of:

- **DfE Statutory RSHE Guidance (2025)**
- **Children and Social Work Act 2017**
- **Education Act 1996 (Sections 403–405)**
- **Keeping Children Safe in Education (2025)**
- **Equality Act 2010**

As a primary academy, we **must teach**:

Statutory Relationships Education

For all pupils.

Statutory Health Education

For all pupils.

Statutory National Curriculum Science, including:

- naming body parts
- puberty and changes during adolescence
- human reproduction (the biological process)

Non-statutory Sex Education

We choose to teach *additional, limited* content regarding

- **how a baby is conceived and born** (Year 6) because we believe this prepares pupils for secondary education.
- Parents may request withdrawal from this **non-statutory** element (see Section 8).

3. Policy Development

This policy has been developed through consultation with:

1. **Initial review:** reference to the 2025 DfE guidance and local authority recommendations
2. **Staff consultation:** staff reviewed and contributed to the draft
3. **Parent consultation:** parents were invited to review the draft policy and curriculum resources
4. **Pupil voice:** pupils shared thoughts on RSHE delivery and what helps them learn safely
5. **Governors:** final approval by the governing board

4. Definitions

RSHE includes:

Relationships Education: Teaching about families, friendships, recognising coercive behaviour, respectful behaviour, consent, and keeping safe.

Health Education: Teaching about mental wellbeing, physical health, puberty, online safety, and personal hygiene.

Sex Education: Teaching about human reproduction.

In primary schools, only the following are statutory:

- puberty (Health Education)
- the biological process of reproduction (Science)

At Crackley Bank Primary School, we also teach (non-statutory):

- *how a baby is conceived and born* (Year 6 Growing Up unit)

Contested Concepts

Following the 2025 DfE guidance:

- **Biological sex is taught as a scientific fact.**
- Content that is contested in wider society (e.g., gender identity) is not taught as fact.
- Teaching focuses on respect, anti-bullying, dignity and safeguarding.

5. Curriculum

Our curriculum is planned from **EYFS to Year 6** through a thematic, spiral approach as part of PSHE (Appendix 1). It builds gradually, revisits key ideas and deepens understanding each year.

We ensure coverage of all statutory content in:

- DfE RSHE Guidance (2025)
- National Curriculum Science
- Keeping Children Safe in Education

Teachers may adapt plans to respond to pupil need, safeguarding advice, or emerging issues.

Non-statutory sex education (Year 6 only)

We teach:

- how a baby is conceived (sexual intercourse)
- how a baby develops in the womb
- how a baby is born

This content is:

- factual, biological and age-appropriate
- taught in small, single-gender groups where appropriate
- delivered by trained teaching staff
- shared with parents in advance

Details of RSHE coverage are shown in **Appendix 1** and **Appendix 2**.

6. Delivery of RSHE

RSHE is mainly taught through **PSHE lessons**, but elements appear in:

- Science
- Computing (online safety)
- PE (health and fitness)
- RE (family, respect, community)
- Assemblies
- Pastoral and safeguarding sessions

Teaching Approaches

Staff ensure RSHE is delivered in a way that is:

- factual, age-appropriate and non-judgemental
- respectful of different families and backgrounds
- inclusive of SEND pupils
- sensitive to lived experiences (e.g., bereavement, safeguarding history)

Handling Questions

- Pupils may ask questions at any time.
- Teachers answer factually and in line with the curriculum.
- Questions outside scope will be answered in a developmentally appropriate, safe manner.
- Children will never be encouraged to seek answers online.

Use of External Visitors

Visitors (e.g., school nurses) may support lessons but **do not replace teachers**.

All materials are reviewed in advance by RSHE leaders and the DSL for **safeguarding compliance**.

7. Roles and Responsibilities

7.1 Governing Board

- Approves the policy
- Ensures RSHE is delivered in line with statutory requirements
- Monitors impact and implementation

7.2 Head of School

- Ensures staff are trained and confident
- Oversees delivery
- Manages parental requests for withdrawal from non-statutory sex education
- Ensures safeguarding compliance

7.3 Staff

Staff will:

- deliver RSHE sensitively and effectively
- model positive attitudes
- follow safeguarding procedures
- monitor pupil progress
- adapt lessons to meet pupil needs

Staff **cannot** opt out of teaching RSHE.

7.4 Pupils

Pupils are expected to:

- engage fully
- treat others with respect
- ask questions appropriately

8. Parents' Right to Withdraw

Parents **cannot withdraw** their child from:

- Relationships Education
- Health Education
- National Curriculum Science (including reproductive biology)

Parents **can request withdrawal** from the **non-statutory sex education** element in Year 6 only.

Requests must:

- be put in writing to the Executive Headteacher
- use the withdrawal form in **Appendix 3**

A meeting will be offered to ensure parents understand what is taught.

Alternative work will be provided for withdrawn pupils.

9. Monitoring and Evaluation

The RSHE Lead and Head of School monitor implementation through:

- lesson observations
- planning reviews
- pupil voice
- work scrutiny
- staff feedback

Governors receive an annual report.

This policy is reviewed **annually** during 2025–2027 (transition period), then every three years thereafter.

10. Training

Staff will receive RSHE training through:

- CPD sessions
- safeguarding updates
- external training (e.g., health professionals)
- guidance on handling sensitive issues safely

New staff receive RSHE training during induction.

Appendices

Appendix 1: PSHE, RSHE and Citizenship Curriculum Map (Updated for 2026)

This curriculum map shows how Crackley Bank Primary School delivers statutory **Relationships, Sex and Health Education (RSHE)** through a spiral, thematic PSHE curriculum from **EYFS to Year 6**.

It reflects DfE statutory guidance (2025), National Curriculum Science, and safeguarding requirements.

EYFS

Me and My School

- Class and school rules
- Why rules keep us safe
- People who help us in school
- Taking turns and sharing
- Understanding routines

Me and My Safety

- Bonfire night safety
- Stranger awareness
- Safe and unsafe touches (basic)
- Who keeps me safe?

Me in the World

- Likes and dislikes
- Right and wrong
- Valuing ourselves
- People who are special to us

Me & My Relationships

- Family – different types
- Friendship skills
- Being kind
- Identifying emotions
- Managing simple conflicts

Me and Other People

- My identity
- Groups I belong to

Happy and Healthy Me

- Naming basic body parts
- Early emotional regulation
- Hygiene routines (washing hands, toothbrushing)
- Exercise as part of a healthy lifestyle

Year 1

Me and My School

- Class rules
- School Council – what it is & how it works
- Making choices
- Listening to others

Me and My Safety

- Medicines and household items
- Identifying risks and preventing accidents
- People who help keep us safe
- Road safety

Me in the World

- Pets and animals – caring for living things
- Human needs
- Fair and unfair choices

Me & My Relationships

- Families – different structures
- Good and bad friendships
- Recognising feelings in self and others
- Introduction to personal boundaries (“my body belongs to me”)

Me and Other People

- Similarities and differences
- Groups I belong to
- Bullying (basic awareness)

Happy and Healthy Me

- Body parts (scientific vocabulary)
- Healthy choices (food, exercise, sleep)
- Germs and handwashing
- Emotional wellbeing (simple regulation strategies)

Year 2

Me and My School

- Why we have rules
- School Council representation
- Class meetings

Me and My Safety

- Safe and unsafe substances
- Feeling comfortable/uncomfortable
- Secrets vs surprises
- Safe and unsafe places (roads, water, home hazards)

Me in the World

- Local area – strengths & challenges
- Helping improve our community
- Money – sources, choices and keeping money safe

Me & My Relationships

- Naming and expressing feelings
- Friendship skills
- Conflict resolution
- Bullying, teasing and being a bystander
- Changing friendships
- Self-regulation strategies

Me and Other People

- Boys and girls – similarities and differences
- Types of families
- Celebrating difference
- Basic respect and manners

Happy and Healthy Me

- Personal hygiene
- Spread of germs and infections
- Balanced diet
- Physical activity
- Emotional health and coping with worries

Year 3

Me and My School

- Class rules & responsibilities
- Valuing ourselves and others
- School Council roles

Me and My Safety

- Understanding risk
- Road safety (advanced)
- Pressure and persuasion
- Safe and unsafe touches (reinforced)

Me in the World

- Managing money
- Simple budgeting
- What makes a good friend in the community

Me & My Relationships

- What makes a good friend
- Falling out and repairing relationships
- Online friendships (basic digital behaviour)
- Identity and belonging

Me and Other People

- Diversity in school and community
- Respecting difference
- Including others

Happy and Healthy Me

- Balanced diet and its impact
- Making healthy choices
- Emotional wellbeing
- Recognising early signs of feeling unwell

Year 4

Me and My School

- Pupil voice and democracy
- Strengths and areas for development
- Responsibilities in school

Me and My Safety

- Safety in school and outdoors
- E-safety: recognising risks online
- Respectful behaviour online
- Responsibilities for self and others

Me in the World

- Rights and responsibilities
- Rights of the Child
- Jobs and duties in society

Me & My Relationships

- Feelings of other people
- Healthy and unhealthy relationships
- Different types of relationships
- Understanding personal boundaries and consent

Me and Other People

- Respect, tolerance and discrimination
- What is prejudice?
- Community diversity, including British values

Happy and Healthy Me

- What keeps me healthy?
- Germs, viruses, and preventing illness
- Drugs – medicines, caffeine, tobacco
- Habits (good and bad)
- Emotional wellbeing

Year 5

Me and My School

- Personal achievements and goals
- Leadership roles
- Responsibilities as older pupils

Me and My Safety

- Feeling unsafe and help-seeking
- Pressure, including peer pressure
- Managing risky situations
- Advanced online safety – misinformation, social media, digital footprints

Me in the World

- How laws are made
- UK Parliament
- Public money – taxes and budgeting
- Personal money – loans, debt, saving interest

Me & My Relationships

- Puberty – emotional and physical changes
- Respectful relationships during puberty
- Anti-social behaviour
- Bullying, including online bullying and prejudice-based bullying
- Identity and belonging in the UK

Me and Other People

- Cultural and religious diversity
- Racism and discrimination
- Stereotypes and their impact

Happy and Healthy Me

- Physical and emotional health
- Media influence on health
- Personal hygiene during puberty
- Mental wellbeing strategies
- How bodies change (reinforcement of puberty content)

Year 6

Me and My School

- Opportunities and challenges in Year 6
- Transition to secondary school
- Leadership and responsibility roles

Me and My Safety

- Drugs – solvents, alcohol, smoking and vaping
- Peer influence and refusal strategies
- Unsafe behaviour online – grooming, AI content, harmful sexual behaviour, phishing scams
- Reporting concerns and staying safe

Me in the World

- Environment and sustainability
- Pressure groups and charities
- Global citizenship

Me & My Relationships

- Changing friendships and relationships
- Respectful romantic feelings (age-appropriate)
- Challenging stereotypes
- Understanding harassment and unacceptable behaviour
- Understanding consent, boundaries and safety

Me and Other People

- Diverse communities in the UK
- Prejudice, discrimination and extremism (age-appropriate)
- Life in other countries

Happy and Healthy Me

- Puberty – detailed physical & emotional changes
- Periods and menstrual wellbeing
- Media representation of bodies
- Reproduction (Science: sexual and asexual reproduction)
- **Non-statutory sex education:**
 - How a baby is conceived
 - How a baby grows and develops
 - How a baby is born
- Emotional regulation and managing stress
- Preparing for change

Appendix 2: End of Primary Statutory RSHE Expectations (Updated for 2026)

By the end of primary school, all pupils at **Crackley Bank Primary School** will know, understand and be able to demonstrate the following statutory content.

This appendix reflects:

- **DfE Statutory RSHE Guidance (2025)**
- **National Curriculum Science**
- **Keeping Children Safe in Education (2025)**
- Requirements relating to safeguarding, online harms, and digital resilience
- **DfE position on contested concepts (2025)**

A. RELATIONSHIPS EDUCATION – What pupils must know by the end of Year 6

1. Families and People Who Care for Me

Pupils will know:

- Why families are important in providing love, stability, support and security
- That families can look different (e.g., single parents, same-sex parents, adoptive families, blended families, kinship care)
- That all families should be respected and are characterised by care and commitment
- That stable, caring relationships help children feel secure
- That marriage is a legal commitment between two adults intended to be lifelong
- How to recognise if family relationships make them feel unsafe and how to seek help
- That families should keep children safe and what to do if this is not happening

2. Caring Friendships

Pupils will know:

- How friendships help make us feel happy, secure and valued
- Qualities of healthy friendships: mutual respect, honesty, trust, kindness, loyalty and support
- That healthy friendships are welcoming and do not exclude
- That friendships experience ups and downs and can be repaired
- Why violence or aggression is never acceptable
- How to manage conflicts and seek help if a friendship becomes hurtful or unsafe
- How to identify unsafe or untrustworthy friendships, including online

3. Respectful Relationships

Pupils will know:

- How to treat others with respect, even when they differ in background, appearance, personality, beliefs or choices
- The importance of self-respect and how it supports happiness
- About manners, courtesy and recognising feelings in others
- About different types of bullying (including cyberbullying) and its impact
- The role of bystanders and how to report bullying
- What stereotypes are and how they can be negative or harmful
- What harassment means and why it is unacceptable
- The importance of permission-seeking and giving in relationships with friends, peers and adults

4. Online Relationships

Pupils will know:

- That people may behave differently online and may pretend to be someone they are not
- That the same principles of respect apply online as offline
- How to recognise risks online, including harmful content, messages and contact
- What to do if they encounter inappropriate or unsafe behaviour online
- How information and data are shared, stored and used online
- What personal information should not be shared
- Why some online platforms and games are age-restricted
- Why online content is sometimes incorrect, misleading, AI-generated or designed to persuade
- Where to report concerns (trusted adults, CEOP, reporting tools)

5. Being Safe

Pupils will know:

- What personal boundaries are, including digital boundaries
- That each person's body belongs to them
- What appropriate and inappropriate/unsafe physical contact is
- What privacy means, and that no one has the right to make them feel unsafe or uncomfortable
- That it is not always right to keep secrets, especially if they relate to being unsafe
- How to respond safely to unfamiliar adults, in person and online
- How to recognise and report feelings of being unsafe or harmed
- How to ask for help and persist until they are heard
- How to report abuse, including digital abuse
- Where to seek support (school, family, online services, trusted adults)

B. HEALTH EDUCATION – What pupils must know by the end of Year 6

1. Mental Wellbeing

Pupils will know:

- That mental wellbeing is as important as physical health
- A range of human emotions and how to describe and manage them
- When feelings may become overwhelming and how to seek help
- That isolation and loneliness can affect wellbeing
- The benefits of physical activity, time outdoors, friendships and hobbies
- How to recognise when to seek help for themselves or others
- That mental health difficulties are common and help is available

2. Internet Safety and Digital Wellbeing

Pupils will know:

- That the internet is an integral part of life
- How to critically evaluate online content
- The risks of excessive screen time
- How online behaviour affects others
- That privacy settings protect personal information
- Why social media, gaming and certain content have age ratings
- That online abuse, trolling, harassment and harmful sexual behaviour can occur
- What deepfakes, altered images and AI-generated content are
- That search results may be ranked or targeted
- How to report and block unsafe content or contact

3. Physical Health and Fitness

Pupils will know:

- The benefits of an active lifestyle
- How to build physical activity into daily routines
- Risks associated with inactivity
- How exercise supports emotional wellbeing

4. Healthy Eating

Pupils will know:

- What constitutes a balanced diet
- Why nutrition and hydration matter
- How to plan and prepare healthy meals
- Risks of poor diet (obesity, tooth decay)
- How substances like alcohol affect health

5. Drugs, Alcohol and Tobacco

Pupils will know:

- Facts about legal and illegal harmful substances
- Risks associated with smoking, vaping, alcohol and drugs
- How to manage pressure to use substances
- Where to seek help

6. Health and Prevention

Pupils will know:

- Early signs of physical illness
- Benefits of good sleep
- Sun safety
- Dental hygiene
- How germs, bacteria and viruses spread
- Importance of handwashing
- Facts about immunisation and vaccination

7. Basic First Aid

Pupils will know:

- How to make a clear and efficient call to emergency services
- How to care for simple injuries, including head injuries

8. Changing Adolescent Body (Puberty)

Pupils will know:

- Key facts about puberty and physical/emotional changes
- Differences in puberty for boys and girls
- About menstruation and menstrual wellbeing
- How to manage personal hygiene during puberty
- Where to seek advice and support

C. NATIONAL CURRICULUM SCIENCE – Required Reproductive Knowledge

Pupils will know:

- Names of external body parts
- Similarities and differences between humans and animals
- That animals, including humans, have offspring that grow into adults
- Basic needs for survival
- Life cycles of plants and animals
- Human reproductive process (biological facts):
 - sperm and egg
 - fertilisation
 - embryo and foetus
 - birth

D. NON-STATUTORY SEX EDUCATION (Delivered at Crackley Bank Primary School)

Although not required by law, we teach pupils in Year 6:

- How a baby is conceived (sexual intercourse)
- How a baby develops in the womb
- How a baby is born

This is taught:

- factually and biologically
- in an age-appropriate, sensitive manner
- in line with safeguarding guidance
- with parents informed in advance

Parents may request withdrawal from this section (see Section 8).

Appendix 3: Parent Request for Withdrawal from Non-Statutory Sex Education

Crackley Bank Primary School

Request to Withdraw a Child from Non-Statutory Sex Education (Year 6 Only)

Parents/carers have the right to request withdrawal from the *non-statutory* elements of Sex Education taught as part of RSHE in **Year 6 only** (the lesson on *how a baby is conceived and born*).

Parents **cannot withdraw** their child from:

- Relationships Education
- Health Education
- National Curriculum Science (including the biological facts of human reproduction)

If you wish to request withdrawal from the non-statutory elements, please complete the form below and return it to the Executive Headteacher.



Crackley Bank Primary School

Relationships and Sex Education Policy

Parent/Carer Request Form

Child's Name: _____

Class/Year Group: _____

Parent/Carer Name: _____

Date of Request: _____

Reason for Requesting Withdrawal

(You are not required to provide a reason, but you may do so if you wish.)

Any Additional Information You Would Like the School to Consider

Parent/Carer Signature: _____

For School Use Only

Meeting Held With Parent/Carer:

Date: _____ Staff present: _____

Summary of Discussion and Agreed Actions:

(Outline any alternative learning arrangements, partial participation, or other agreements.)

Executive Headteacher Signature: _____

Date: _____
