



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Policy reviewed and agreed by: Teaching, Learning and Inclusion Committee
Date: September 2026
Next review: September 2027

1. Legal Requirements

The Federation of Goring and Stoke Row Church of England Primary Schools is committed to providing a broad, balanced and inclusive curriculum that prepares pupils for life in modern Britain and enables them to flourish academically, socially and emotionally.

In accordance with the Education Act 2002, the Academies Act 2010 (where applicable), the Equality Act 2010 and the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (effective from September 2026), all primary schools must provide statutory Relationships Education and Health Education. Maintained schools must also teach the relevant aspects of the National Curriculum for Science.

Primary schools may also teach age-appropriate, non-statutory Sex Education. At The Federation of Goring and Stoke Row Church of England Primary Schools, we have chosen to provide a carefully planned programme of non-statutory Sex Education in Years 5 and 6, which complements statutory Science and Relationships Education and supports pupils in preparing for the transition to secondary school.

Our curriculum is planned to ensure that teaching is:

- age-appropriate and developmentally appropriate;
- evidence-informed and based on accurate factual information;
- inclusive and respectful;
- delivered within a safeguarding framework;
- appropriate to the age, maturity and needs of our pupils;

- consistent with our Christian vision and values.

The governing body has overall responsibility for ensuring that statutory Relationships Education and Health Education are provided in accordance with current legislation. The Executive Headteacher is responsible for the implementation of this policy, supported by the PSHE Subject Leader.

2. Personal, Social, Health and Economic (PSHE) Education, Including Relationships and Sex Education

PSHE education provides pupils with the knowledge, understanding, skills and attributes they need to manage their lives now and in the future. It enables children to stay healthy, safe and prepared for the opportunities, responsibilities and experiences of later life.

Our PSHE curriculum incorporates statutory Relationships Education and Health Education alongside carefully planned, non-statutory Sex Education in Years 5 and 6. Together these support children's physical, emotional, social and moral development.

Through our PSHE curriculum we aim to:

- develop self-esteem, confidence and resilience;
- help pupils build positive, respectful and healthy relationships;
- enable pupils to recognise and manage emotions effectively;
- develop empathy, kindness and respect for others;
- promote good physical health, emotional wellbeing and mental health;
- encourage responsible decision-making and risk management;
- develop pupils' understanding of personal safety, including online safety;
- support pupils in recognising unhealthy or unsafe behaviours and knowing where to seek help;
- encourage responsible citizenship, including an understanding of rights, responsibilities and the rule of law;
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

Teaching is delivered in an age-appropriate sequence which builds progressively on prior learning. Lessons encourage pupils to ask questions, think critically, discuss different viewpoints respectfully and develop the confidence to seek support whenever they need it.

Relationships and Sex Education is delivered using accurate, evidence-based information. Teaching about human growth, puberty and reproduction reflects the biological facts and is delivered using clear and appropriate scientific language. Learning is carefully planned to ensure pupils understand the importance of healthy relationships, respect for others and personal safety.

3. How PSHE Education, including Relationships and Sex Education, is delivered

The Federation of Goring and Stoke Row Church of England Primary Schools uses **SCARF (Safety, Caring, Achievement, Resilience and Friendship)** as the foundation for its PSHE curriculum.

SCARF provides a comprehensive, progressive programme of learning that meets the statutory requirements for Relationships Education and Health Education, complements the National Curriculum for Science and reflects the Programme of Study published by the PSHE Association.

The curriculum is adapted where appropriate to reflect the needs of our pupils, our local context and our Christian ethos whilst ensuring that all statutory learning objectives are met.

Class teachers normally deliver weekly PSHE lessons using a variety of teaching approaches including discussion, cooperative learning, role play, stories, age-appropriate videos and practical activities. Cross-curricular opportunities are used where they enhance learning.

Long term plans for PSHE, including relationship and sex education can be found on the schools' websites.

Units of work are revisited each year through a spiral curriculum so that learning develops progressively in line with pupils' age, maturity and prior understanding.

Within the National Curriculum for Science, pupils learn that animals, including humans, have offspring that grow into adults. In Year 5 they learn about the life cycles of living things and the physical changes associated with puberty.

In addition, during Years 5 and 6, pupils receive age-appropriate, non-statutory Sex Education. This includes how a baby is conceived through sexual intercourse and how babies may also be conceived through assisted reproduction, including IVF. Teaching builds on pupils' previous learning about families, relationships, puberty and human reproduction and helps prepare them for learning in secondary school.

Teaching is factual, age-appropriate and evidence-based. It distinguishes clearly between biological sex and other concepts and uses accurate scientific vocabulary. Lessons are delivered sensitively and respectfully, recognising that pupils come from a wide range of family backgrounds, cultures and beliefs.

4. How PSHE, including Relationships and Sex Education, is taught

Teaching is delivered in mixed-sex classes using a range of age-appropriate and engaging approaches, including discussion, storytelling, role play, collaborative learning, videos, practical activities and carefully selected resources.

Relationships and Sex Education is delivered within a safe, positive and respectful learning environment. At the beginning of relevant units, teachers establish or revisit class agreements to promote respectful discussion, active listening and the understanding that different opinions and experiences may be shared appropriately.

Teaching is:

- age-appropriate and developmentally appropriate;
- based on accurate, evidence-informed information;
- delivered using clear and appropriate scientific vocabulary;
- inclusive and respectful of pupils' backgrounds and experiences;

- responsive to the needs and maturity of individual classes.

Teachers encourage pupils to ask questions and will answer these honestly, factually and in an age-appropriate manner. Where a question is not appropriate to answer in a whole-class setting, the teacher will respond in a way that protects all pupils while signposting children to appropriate sources of support or encouraging them to discuss the matter with a parent or carer where appropriate.

Staff will never promise complete confidentiality to a pupil. Any disclosure that raises a safeguarding concern will be managed in accordance with the school's Safeguarding and Child Protection Policy and the statutory guidance *Keeping Children Safe in Education*. The welfare of the child will always be the school's paramount consideration.

Teaching also supports pupils to develop the knowledge and skills to stay safe in an increasingly digital world. Through age-appropriate learning, pupils develop an understanding of online relationships, respectful communication, privacy, consent, appropriate boundaries, and how to recognise and report behaviour that makes them feel unsafe or uncomfortable. Pupils are taught how to seek help from trusted adults whenever they have concerns about something they have seen or experienced online or offline.

5. Making the Curriculum Accessible to All Pupils

The Federation of Goring and Stoke Row Church of England Primary Schools is committed to ensuring that all pupils can access high-quality Relationships Education, Health Education and, where appropriate, non-statutory Sex Education.

PSHE lessons form an important part of every child's education. Pupils with special educational needs and disabilities (SEND) will not normally be withdrawn from PSHE lessons in order to access interventions in other curriculum areas. Teaching will be adapted, where appropriate, to meet individual needs through appropriate scaffolding, differentiation, additional adult support, adapted resources and reasonable adjustments.

Teaching is planned to reflect the age, developmental stage and maturity of pupils while recognising that children develop at different rates. Teachers will use their professional judgement to ensure that learning remains appropriate for each class and individual pupils where necessary.

Relationships and Sex Education is delivered using accurate, evidence-based information. Teaching about puberty, human growth and reproduction reflects the biological facts and uses clear scientific language appropriate to pupils' age and understanding. Learning distinguishes between biological sex and other concepts and is delivered in a factual, balanced and respectful way.

Our curriculum reflects the requirements of the Equality Act 2010. We recognise and respect the diversity of our school community, including differences in family circumstances, culture, ethnicity, religion, disability and protected characteristics. Pupils are taught the importance of treating everyone with dignity, kindness and respect, and of challenging bullying, prejudice and discrimination.

Teaching recognises that families may be formed in different ways and that children come from a wide variety of backgrounds and experiences. Resources are selected carefully to ensure that they are age-appropriate, factually accurate and suitable for primary-aged pupils.

Where individual pupils require additional pastoral support relating to their personal circumstances or wellbeing, this will be provided sensitively and in partnership with parents or carers where appropriate, taking account of the school's safeguarding responsibilities.

6. Working with Parents and the Right to Withdraw from Sex Education

We recognise that parents and carers are the primary educators of their children in matters relating to relationships, health and sex education. We value working in partnership with families and are committed to communicating openly about our curriculum.

Parents and carers will be informed about the content of the Relationships Education, Health Education and non-statutory Sex Education curriculum. Information about what will be taught and when will be shared through curriculum information, the school website and, where appropriate, information sessions or opportunities to view teaching resources.

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education taught as part of our PSHE curriculum. There is no right to withdraw from statutory Relationships Education, Health Education or the elements of human reproduction and puberty that form part of the National Curriculum for Science.

If a parent wishes to withdraw their child from non-statutory Sex Education, they should make the request to the Executive Headteacher. Before making a decision, the Executive Headteacher will meet with the parent to discuss the request, explain the curriculum, answer any questions and ensure that the purpose and content of the lessons are fully understood.

During this discussion, the Executive Headteacher will explain the educational benefits of the programme and any potential implications of withdrawal, including the possibility that pupils may hear information informally from peers rather than through planned, age-appropriate teaching. The final decision regarding withdrawal from non-statutory Sex Education rests with the parent.

Where a pupil has been withdrawn from non-statutory Sex Education, the school will ensure that appropriate, purposeful alternative learning is provided for the duration of those lessons.

The school values parents' views and will consult with parents, staff, governors and, where appropriate, pupils when reviewing this policy and the Relationships and Sex Education curriculum. Constructive dialogue with families helps ensure that our provision continues to meet the needs of our school community while fulfilling statutory responsibilities.

Teaching resources are reviewed regularly to ensure they remain accurate, evidence-based, age-appropriate and consistent with current statutory guidance. Where external organisations or visitors contribute to lessons, they do so under the direction of the school, and responsibility for the curriculum remains with the class teacher and Executive Headteacher.

7. Dissemination of this Policy

This policy is available to all members of the school community and is published on the Federation's website. Hard copies are available on request from the school office.

The policy is shared with all teaching and support staff, governors and other adults involved in delivering or supporting Relationships Education, Health Education and PSHE. Staff receive appropriate induction and

ongoing professional development to ensure that they remain confident in delivering the curriculum and responding appropriately to pupils' questions and safeguarding concerns.

Parents and carers are encouraged to familiarise themselves with this policy and the curriculum content. Opportunities will be provided for parents to view resources, ask questions and discuss the school's approach to Relationships and Sex Education.

8. Policy Review and Monitoring

The Governing Body is responsible for approving this policy and ensuring that statutory requirements are met.

The Executive Headteacher and PSHE Subject Leader are responsible for implementing, monitoring and evaluating the effectiveness of the Relationships and Sex Education curriculum.

Monitoring will include:

- lesson observations where appropriate;
- discussions with pupils;
- staff feedback;
- scrutiny of planning and curriculum coverage;
- review of assessment information;
- feedback from parents and governors.

This policy will be reviewed every three years or sooner if required by changes in legislation, statutory guidance or local circumstances.

The review process will include consultation with governors, staff, parents and, where appropriate, pupils.

9. Sources of Further Information

This policy has been informed by:

- Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (Statutory Guidance, effective September 2026)
- Department for Education, *Keeping Children Safe in Education* (current edition)
- Equality Act 2010
- Education Act 2002
- Children and Social Work Act 2017
- Human Rights Act 1998
- The National Curriculum in England
- PSHE Association Programme of Study

- Church of England Foundation for Educational Leadership – *A Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education*
- Ofsted Education Inspection Framework (current version)

The long-term curriculum plans for Goring C of E Primary School and Stoke Row C of E Primary School are published on each school's website.