



SLEDMERE PRIMARY SCHOOL RELATIONSHIPS & SEX EDUCATION POLICY GUIDANCE

Document Control Table

Title	Sledmere Primary School Relationships & Sex Education Policy
Author	J. Shingler
Date Approved	
Approved By Name	
Signature of Approval	
Next Review Date	

Document History

Date	Author	Note of Revisions

Policy consultation, development and review

As part of the statutory requirements for Relationships Education, all primary schools must have in place a written policy for Relationships Education (& Sex Education if this is taught). Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

This policy was reviewed and updated by Mrs J.Shingler (PSHE/RSE Lead/DDSL/Designated Teacher)

This policy was approved by Miss. F Dudley (Acting Head of School) and our governors.

This policy has been developed in consultation with Trustees, staff, parents, carers, children & young people as representatives of our school. Our process for this includes:

- The use of working groups, representative of the school community, to lead on policy development and review.
- Pupil voice activities to ensure pupils views are considered.
- Staff review – lead by the PSHE/RSE subject lead to capture staff experience and feedback.
- Governor/Trust board review and agreement.
- Information sharing meetings with parents/carers.
- Parent consultation on RSE policy as required.

An independent external consultant has also been engaged to support compliance and best practice in MAT-wide RSE policy development and provision.

This policy is intended to make clear our approach to delivering Relationships Education, and any additional non-statutory Sex Education and to provide guidance for our school community on RSE policy and practice.

This policy will be reviewed at least every two years, or sooner if required, to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current DfE guidance.

At Sledmere Primary School, we have both an RSE policy and a Personal, Social, Health & Economic (PSHE) policy, which supports statutory requirements of Relationship and Sex Education and Health Education provision. It also supports other elements of PSHE that are not part of the current statutory requirements.

This policy is available on the school website. Copies can also be made available on request from the school office.

Definition of Relationships & Sex Education

What is Relationship Education?

We define Relationships Education as lifelong learning about personal, physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life, friendships and other relationships. It also involves acquiring information, developing and forming positive beliefs, values and attitudes that help to form and maintain healthy relationships and connections. In particular, we feel it is appropriate for there to be a strong emphasis on Relationships Education in primary phase education.

Pupils learn about friendship, personal boundaries, feelings, consent, diversity, and how to stay safe, including online. They are supported to understand their rights and responsibilities, recognise healthy relationships, and know where to seek help if needed. We encourage our young people to consider how to express their views while remaining respectful of the opinions of others. As a school we are clear that bullying or disrespectful language or behaviour is never appropriate.

At Sledmere Primary School, we support the DfE, which states 'Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.'

RSE is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community, modern Britain and beyond. We ensure RSE/PSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities.

At Sledmere Primary we believe that our pupils need to be educated in relationships and sex education (RSE) themes as part of a broad and balanced curriculum which develops the whole child and supports their personal development, health and wellbeing.

RSE, as part of wider Personal, Social, Health & Economic (PSHE) education, is an important part of our approach to keeping children healthy, happy and safe and in maintaining positive relationships of all different kinds as they grow up.

What is Sex Education?

We define non-statutory Sex Education as:

- Any non-statutory sex education content delivered as part of our PSHE education programme. Any individual session to which this additional content applies to is clearly identified within our curriculum overview in the appendices. This will include lesson(s) in upper KS2 on conception/the birth of a baby.

Parents will always be informed in writing ahead of any non-statutory sex education being taught. Parents have the right to withdraw their child from these lessons only, and must notify the headteacher if they wish to do so. Please see the 'Working with parents/Parental right to withdraw' section in this policy for further details on parental rights of withdrawal.

Statutory sex education content is also part of National Curriculum for Science. At an appropriate age for our children, it is also about the teaching of sex education, as part of National Curriculum Science, and via additional non-statutory sex education provision to complement this. Any additional non-statutory Sex Education taught is clearly identified in our curriculum overview (see appendices).

Our approach to delivering non-statutory sex education as part of RSHE/PSHE is in line with current DfE recommendations which state:

“Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.”

We consider effective RSE to be a vital part of our school approach to safeguarding. We believe relationships and sex education is important for our pupils and our school because it helps to keep everyone safe, happy and healthy.

Please note that DfE guidance also requires schools to deliver a 'Developing Bodies' unit as part of statutory Health Education. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will be covered in an age-appropriate way within our PSHE programme alongside other related and complementary themes.

Some aspects of puberty, which form part of the statutory Health Education requirements, will be delivered in mixed groups. However, certain topics, such as menstruation, will be taught in a single-sex group by the school nurse .

Non-statutory sex education will be delivered by the school nurse or subject lead in single-sex groups.

It is important that pupils are aware of their own bodies, feelings and development. They need to be educated about any changes that can occur as they grow and to become comfortable with these.

For this to happen and for pupils to develop into mature, confident adults, they need a well-planned, age-appropriate programme of Relationships Education starting with a focus on friendships, building of self-esteem, staying safe and mutual respect. We fully embrace the viewpoint of the DfE statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, 2025' which states that:

“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health, and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental, and physical development.

Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.”

The aims around the content within Relationships Education at primary phase are well aligned with our PHMAT core values and those of our school.

This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in our schools for staff, parents/carers, visitors and governors.

Please note, for the purposes of this policy we also define Relationships Education as learning in any theme and topic that is required to be provided by the end of primary school by the DfE in the current statutory guidance document. These will be delivered within our PSHE education programme of study. These themes are:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

A copy of the current statutory Relationships and Health Education teaching requirements is provided within the appendices for information.

Statutory regulations and guidance

Legislation and guidance documents that inform our school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance: SRE for the 21st century (2014)
- Keeping children safe in education (2025)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)
- Protected characteristics and separation by sex on school inspections (Ofsted 2025)

Current regulations and statutory guidance from the Department for Education (DfE) states that Relationships Education and Health Education must be taught in all primary schools in England from September 2020. This DfE guidance was updated in July 2025 for implementation from September 2026.

The updated statutory guidance document has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE can be viewed here: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

At our school, we deliver RSE as set out in this policy in line with current statutory duties and requirements.

As an academy, we must provide Relationships Education to all pupils as per the Children and Social Work Act 2017.

As an academy trust, we are not legally required to provide additional non-statutory sex education, but we must deliver a curriculum similar to the National Curriculum for Science, which includes statutory elements of sex education. We are also required to teach the 'Developing Bodies' unit within statutory Health Education, which contains related topics such as puberty and body changes.

Other related policies and documents

This RSE policy reflects how we deliver this topic in our school, as part of a whole-school approach to the subject. The following school policies also have links to our provision across school in developing positive, safe and healthy pupil attitudes and behaviours.

- PSHE policy
- Safeguarding policy
- E-safety policy
- Anti-bullying policy
- Equality policy
- Behaviour policy
- Science curriculum policy
- Curriculum policy
- SMSC/Fundamental British Values policy/statement

Aims of RSE

At Sledmere Primary School, we aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of relationships in an age-appropriate manner to meet the needs of children.

As part of our PSHE programme, Relationships Education is taught gradually across Key Stages 1 and 2, so that learning can be built upon in a way that is appropriate to the age and maturity of each child, responds to the needs they have, and enables them to successfully manage the challenges and responsibilities they may face as they grow up.

Our overarching aims for our pupils from our RSE programme include:

- to positively prepare young people for adult life by following an age-appropriate programme of relationships education teaching.
- the acquisition of knowledge, the development of life skills and respectful attitudes and values
- to develop young people's confidence and self-esteem enabling self-respect and control over their own bodies and their own lives.
- to encourage equality, respect and responsibility for self and others and support a positive, open culture in our schools
- to enable young people to make informed decisions which are relevant to their lives and wellbeing
- to provide a positive approach to maintaining and building healthy, positive relationships of all different kinds
- to enable pupils to keep themselves safe from harm, both on and offline and build self-efficacy

The aims of RSE in our school link closely to our school values of **Self Belief, Honesty, Ambition, Respect and Kindness**.

Content, organisation & delivery of RSE

Our RSE curriculum and policy have been developed in consultation with parents, pupils, Governors and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils.

Our RSE curriculum is delivered predominantly by class teachers or other teaching staff within our schools from years 1 to year 6 and is predominantly part of our timetabled Personal, Social, Health & Economic (PSHE) education programme of study. We currently use a PSHE scheme of work provided by SCARF to ensure compliance with statutory requirements, making any relevant amendments needed for our school community in line with best practice within PSHE education. Please use this link to utilise the resources for families [Family SCARF](#). Our provision intends to help young people develop confidence in talking, listening and thinking about relationships.

Our RSE provision is mapped to the statutory requirements for Relationships Education. Related content is also part of other curriculum subjects in school, such as Religious Education and Science

The PSHE/RSE subject lead is responsible for overseeing and organising the RSE curriculum. This includes supporting planning and development of the subject, supporting teachers and ensuring that resources used are in line with curriculum plans and school policy.

We believe that visitors can add value to the teaching and delivery of RSE because of their expertise. On occasion, appropriate and suitably experienced and/or knowledgeable visitors from outside the school are invited to contribute to the delivery of RSE in school, such as School Nurses. Relevant policies will be shared with any visitor prior to coming into school so they are prepared accordingly. All visitors will always comply with the expectations set out within the school's RSE policy and other related school policies. School staff will always be present when any visitors are involved in the delivery of RSE to our pupils.

Throughout RSE and PSHE, children and young people benefit from opportunities to identify and reflect on their own values and those of others, including their peers. RSE in school provides a safe environment for this exploration and the development of positive attitudes and behaviours.

Several teaching strategies help this, including:

- establishing ground rules with pupils
- using 'distancing' techniques and creative learning strategies
- use of age-appropriate materials
- encouraging reflection and discussion
- understanding how to discuss sensitive topics, questions or comments from pupils

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in our schools, and all staff must follow the guidance from this policy when delivering RSE content.

Teaching and learning approaches

The delivery of lessons is designed to give all pupils a chance to explore and investigate the subject in a safe and supportive way across the curriculum.

A wide variety of active teaching and learning approaches will be used to teach PSHE education, including RSE. These may include:

- use of circle time
- age-appropriate film-clips
- scenarios
- case studies
- stories
- mind mapping
- discussions i.e. whole class, small groups, paired etc.
- drama / role play
- working independently, in pairs or larger groups of children and with children they would not normally work with
- use of anonymous question boxes

Pupils will be encouraged to reflect on their own learning and values by discussing their opinions and beliefs as this not only builds mutual respect and understanding of others but also reinforces important skills and qualities such as compromise, listening, respect and cooperation.

Creating a safe learning environment

Creating a safe learning environment is a vital part of allowing children to access PSHE/RSE lessons where sensitive and complex issues can be explored and discussed. We use a range of methods to support this:

Ground Rules

The use of ground rules and our school core values are fundamental tools in creating a safe and secure learning environment within PSHE/RSE lessons. Given the often-sensitive nature of topics within RSE, ground rules are even more important. Guidance for staff around setting ground rules before each topic is given below as an example, but it is important that these are created in partnership with pupils so that they are fully embedded in the classroom:



- Listen to and respect each other.
- Use language that won't offend or upset other people.
- Use the correct terms, and if we don't know them, we'll ask for help.
- Comment on what was said, not the person who said it.
- Don't share our own, or our friends', personal experiences.
- Don't put anyone on the spot or ask personal questions.
- We have the right to pass.
- Don't judge or make assumptions about anyone.
- If you want to share something personal or something is worrying you, talk to the teacher or a trusted adult after the lesson.

Effective ground rules will help teachers to manage appropriate discussions and help reduce the number of disclosures made within lessons. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline.

Responding to Pupils' Questions

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered factually according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and help mitigate disclosures in a classroom environment
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

If a teacher doesn't know the answer to a question or if a question is not deemed to be appropriate, this should be acknowledged and, if deemed appropriate, this may be followed up outside of the classroom environment with individual pupils.

Teaching staff will endeavour to answer questions with facts and as openly as possible but if faced with a question they do not feel comfortable answering or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements outside of the classroom.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We would also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

When delivering RSE, teachers will be sensitive to the different needs of pupils and ensure that any appropriate adaptations to learning materials are made so that they are inclusive, engaging, safe and accessible to all pupils, including any children with additional needs or those with SEND.

The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn.

Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in Year 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies.

If a pupil asks about sex education topics that are not covered in our primary programme (e.g., contraception, explicit sexual content), teachers will redirect the conversation to the subjects being covered, remind pupils about our ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any question asked by pupils, they will always follow school safeguarding procedures.

In responding, they will use a neutral script such as:

“That’s a thoughtful question. It’s not part of our learning today, so we’re not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson”

If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as:

“That question is about content your parent has asked us not to cover with you in school. Let’s make sure an adult follows this up with you safely.”

Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they will always follow school safeguarding procedures.

Confidentiality and Safeguarding

School policies for RSE and Safeguarding will complement each other as they are both integral in the teaching of RSE and in keeping children safe. Any safeguarding concerns will be monitored and recorded in line with our safeguarding procedures.

Teachers should be aware that effective RSE, which in part brings an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of a safeguarding issue by children. If this should occur, the staff member will inform the head teacher/designated safeguarding lead (DSL) in line with the school’s safeguarding policy, should any concerns be raised. The designated person must then decide what action to take and whether to involve outside agencies, depending on the information received, in order to protect the child

Confidentiality in RSE lessons will be in accordance with the school’s confidentiality and safeguarding policies. A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made in lessons. Staff members should make sure pupils are aware that they cannot guarantee confidentiality and of the procedure they must follow. Our school safeguarding protocols will be followed at all times.

Via the ground rules that are put in place as part of creating a safe learning environment for pupils and teachers in PSHE & RSE lessons, pupils are reminded that no personal questions or sensitive information should be shared in an open classroom environment, but that if needed they can always talk to a member of staff or other trusted adults if they have any questions, worries or concerns.

Inclusion

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required. We operate a fully inclusive ethos in our school. Lesson plans and content will be adapted by teachers where necessary to ensure all pupils can access RSE learning, particularly for those pupils who may have additional learning needs or SEND.

Teaching will be individualised and adapted as necessary using various strategies, such as:

- Differentiated and/or adapted resources and activities i.e. social stories, widget communication boards.
- Appropriate language and communication methods
- Visual supports and practical learning approaches
- Small-group or individual support where needed

The aim is to ensure every pupil can access learning that is relevant, respectful, and supportive of their developmental stage and needs. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated and/or adapted provision if required.

Our school understands that there are different ethnic, religious and cultural beliefs and attitudes around RSE topics, as well as recognising that pupils may come from a variety of different family types and backgrounds. These differences are acknowledged through our teaching and resources that promote diversity and inclusion in Relationships & Sex Education. During PSHE/RSE sessions, objective discussion of the diversity of the community we serve, and wider society in Modern Britain, will be approached in a sensitive and age-appropriate manner so that all students have access to lessons which are inclusive and based on factual understanding of the law.

All schools in England have a legal responsibility for eliminating discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them. We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010 to promote inclusion, mutual respect and the need to protect certain characteristics. RSE provides an excellent opportunity to discharge these duties in a safe and appropriate environment. The full act can be viewed here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Support from Outside Agencies/Visitors

We believe that visitors can add value to the teaching and delivery of RSE because of their expertise, such as a health professional, or a style of learning, such as creative arts and theatre in education. Any visitors who come into school to assist with the delivery of PSHE and RSE will be bound by the policies of the school. Relevant policies will be shared with any visitor prior to coming into school so they are prepared accordingly.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. The RSE/PSHE subject leader will ensure

that visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme.

If visitors are invited into the schools to deliver aspects of RSE it must be in the presence of the class teacher to ensure that the school's code of practice and confidentiality policy are adhered to. A teacher/member of staff will always be present during any lesson/workshop delivered to support delivery.

Visitors delivering or contributing to aspects of RSE will be selected for their objectivity and balance. In the unlikely event that a visitor presents a partial view of an issue, then an appropriate balanced view will be presented by the school, to ensure pupils are presented with the fullest perspective.

Monitoring and evaluating RSE

Our aim is for our school is to provide RSE that is relevant and tailored to meet the needs of pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE/PSHE curriculum to evaluate its effectiveness.

We will regularly monitor and evaluate the effectiveness of the provision. This may be done by:

- Monitoring of planning
- Lesson observations
- Learning walks
- Work scrutiny
- Pupil voice activities
- Staff feedback
- Surveys
- Considering local or school level sources of data e.g. behaviour etc.

Teachers are expected to reflect on their delivery of RSE so that they can provide feedback and any appropriate information to the subject lead in order to support the development of the subject within school.

The subject lead for PSHE/RSE will be responsible for overseeing monitoring and evaluating of the subject to ensure that content of the programme is effective and impactful. The subject lead will report to the Headteacher/Governors and make information available as requested.

Working with parents/Parental right to withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We acknowledge that parents and carers have an especially important role to play in RSE and that they need to feel confident that the school's programme complements and supports their parenting role.

At Sledmere Primary School, we are committed to working closely with parents to ensure that we create the best possible RSE curriculum for our children, whilst also supporting parents in the conversations they might have with their children around such topics. We aim to build a 'partnership approach' with parents towards RSE provision where transparency and respectful understanding is the basis for all discussions. Parents are welcome to contact school to view our resources and discuss any questions or concerns with the Headteacher or subject lead.

Parents will be given opportunities to understand the purpose and context of Relationships Education and any additional non-statutory Sex Education as part of our approach to pupils' development. We know that clear communication to help understand our approach and allow parents to ask questions will only help to increase confidence in the curriculum, so we will provide opportunities to do this by:

- Providing consultation for parents/carers regarding our RSE policy and curriculum content.
- Offer workshops to parents linked to topics or themes within our RSE/PSHE curriculum.
- Online questionnaires for parents/carers to share their views.
- Meetings with the subject lead to discuss curriculum content and share teaching resources.
- Resources used to deliver Sex Education in Year 6 will be available on request for parents and carers to view during workshops.

Whilst we believe that all of the content within each of our school's PSHE education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory sex education elements, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons.

As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any content which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

In advance of any non-statutory sex education being delivered in school, letters will go to parents of the children involved, where this right of withdrawal applies, to remind parents and signpost to the school's RSE policy. We may also choose to hold additional parent meetings or events to support parents' understanding and any rationale around our RSE content, if appropriate.

If parents wish to request that their child be withdrawn from any non-statutory sex education, they should contact the Headteacher. Parents will be invited to a meeting to discuss any concerns and view any appropriate teaching resources. At the meeting, parents will be encouraged to discuss any queries or concerns which they may have. Should parents then wish to withdraw their child from non-statutory lessons, this request will be recorded, and alternative provision will be made for any children during such sessions so that they are not in class for the duration of the session.

It is important that parents who do wish to withdraw their child from such sessions understand that discussing these issues with their child becomes their responsibility. We ask parents to consider the proven, positive contribution that age-appropriate sex education can make to keeping pupils safe and preparing them for adulthood.

As per DfE requirements, schools should show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. To meet this duty, we will provide samples of materials during any parent consultation or information events held in school, as necessary or as requested. We ask any parents who wish to see any further RSHE/PSHE teaching materials to contact the school to make an appointment to attend a meeting where the Headteacher and/or subject lead will be able to share information and resources and discuss any specific topics, issues or concerns with parents. This approach allows for open and clear discussion and builds understanding of the context of our RSHE/PSHE provision across the school.

Roles & responsibilities

The following is a summary of some of the key expectations around roles and responsibilities relating to our school around RSE. They are not exhaustive but are intended to provide a reference of the main expectations.

Governors/Trustees, Heads/SLT will:

- Oversee all aspects of RSE policy
- Develop school policy and review it on a regular basis. This policy is developed in consultation with parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE
- Ensure that all staff are up to date with related policy changes, and familiar with school policy and guidance relating to RSE
- Ensure that our school is fully compliant in delivering statutory requirements within Relationships Education
- Communicate openly with staff, parents and Trustees to ensure that everyone understands school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are considered as is appropriate.

Subject lead will:

- Oversee the day-to-day operation of the school's RSE provision
- Stay up to date with any changes in legislation or best practice around RSE and respond accordingly
- Contribute to delivering or organisation of training where necessary
- Liaise with outside agencies e.g. school nurse service, visitors etc.
- Ensure that appropriate resources are available for the teaching of RSE
- Develop, review and monitor the teaching of RSE and the school policy as requested by the Head
- Report to governors/SLT on the subject as required

Staff will:

- Teach RSE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships and Sex Education.
- Engage in professional development training around RSE provision as required
- Ensure that they are up to date with school policy and curriculum requirements regarding RSE
- Model positive attitudes and behaviours in RSE
- Consult the subject lead if they have any questions or support needs regarding RSE provision
- Monitor pupil progress and provide feedback on RSE delivery to the subject lead as requested
- Tailor their teaching, planning and resources to ensure inclusive provision for all pupils in their class across the whole range of abilities, including those pupils with special educational or additional needs
- Provide regular feedback to the subject lead on their experience of teaching RSE and pupil response and direct any queries or questions about delivery to the subject lead as soon as possible
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in line with this school policy
- Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise.
- Respond appropriately to the wishes of parents who wish to withdraw their children from any non-statutory sex education as part of RSE

Parents will:

- Share the responsibility of RSE to support their child's wider personal, social and emotional development.
- Engage with their children to continue learning about matters that have been raised through the subject in school and extend their learning appropriately.
- Engage in any consultation/information around RSE to ensure that our school curriculum best meets the needs of children
- If needed, seek additional support from the school where they feel it is required

Pupils will:

- Take part fully in appropriate RSE lessons (unless withdrawn from non-statutory sex education lessons)
- Follow and contribute to ground rules in RSE/PSHE lessons
- Behave appropriately in lessons, and treat others with respect and sensitivity
- Talk to teachers or other school staff if they have any worries or concerns
- Help the school to make sure that RSE/PSHE lessons are positive and supportive

Training and staff development

All staff must ensure that they are up to date with school policy and curriculum requirements regarding RSE. We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

We expect that staff provide regular feedback to the subject leader on their experience of teaching RSE, including any requests for additional support or training that they may feel useful.

Staff training around RSE-provision is part of our regular staff training programme.

This policy will be next reviewed on:

Signed by Headteacher:

Signed by Governor:

Appendix 1
PSHE Planning Overview (Sex Education highlighted)

coram SCARF Life Education	Me and My Relationships Autumn 1	Valuing Difference Autumn 2	Being My Best Spring 1	Keeping Safe Spring 2	Rights and Respect Summer 1	Growing and Changing Summer 2
Primary/Half-termly unit titles	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Cycles Life stages
EYFS	Feelings Getting help Classroom rules Special people Being a good friend	Recognizing, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Growth Mindset Healthy eating Hygiene and health Cooperation	How our feelings can keep us safe Keeping healthy Medicine Safety Sleep	Taking care of things: Myself My money My environment	Getting help Becoming independent My body parts Taking care of self and others
Year 1	Bullying and teasing Our school rules about bullying Being a good friend Feelings/ self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Year 2	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Relationships Keeping safe Safe and unsafe secrets
Year 3	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Having choices and making decisions about my health Taking care of my environment My skills and interests	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Body changes during puberty Managing difficult feelings Relationships including marriage
Year 4	Feelings Friendship skills: including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Managing difficult feelings Managing change Puberty How my feelings help keeping safe Getting help
Year 5	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on pre-judice-based bullying Understanding bystander behaviour	Aspirations and goal setting Managing risk Looking after my mental health	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Coping with changes Keeping safe Body image Self-esteem Puberty Sex education
Year 6						

Appendix 2

Our school Values and SCARF values.



Why we chose this curriculum?

We chose this curriculum because it helps develop the whole person, not just academic skills. The Sledmere **SHARK values** (Self-belief, Honesty, Ambition, Respect, Kindness) focus on building strong personal character. These qualities help students become confident, responsible, and positive individuals.

The **SCARF values** (Safety, Caring, Achievement, Resilience, Friendship) support students' wellbeing and relationships. They create a safe and supportive environment where students feel secure, valued, and ready to learn.

Together, these two sets of values work hand in hand. SHARK builds who students are on the inside, while SCARF shapes how they feel and behave within their community. This combination helps students succeed both in school and in life by encouraging confidence, emotional wellbeing, and positive relationships.

Self-belief ↔ Resilience

If you believe in yourself, you're more likely to bounce back when things get tough.

Honesty ↔ Safety

Being honest helps create a safe environment where people trust each other.

Ambition ↔ Achievement

Ambition drives you to set goals, and achievement is the result of reaching them. **Respect ↔**

Caring

Respecting others naturally shows that you care about them.

Kindness ↔ Friendship

Kindness helps build and maintain strong friendships.

OUR SLEDMERE VALUES

We believe that positive behaviour underpins learning and we expect and reinforce good behaviour at all times. We want our school to be a happy place, a place where the children want to be, where they feel safe and secure, where they feel valued and where they can learn.

Our mission statement “**Be the best you can be**’ sums up these values. This statement is consistently reinforced throughout the whole school and is on display in all classes and all areas of the school. Positive behaviour has an integral role to play in the fulfilment of our aims.

Our school aims are:

- To have the highest expectations for all children
- To create a successful, happy, stimulating learning environment
- To help all our children to develop confidence, high self-esteem, a sense of responsibility and positive self-discipline
- To make sure that all our children have equality of opportunity
- To ensure everyone is respected and valued
- To appreciate all cultures, religions and traditions
- To develop effective links and positive relationships with all our families and the local community
- To build a school of which everyone is proud and within which everyone can work to achieve their true potential

Our vision at Sledmere is to provide a safe and positive learning environment that celebrates our children’s uniqueness and encourages them to achieve and succeed in all they do.

Appendix 3

Statutory Guidance

DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

Families and people who care for me (FPC)	1. that families are important for children growing up because they can give love, security and stability. 2. 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. 3. 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. 4. 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. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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 (CF)	1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. 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. 5. 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 (RR)	1. 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. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. 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. 6. 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. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. 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 (BS)	- 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.
Mental wellbeing (MW)	- that mental wellbeing is a normal part of daily life, in the same way as physical health. - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	- that for most people the internet is an integral part of life and has many benefits. - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - why social media, some computer games and online gaming, for example, are age restricted.

	5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.