

St Mary's CE Primary School Relationships and Sex Education (RSE) 2025-26	
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AIMS

The aims of relationships and sex education (RSE) at St Mary's CE Primary School are to:

- ✓ Provide a framework in which sensitive discussions can take place
- ✓ Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- ✓ Help pupils develop feelings of self-respect, confidence and empathy
- ✓ Create a positive culture around issues of sexuality and relationships
- ✓ Teach pupils the correct vocabulary to describe themselves and their bodies
- ✓ Ensure pupils at St Mary's CE Primary School are fully aware of the protected characteristics of the Equalities Act Ensure sensitivity to context of the St Mary's Primary School's community.

STATUTORY REQUIREMENTS

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996. At St Mary's CE Primary School, we teach RSE as set out in this policy.

POLICY DEVELOPMENT

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Parents were invited to join a working party on the development of the RSE policy and the resources that would be used in its implementation
5. Pupil consultation – we investigated how pupils responded to resource materials and what learning needs they have within RSE.
6. The draft policy was put out for consultation within our parent community for the working party to consider amendments
7. Ratification – once amendments were made, the policy was shared with governors and ratified
8. This policy is available on our school website and paper copies may be obtained free of charge via our school office.

DEFINITION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is about the teaching of equality, respect for diversity and the legal choices available in Britain. RSE is not about the promotion of sexual activity or any particular lifestyles or preferences.

CURRICULUM

Our PSHE curriculum is based on a whole school PSHE scheme called Jigsaw (Appendix 1). Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development. Our RSE curriculum is delivered through the 'Relationships' and 'Changing Me' puzzle pieces of the Jigsaw scheme which are covered in the summer term.

There are four main aims of teaching RSE:

- To enable pupils to understand and respect their bodies
- To help pupils develop positive and healthy relationships appropriate to their age and development
- To support pupils to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

We may need to adapt our curriculum as and when necessary to meet the needs of our pupils and fulfil the changing requirements as laid out by the Department for Education. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so our pupils are fully informed and do not seek answers online which can make them vulnerable to misinformation. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the statutory guidance, or a question that takes the pupils beyond the learning of the primary age range, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse for an answer or seeking advice from the PSHE coordinator or senior pastoral lead. Primary sex education at St Mary's CE Primary School will focus on the statutory content:

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

DELIVERY OF RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) Education Curriculum (PSHE and RSE Overview - Appendix 1).

Biological aspects of RSE are taught within the Science Curriculum. Please refer to our Science Curriculum Overview (Appendix 1). Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- ✓ Families and people who care for me
- ✓ Caring friendships
- ✓ Respectful relationships
- ✓ Online relationships
- ✓ Being safe

Pupils also receive stand-alone sex education sessions; these may be delivered by a trained health professional. As the statutory guidance outlines, these areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupils based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some pupils may have a different structure of support around them (for example: looked after children or young carers).

ROLES AND RESPONSIBILITIES

- ✓ The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.
- ✓ The Headteacher is responsible for ensuring that RSE is taught consistently across the school.
- ✓ Parents do have the right to withdraw pupils from sex education which is non-statutory/non-science components of RSE. Relationships education is statutory for all pupils. Parents have no right to withdraw from any element of the content taught at St Mary's CE Primary School as the

only content which will be delivered is that which is statutory.

- ✓ Staff are responsible for:
 - Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress of pupils
 - Responding to the needs of individual pupils
 - Responding appropriately to pupils who raise questions about the content of the RSE curriculum in line with this policy and sharing this information with parents
 - Responding to parents who raise concerns about the content of the RSE curriculum, this may involve referring to senior staff.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. At St Mary's CE Primary School, the Leader of Learning for RSE is Miss McEwan. Relationships education is taught by all teaching staff through PSHE lessons. Where discrete lessons take place for Healthy Relationships and for education about puberty, these may be taught by specialist agencies where available.

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

PARENTS' RIGHT TO WITHDRAW

- ✓ Parents do not have the right to withdraw their children from relationships education.
- ✓ Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- ✓ At St Mary's CE Primary School, no non-statutory sex education is taught.

TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or healthy relationships professionals, to provide support and training to staff teaching RSE where appropriate.

MONITORING ARRANGEMENTS

The delivery of RSE is monitored by senior leaders in school through a variety of monitoring methods, learning walks, pupil interviews, book checks, planning checks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment system. This policy will be reviewed by the RSE lead annually. At every review, the policy will be approved by Curriculum Sub Committee. When DFE guidance is revised every three years, parents will also be consulted.

CONTEXT OF OUR COMMUNITY AND LGBTQ CONTENT

Every effort will be made to deliver the RSE curriculum in a sensitive manner, understanding the concerns of our local community. It is the desire of the working party who have been developing this policy, that the RSE curriculum will be clear in supporting pupils' understanding of the protected characteristics under the Equalities Act. We want pupils to understand the context of their learning. They will learn about the rule of law and that same sex marriage is legal in Britain. They will learn about the many different types of families and different adult choices about relationships and that all of these must be shown respect.

We want all of our pupils to understand the importance of valuing the choices of others. This includes the choices and teachings of the religious community that they or others belong to, as an additional protected characteristic, and how all people making these different choices can live together harmoniously and respectfully. Crucially, we want our pupils to understand the harm that offensive language related the LGBTQ community causes and to understand the importance and value of kindness in the way we address and talk about people who are different to ourselves.

Pupils will learn about homophobic bullying within the context of many different forms of bullying.

They will learn about the inappropriate use of terms to denote sexual preferences and where these are used as insults, they would be classed as examples of homophobia.

Appendix 1

White Rose Science Curriculum

Year 1



Year 2



Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Biology Skeletons FREE TRIAL VIEW			Biology Movement VIEW	Biology Nutrition and diet VIEW		Sustainability Food waste VIEW	Chemistry Rocks VIEW		Consolidation		
Spring	Chemistry Fossils VIEW		Chemistry Soils VIEW			Physics Light VIEW						Consolidation
Summer	Biology Plants A VIEW					Physics Forces VIEW		Physics Magnets VIEW		Biology Plants B VIEW	Sustainability Biodiversity VIEW	

Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Biology Group and classify living things FREE TRIAL VIEW			Biology Data collection A VIEW	Chemistry States of matter VIEW							Consolidation	
Spring	Physics Sound VIEW				Biology Data collection B VIEW	Physics Electricity VIEW				Sustainability Energy VIEW	Consolidation		
Summer	Biology Data collection C VIEW		Biology Habitats VIEW		Sustainability Deforestation VIEW	Biology The digestive system VIEW				Biology Food chains VIEW			

Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Physics Forces FREE TRIAL VIEW					Physics Space VIEW					 Sustainability Global warming VIEW	Consolidation
Spring	Chemistry Properties of materials VIEW				Biology Animals including humans VIEW					Biology Life cycles VIEW		
Summer	Biology Reproduction A VIEW			Chemistry Reversible and irreversible changes VIEW			 Sustainability Plastic pollution VIEW	Biology Reproduction B VIEW		Consolidation		

Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Biology Living things and their habitats FREE TRIAL VIEW					Physics Electricity VIEW					Sustainability Renewable energy VIEW	
Spring	Physics Light VIEW				Sustainability Light pollution VIEW		Biology The circulatory system VIEW			Biology Diet, drugs and lifestyle VIEW		
Summer	Biology Variation VIEW		Biology Adaptations VIEW			Biology Fossils VIEW		Consolidation	Themed projects (Year 7 ready) VIEW			

Appendix 2

Jigsaw PSHE Curriculum

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition