

Relationships and Sex Education Policy

Graveney Primary School



Last reviewed on: September 2025

Next review due by: September 2026

Signed:

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

At Graveney Primary School, we teach RSE as set out in this policy.

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

At Graveney Primary School, we use Kapow's RSE (primary) scheme which has been carefully mapped to the teaching requirements in the statutory guidance and covers all statutory content.

The Kapow RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

The DfE recommends children are taught about conception and birth before they leave primary school. Parents have the right to remove their children from these lessons. Conception and birth are included in the Year 5 / 6 content.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size using the Kapow Scheme.
- The required content is communicated to pupils clearly, in a carefully sequenced way and within Kapow's planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships Education

These lessons focus on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Sex Education

As per the [guidance](#) recommendations, Sex Education at Graveney will be taught using Kapow in Year 5 and 6 focusing on:

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

Throughout each year group we will use appropriate material, from Kapow, to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

Kapow RSE is designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials provided by Kapow are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

Use of external organisations and materials

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

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:

- This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case-study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Inform all external organisations that the school is legally obliged to share all content with parents and carers
 - Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

Roles and responsibilities

The governing board

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

The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section Parents' right to withdraw)

Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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.

Pupils

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/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

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 sexual health professionals, to provide support and training to staff teaching RSE as required.

Monitoring arrangements

The delivery of RSE is monitored by the headteacher through planning scrutinies, learning walks and lesson observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The headteacher monitors this policy on a regular basis and reports to trustees, when requested, on the effectiveness of the policy.

Appendix 1: Overview of RSE Curriculum

Cycle A



RSE & PSHE Curriculum overview for parents and carers (Year 1/2)

	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
1	Introduction: Setting ground rules for RSE & PSHE lessons*	Understanding my feelings*	Communicating with adults*	Rules*	Money*
2	Family*	Relaxation - laughter and progressive muscle relaxation	People who help to keep us safe in our local community	Similar, yet different *	Needs and wants*
3	Friendships*	What am I like?	Road safety*	Belonging	Looking after money
4	Families are all different	Ready for bed?	Safety with medicines*	Job roles in the community	Banks and building societies*
5	Other people's feelings	Hand washing and personal hygiene	Making a call to the emergency services	Our school environment	Jobs*
6	Getting along with others*	Sun safety	The difference between secrets and surprises	Our local environment	
7	Friendship problems*	Allergies	Appropriate contact*		
8	Gender stereotypes*	People who help us stay healthy	My private parts are private*		Transition lesson
9			Personal boundaries*		Understanding the feelings associated with change

Lessons marked with an asterisk* are taught in both Year 1 and Year 2 but children will partake in different activities and have a different learning experience each year.

	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
1	Introductory lesson: Setting ground rules and signposting*	My healthy diary	Be kind online	Recycling / reusing*	Spending choices*
2	Friendship issues and bullying*	Diet and dental health	Cyberbullying	Local community buildings and groups*	Budgeting*
3	The effects of bullying and the responsibility of the bystander	Relaxation - stretches	Share aware	Local council and democracy*	Money and emotions*
4	Stereotyping - Gender*	Wonderful me	Privacy and secrecy	Rules	Jobs and careers*
5	Stereotyping - Age/disability*	My superpowers	First Aid: Bites and stings	Rights of the child*	Gender and careers
6	Healthy friendships - boundaries	Celebrating mistakes	Choices and influences*	Human rights	
7	Learning who to trust	Communicating my feelings*	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty		
8	Respecting differences*	My happiness	Year 3: Road safety Year 4: Growing up		Transition lesson
9	Change and loss - bereavement*				Coping strategies*

Lessons marked with an asterisk* are taught in both Year 3 and Year 4 but children will partake in different activities and have a different learning experience each year.
 Lesson in red are those which children will be taught in single year groups.

	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
1	Introduction lesson: Setting rules and signposting*	Relaxation - yoga	Online friendships	Breaking the law	Borrowing
2	Build a friend - what makes a good friend	The importance of rest	Staying safe online	Prejudice and discrimination	Income and expenditure
3	Respect*	Embracing failure	First Aid: Choking	Protecting the planet	Prioritising spending
4	Respecting myself	Going for goals	Alcohol	Contributing to the community	Risks with money
5	Marriage	Taking responsibility for my feelings	Drugs, alcohol and tobacco: Influences	Rights and responsibilities*	Careers*
6	Bullying	Healthy meals	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Parliament and national democracy*	
7	Stereotyping	Sun safety	Year 5: Menstruation Year 6: <u>Conception</u>	Identity	
8	Challenging stereotypes		Year 5: Emotional changes in puberty Year 6: <u>Pregnancy and birth</u>	Year 6: What is identity?	Transition lesson
9				Year 6: Identity and body image	Roles and responsibilities*

Lessons marked with an asterisk* are taught in both Year 5 and Year 6 but children will partake in different activities and have a different learning experience each year.

Lesson in red are those which children will be taught in single year groups.

Underlined lessons are sex education lessons and you have the right to withdraw your child from these lessons if you wish.

Cycle B



RSE & PSHE Curriculum overview for parents and carers (Year 1/2)

	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
1	Introduction: Setting ground rules for RSE & PSHE lessons*	Understanding my feelings*	Communicating with adults*	Rules*	Money*
2	Family*	Steps to success	Road safety*	Similar, yet different *	Needs and wants*
3	Friendships*	Developing a growth mindset	Safety at home	Caring for others: Animals	Saving and spending
4	Other people's feelings	Being active	Safety with medicines*	The needs of others	Banks and building societies*
5	Getting along with others*	Relaxation: breathing exercises	What to do if I get lost	Democratic decisions	Jobs*
6	Friendship problems*	Healthy diet	The internet	School council	
7	Gender stereotypes*	Looking after our teeth	Appropriate contact*	Giving my opinion	
8	Change and loss		My private parts are private*		Transition lesson
9			Personal boundaries*		Understanding that change can cause mixed feelings.

Lessons marked with an asterisk* are taught in both Year 1 and Year 2 but children will partake in different activities and have a different learning experience each year.

	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
1	Introductory lesson: Setting ground rules and signposting*	My healthy diary	Fake emails	Recycling / reusing*	Spending choices*
2	Friendship issues and bullying*	Looking after our teeth	Internet safety: age restrictions	Local community buildings and groups*	Budgeting*
3	Healthy families	Relaxation - visualisation	Consuming information online	Local council and democracy*	Money and emotions *
4	Stereotyping - Gender*	Meaning and purpose - my role	Tobacco	Diverse communities	Jobs and careers*
5	Stereotyping - Age/disability*	Resilience: breaking down problems	First Aid: asthma	Rights of the child	Jobs for me
6	How my behaviour affects others	Emotions	Choices and influences*	Charity	
7	Effective communication to support relationships	Communicating my feelings*	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty		
8	Respect and manners	Mental health	Year 3: Road safety Year 4: Growing up		Transition lesson
9	Respecting differences				Coping strategies*

Lessons marked with an asterisk* are taught in both Year 3 and Year 4 but children will partake in different activities and have a different learning experience each year.
 Lesson in red are those which children will be taught in single year groups.

	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
1	Introduction lesson: Setting rules and signposting*	Relaxation - mindfulness	Critical digital consumers	Pressure groups	Attitudes to money
2	Friendship skills	What can I be?	Social media	Valuing diversity	Keeping money safe
3	Respect*	Taking responsibility for my health	First Aid: Bleeding	Food choices and the environment	Stereotypes in the workplace
4	Resolving conflict	The impact of technology on health	First Aid: Basic life support	Caring for others	Gambling
5	Family life	Resilience toolbox	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Rights and responsibilities*	Careers*
6	Stereotyping	Immunisation	Year 5: Menstruation Year 6: <u>Conception</u>	Parliament and national democracy*	
7	Challenging stereotypes	Physical health concerns	Year 5: Emotional changes in puberty Year 6: <u>Pregnancy and birth</u>	Identity	
8	Change and loss	Good and bad habits	Critical digital consumers	Year 6: What is identity?	Transition lesson
9				Year 6: Identity and body image	Coping strategies*

Lessons marked with an asterisk* are taught in both Year 5 and Year 6 but children will partake in different activities and have a different learning experience each year.

Lesson in red are those which children will be taught in single year groups.

Underlined lessons are sex education lessons and you have the right to withdraw your child from these lessons if you wish.

Appendix 2:**Parent/carer form requesting their child's withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	