



Risby CEVC Primary School

Relationship Sex Education

Prepared by:	Lucy Smith Headteacher
Approved by:	Ben Ramsay Chair of Governors
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Review date:	June 2029

How this Policy was developed

This policy was developed by the Headteacher and PSHE/RSE Lead in consultation with staff, pupils, parents and governors.

Pupils' views were gathered through pupil voice activities and class discussions, helping to ensure that the curriculum is relevant and meets their needs. Parents and carers were invited to share their views through consultation opportunities and feedback was considered during the policy's development and review.

Governors have been involved in the design and review of the policy and are responsible for approving it. They receive regular updates on statutory guidance and the school's RSE provision to ensure the policy remains current and effective.

The policy will be reviewed regularly to reflect changes in guidance and the needs of the school community.

Requirements on schools in law

- Since September 2020 it has been statutory for schools to deliver Relationships Education in primary schools, and they are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – in line with the National Curriculum for science - how a baby is conceived and born. Health Education is also statutory and covers the key facts about puberty, menstrual wellbeing and from September 2026, the correct names of body parts.
- The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.
- The Education Act 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused.

What is Relationships (and Sex) Education?

- Relationships Education is a statutory part of the primary curriculum and teaches pupils about healthy relationships, respect, kindness, families, friendships, online safety and personal wellbeing. It helps children develop the knowledge and skills needed to build positive relationships and make safe and informed choices.
- As part of our curriculum, pupils will also learn about growing up, puberty and the changes that occur as they develop. Any Sex Education taught beyond

the statutory Science curriculum will be age-appropriate and delivered sensitively.

- Our aim is to provide pupils with the knowledge, skills and confidence to form positive relationships, respect themselves and others, and keep themselves safe. RSE supports our whole-school commitment to promoting wellbeing, inclusion, safeguarding and positive behaviour, and reflects our school values and ethos.
- Our RSE curriculum is delivered through the SCARF (Safety, Caring, Achievement, Resilience and Friendship) programme, which has been carefully selected because it is fully aligned with statutory Relationships Education and Health Education requirements and supports our whole-school approach to wellbeing, safeguarding and positive relationships.
- RSE is taught through planned PSHE lessons by class teachers throughout the school year. Teachers are responsible for delivering the curriculum in an age-appropriate and inclusive way, supported by SCARF resources and guidance. External visitors may occasionally contribute to learning, but responsibility for the curriculum remains with the school.
- RSE is usually taught in mixed-gender classes. Where appropriate, aspects of puberty education may be delivered in smaller or single-sex groups to allow pupils to ask questions and discuss sensitive topics more confidently.
- RSE links closely with other curriculum areas, including Science, Religious Education, Computing and PSHE, helping pupils develop their understanding of health, relationships, respect, diversity and personal safety.
- Teachers create a safe learning environment through agreed class ground rules that promote respect, kindness and confidentiality. Distancing techniques, such as stories, scenarios and anonymous question opportunities, are used to support discussion of sensitive issues. Teachers answer questions honestly and appropriately for pupils' age and stage of development. Questions that fall outside the planned curriculum or require a more individual response will be managed sensitively in line with the school's safeguarding procedures.

Statutory Guidance:

Sex Education is not compulsory in primary schools. However, in line with Department for Education guidance, at Risby we may teach age-appropriate Sex Education in Years 5 and/or 6 to complement the statutory Science curriculum, including learning about human reproduction, conception and birth.

Where sensitive topics are taught, learning will be delivered in a factual, age-appropriate and non-alarming way. Teaching will support pupils to understand how to stay safe, including online, without normalising risky behaviours. If additional content is delivered in response to identified needs, parents will be informed in advance and may request to view the resources used.

The school recognises that some pupils may require additional support. Pupils can access support from trusted adults in school, including class teachers, pastoral staff and safeguarding leads. Age-appropriate information and resources may also be available through books, displays and signposting to reliable sources of support.

Teachers will answer pupils' questions honestly and sensitively, taking account of their age and maturity. Where questions fall outside the planned curriculum, teachers may encourage pupils to discuss these with their parents or carers or signpost them to appropriate sources of support. Staff receive training and guidance to ensure they are confident in managing sensitive issues and responding appropriately to pupils' questions.

Curriculum Content and Resources

Our RSE curriculum is delivered through the Coram Life Education SCARF programme and is planned in line with statutory Relationships Education, Health Education and National Curriculum Science requirements. The programme provides age-appropriate, inclusive and progressive learning that supports pupils' personal development, wellbeing and understanding of relationships.

Learning outcomes and curriculum coverage are set out in the school's PSHE and RSE long-term plan. This demonstrates how RSE is taught progressively across the school and embedded within our wider PSHE curriculum.

Where appropriate, Life Education workshops and other educational visitors may be used to enhance learning. All external contributions are carefully planned and monitored to ensure they reflect the school's values, ethos and published RSE policy.

Teachers establish clear ground rules and use recognised strategies, including distancing techniques and anonymous question opportunities, to create a safe learning environment. Staff follow Coram SCARF guidance when responding to questions that go beyond the planned curriculum.

Relevant National Curriculum Science objectives that contribute to pupils' understanding of human development, reproduction and puberty.

See Appendix

Monitoring and Evaluation

- The effectiveness of our RSE programme is monitored through teacher assessment, pupil voice, lesson observations and regular curriculum review. Learning is planned progressively through the SCARF programme, enabling pupils to build knowledge and skills over time.
- Teachers assess pupils' understanding through discussion, reflection activities and assessment opportunities within SCARF units. Feedback is provided throughout lessons to support learning and address misconceptions. Where additional support is needed, teachers adapt learning to meet pupils' needs.
- The school evaluates the impact of RSE through feedback from pupils, staff and parents, as well as reviewing assessment information and pupil

engagement. Pupil voice plays an important role in this process, helping us to understand whether the curriculum is relevant, meaningful and responsive to pupils' needs.

- The PSHE/RSE Lead and senior leaders regularly review the programme to ensure it remains effective, age-appropriate and aligned with statutory requirements and the needs of our school community.

Inclusion and Accessibility

- We are committed to ensuring that our RSE curriculum is inclusive, age-appropriate and accessible to all pupils. Teaching reflects the requirements of the Equality Act 2010 and supports pupils to develop respect for themselves and others.
- Through our SCARF curriculum, pupils learn about different families, relationships, cultures, beliefs and communities in an age-appropriate way. We recognise that pupils come from a wide range of family backgrounds and experiences, and our teaching promotes respect, inclusion and understanding. This includes recognising that families may be made up in different ways, including those with same-sex parents.
- Teaching materials and discussions are carefully planned to ensure that they are relevant and accessible to all pupils, including boys, girls and pupils who may be questioning aspects of their identity. When discussing online influences and relationships, teachers encourage critical thinking and respectful discussion while avoiding stereotypes and promoting positive, healthy behaviours.
- The school has a zero-tolerance approach to bullying, including bullying related to gender, disability, race, religion or sexual orientation. Any incidents are addressed in line with the school's Behaviour and Anti-Bullying Policies.
- RSE is adapted where necessary to meet the needs of pupils with SEND. Teachers use a range of strategies, resources and levels of support to ensure that all pupils can access learning and make progress. SCARF provides guidance and adaptation opportunities to support pupils with a range of learning needs, including those with autism spectrum conditions. Where appropriate, learning is further personalised to reflect pupils' age, stage of development and individual needs.
- Staff also make reasonable adjustments for pupils who use alternative methods of communication or who have physical, sensory or communication needs, ensuring that all pupils can participate meaningfully in RSE lessons.
- Our aim is for every pupil to receive Relationships and Sex Education that prepares them for life in modern Britain and supports their wellbeing, safety and personal development.

Working with Parents and Carers

- We recognise that parents and carers are the primary educators of their children in matters relating to relationships, health and sex education. We are committed to working in partnership with families and keeping them informed about our RSE curriculum.
- Information about the RSE curriculum is shared with parents through the school's website, curriculum information and parent communications. Parents are welcome to view curriculum materials and resources used to support teaching and are encouraged to discuss any questions or concerns with the school. Where Sex Education is taught beyond the statutory curriculum, parents will be informed in advance of the content and resources to be used.
- The school supports parents and carers in discussing relationships, growing up and health with their children by providing information about the curriculum and signposting appropriate resources where required.
- Parents do not have the right to withdraw their child from Relationships Education, Health Education or the National Curriculum Science content. However, parents have the right to request that their child be withdrawn from any non-statutory Sex Education taught as part of RSE. Requests should be made in writing to the Headteacher. Before a decision is made, the Headteacher will discuss the request with parents to ensure they understand the purpose and content of the programme and the potential implications of withdrawal.
- Where a pupil is withdrawn from non-statutory Sex Education, the school will provide appropriate, purposeful alternative learning during the period of withdrawal. The school will also support parents in accessing information so that they can provide any Sex Education they wish their child to receive at home.

The school uses resources and guidance from the Coram SCARF programme to support communication and consultation with parents and carers. Information about curriculum content, consultation opportunities and supporting children at home is shared with families as appropriate, helping to promote a positive partnership between home and school.

Dissemination of the Policy

This policy has been shared with staff, governors and parents/carers and is available on the school website. Copies are available free of charge on request from the school office.

Further information about the school's RSE curriculum can be obtained from the Headteacher or PSHE/RSE Lead.

The policy will be reviewed regularly, and stakeholders involved in consultation will be informed of any significant changes and future review opportunities.

Policy Review and Development Plan

This policy will be reviewed every three years, or sooner if required by changes to statutory guidance, curriculum requirements or the needs of the school community. The review will be led by the Headteacher and PSHE/RSE Lead in consultation with staff, pupils, parents and governors. The Governing Body is responsible for approving any revisions to the policy.

The school is committed to the ongoing development of RSE provision. Priority areas for development may include staff training, curriculum review, pupil and parent engagement, and ensuring that resources and teaching approaches remain current, inclusive and effective. Where appropriate, staff will access training and professional development opportunities, including those provided through the Coram SCARF programme, to support high-quality RSE delivery.

Sources of Further Information

This policy has drawn on:

- DfE 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2019)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

This policy should be read in conjunction with the following policies:

- School's own safeguarding policy (inc. responding to disclosures)
- School's own anti-bullying policy
- School's equality, diversity and inclusion policy
- DfE 'Keeping Children Safe in Education'

Useful Resources

Coram SCARF Resources

RSE guidance and support materials online teaching and learning training film clips - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films>

PSHE Policy Template and Guidance

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-templates-and-guidance>

Frequently Asked Questions - <https://www.coramlifeeducation.org.uk/frequently-asked-questions>

Long-term planning document - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/long-and-medium-term-plan>¹

Flexible Planning Tool - <https://www.coramlifeeducation.org.uk/scarf/planning>

How to answer children's questions that go beyond the planned curriculum - <https://www.coramlifeeducation.org.uk/scarf/printable/1592>

Assessment in PSHE education recorded webinar -

<https://www.coramlifeeducation.org.uk/training/assessment-in-pshe-education>

SEND: signposting and support -

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs>

Protected Characteristics across SCARF -

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/protected-characteristics-across-scarf>

Working with parents and carers - <https://www.coramlifeeducation.org.uk/working-with-parents-and-carers>

SCARF training - <https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke>

SCARF Teacher Training Portal - <https://www.coramlifeeducation.org.uk/teacher-training-portal>

Further useful resources

PSHE Association RSE Policy Guidance - <https://pshe-association.org.uk/guidance/ks1-4/writing-your-pshe-education-policy?hsCtaTracking=939f676b-52e5-4830-b674-34d30e3ecf49%7C49f12af8-8283-4800-89f3-c552f9282e75#download> (members only)

The Sex Education Forum RSE Policy Guidance -

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy->

¹ N.B. This will be updated by the end of the academic year 2025-26

[guidance](#)

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy' -

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

Appendix:

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online

Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem