At Claypool everyone is valued, inspired and nurtured on their individual journey of success.

Relationships and Sex Education Policy

Policy lead: J. Evans

Last interim review by the Policy Lead	Autumn 2026
Last full review by the Policies Committee	Spring 2026

Next interim review by the Policy Lead	Autumn 2027
Next full review by the Policies Committee	Spring 2029

Aims

The aims of Relationships and Sex Education (RSE) at Claypool Primary School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality
- Help children identify and understand positive relationships
- Teach children the correct vocabulary to describe themselves and their bodies

At Claypool Primary School, we are committed to ensuring that the basic rights, as explained in the United Nations' Convention on the Rights of the Child (UNCRC) are met and incorporated into all aspects of school life.

Statutory requirements

As a maintained primary school we must provide relationships education to all children 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.

Revised Department for Education statutory guidance states that from September 2020 all schools must deliver relationships education in primary schools.

Other documents that inform the 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 – Statutory safeguarding guidance (2016)

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

Definition

To understand how the teaching of Relationships and Sex Education are connected in this policy, and in the curriculum, it is important to understand how it fits across both Primary and Secondary Education.

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

It involves a combination of sharing information and exploring issues and values.

It is not about the promotion of sexual activity.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. **Parents/guardians do not have the right to withdraw from this aspect of the curriculum.**

Curriculum and Delivery of RSE

At Claypool Primary School we recognise the individual needs of our children and the diversity of our community. Through our education and our ethos, we will adopt a culture with the following words at its heart: understand, accept, respect and celebrate. This is an ethos that will exist every day in school and not just on specific themed days. In line with government guidance, our curriculum needs to reflect this and focus 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

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age and needs of children.

As with any topic, pupils will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme. This could show that the taught curriculum is not meeting their needs. This will be fed back to the PSHE lead as part of the evaluation and monitoring process.

For more information about how our curriculum is broken down, see our curriculum map in Appendix 1.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and delivered predominantly, but not exclusively, using the Kapow scheme of work. Whilst the scheme has been developed to meet government requirements, it has the flexibility to be adapted to meet the requirements of our children.

PSHE is taught weekly, with a different focus for each half term. In PSHE, RSE is significant throughout but mainly in two of the foci: Connecting with others, in Autumn term and Growing Up, in Summer term.

We recognise that communication is an incredibly important aspect of RSE and some children communicate better with different adults. Because of this, it is an expectation that PSHE is delivered by the class teacher, unless absolutely necessary. In addition to this, where possible, support staff (including HLTA's and Learning Support Assistants) take part in the lessons.

For more information about our RSE curriculum, see Appendices 1 and 2.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Beliefs and Values.

We aim to 'live' what is learnt and apply it to everyday situations in the school community through:

- Assemblies
- Our praise and reward system
- A Learning Charter
- Relationships child to child, adult to child and adult to adult across the school.
- Marking significant country-wide celebrations such as Children's Mental Health Week, and many others.

Additional materials

The use of age-appropriate published texts, both fiction and non-fiction, are proven methods to support teaching across the curriculum; this is also the case with RSE. We will continue to build on our collection of books that help children to understand the different relationships and family structures that exist in modern society.

Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units available in toilets;
- Access to sanitary products;

When a pupil starts menstruating in the school, we will support them on-site and inform parents. Our RSE programme covers basic information about menstruation in Year 4, with more detailed input in Years 5 and 6. If your child has difficulties managing their periods at the school please contact their class teacher for support.

Equality, Inclusion and Support.

As a school and a workplace, we are accepting and understanding of both staff members' and students' sexual orientation. Regardless of sexual orientation, staff will not promote their own viewpoints, but will use LGBT+ language where it is deemed appropriate. This includes the use of

the words "gay", "lesbian", "bisexual", "homosexual" and "transgender" in their appropriate contexts.

We recognise that informal discussions about staff families are a part of everyday school life – all staff members should feel comfortable in talking to children and colleagues about their own families if they choose to do so.

In addition, where appropriate, we will study the many significant figures across history, such as Alan Turing, Lily Parr and Maya Angelou, for whom their sexuality and the contributions they made to the LGBT+ community, form a major contributing factor to their impact on society.

Relationships and RSE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of protected characteristics.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children 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 children may have a different structure of support around them (for example: looked after children or young carers).

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSE to deal with disadvantages facing those with a particular characteristic.

RSE will be accessible to all regardless of their gender or background. Through the delivery of RSE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. We aim to deliver RSE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSE and are best placed to support their children to understand how their learning at Claypool Primary School fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSE. All children, whatever their identity, developing identity, or family background, need to feel that RSE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – if so, this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in RSE

It is important that all pupils feel safe and able to participate in RSE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

Roles and responsibilities

The governing body

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

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE
- Delivering the curriculum without promoting their own personal viewpoint

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.

All teachers are responsible for the teaching of RSE and all teaching assistants are responsible for supporting the teaching of RSE.

Children

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

Parents

RSE is a partnership between Claypool Primary School and parents/carers. We recognise that in RSE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSE delivered within the school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents routinely about the school's RSE policy and practice (prospectus/letters/emails/ website/ Year Ahead meetings).
- The curriculum content and organisation is shared and explained
- Answer any questions that parents may have about the RSE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school.
- Conduct consultation every two years about any needs in relation to our RSE programme and policy.

Any parents wanting more information about our RSHE curriculum can contact a member of the Senior Leadership Team or the PSHE Leader.

Parents' right to withdraw

Parents do not have the right to withdraw their children from statutory **relationships education**.

Parents only have the right to withdraw their children from the non-statutory components of sex education within RSE. Our current policy is that the school does not currently teach any of the non-statutory components of sex education other than what is currently in the National Curriculum for science.

However, any concerns will be listened to, and should be put in writing and addressed to the Headteacher.

Alternative learning will be given to children who are withdrawn from lessons for any reason.

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 and teaching staff will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training.

Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team (SLT) and the PSHE and Inclusion curriculum team, under the leadership of the PSHE Leader, through learning walks, pupil surveys and book scrutiny. Children's development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix: By the end of primary school children should know

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know…	**How Kapow provides the solution**
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	All of these aspects are covered in lessons within the units • Families and relationships • Safety and the changing body
Caring Friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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	All of these aspects are covered in lessons within the units • Families and relationships • Safety and the changing body

Respectful Relationships	• the 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 • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • 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 • 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 • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission seeking and giving in relationships with friends, peers and adults	All of these aspects are covered in lessons within the units • Families and relationships • Safety and the changing body

Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not • 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.	All of these aspects are covered in lessons within the units • Families and relationships • Safety and the changing body
Being safe	• 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.	All of these aspects are covered in lessons within the units • Families and relationships • Safety and the changing body

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	**How Kapow provides the solution**
Mental wellbeing	• 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 well-being 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 well-being. • 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 well-being 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.	All of these aspects are covered in lessons within the units • Health and wellbeing • Families and relationships • Safety and the changing body
Internet safety and harms	• 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 knowhow to recognise and display respectful	All of these aspects are covered in lessons within the units • Health and wellbeing • Families and relationships

	behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.	• Safety and the changing body
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the units • Health and wellbeing

Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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).	All of these aspects are covered in lessons within the units • Health and wellbeing
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	All of these aspects are covered in lessons within the units • Health and wellbeing
Health and Prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	All of these aspects are covered in lessons within the units • Health and wellbeing

	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination	
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the units • Health and wellbeing
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the units • Safety and the changing body • Health and wellbeing