St. Paul's C of E VA Primary and Nursery School

Walk On Water

Relationships and Sex Education (RSE) Policy

January 2026

Next review date: January 2027 or when guidance changes

St Paul's Relationships Education Policy

Rationale and Ethos

This policy covers our approach to teaching Relationships and Sex Education (RSE) throughout our school. It should be read in conjunction with the 'Overview of PSHE at St Paul's' document, Inclusion Policy, Child Protection Policy, Science Policy, Religious Education Policy and E-Safety Policy.

This policy was written using information in the statutory guidance on Relationships Education, RSE and Health Education (DfE June 2019 and July 2025), and the Secretary of State's 2000 guidance on RSE which recommends that RSE is delivered in the context of a broad and balanced curriculum and meets the needs of all pupils. Current regulations and guidance from the Department for Education state that Relationships Education and Health Education is compulsory for all pupils receiving Primary Education. At present, Sex Education is not compulsory in primary schools, but we 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.

Our PSHE and RSE policies and teaching are reflected in the forward by the Secretary of State in the Relationships Education, RSE and Health Education Guidance 2019 - "We want primary schools to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and offline, sitting alongside the essential understanding of how to be healthy. All of this content should support the wider work of helping to foster pupil well-being and develop resilience and virtues that we know are fundamental to being happy, successful and productive members of society".

Documents that inform the school's RSE policy at present include:

- *Relationships Education, RSE and Health Education statutory guidance (DfE June 2019, July 2025)*
- *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, 2025)*
- *Children and Social Work Act* (2017)

The policy will be kept under review, based on changes from the DfE and through contributions from governors, staff and parents.

Our School Vision:

To inspire a community which values everyone and their God given potential, encouraging all to flourish, achieve and believe in future possibilities. This is based on our belief that:



WOW – **W**alk **o**n **W**ater

This is a theme which is throughout the bible. In Matthew 14 we read of the miracle of Jesus stilling the wind and the waves. Jesus wanted to spend some time alone in prayer so he told his disciples to go on ahead of him and take the boat to the other side of the lake. In the middle of the night, the disciples were caught in a storm and looked over and saw Jesus walking towards them on the water! The disciples thought they were seeing a ghost. Jesus asked Peter to walk out to him so Peter got out of the boat and walked on the water too. When Peter began looking at the waves instead of Jesus, he began to sink. Jesus saved him.

We believe that we can learn from this story and that we too can '**W**alk **o**n **W**ater' - the possibilities are endless.

Our School Values

At St Paul's we want to focus on three key values:



Our School Aims

In order to achieve this over-arching vision and live out these values we have developed the following aims:

- **INSPIRE -** To build a vibrant and inspiring learning environment which promotes curiosity, creativity and enthusiasm.
- **BELONG -** To promote a sense of community where every individual feels happy, safe, respected and valued.
- **ACHIEVE -** To strive for excellence in all areas.
- **FLOURISH -** To allow everyone to flourish and develop their God-given potential.
- **BELIEVE -** To lay a foundation of knowledge, skills and faith so that life can be approached with confidence, resilience and self-belief.

Our School vision and values are an integral part of this Relationships and Sex Education policy. At St Paul's the teaching of Relationships Education and Sex Education is set within a moral framework that enhances the self-worth and confidence of each individual. **It is underpinned by the Christian values that guide us at our school.** We believe relationships education is important for our pupils and our school because it encourages a healthy attitude towards themselves and others and supports the development of mutually respectful relationships and empathy for others.

Our school's overarching aims are to:

- Develop children's understanding of what a relationship is, what friendship is, what family means, the importance of respecting others and who the people are who can support them.
- Teach children the difference between healthy and unhealthy relationships, both online and offline; how to be safe in a relationship; and how to report concerns and seek advice when they suspect or know that something is wrong
- Promote the development of positive attitudes and responsibility towards themselves and others, and mental well-being
- Help children understand the importance of self-respect and self-worth, and develop personal attributes including resilience, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice

- Enable pupils to gain appropriate knowledge and understanding about physical development; puberty; emotions; human reproduction and reproduction in some plants and animals; sexuality; and their rights in relation to their body and relationships with others.
- Extend pupil's personal and social skills
- Work in partnership with parents/carers
- Teach Relationships and Sex Education within a moral framework which reflects the school ethos
- Teach Relationships and Sex Education within a safe, stimulating, comfortable atmosphere and matched to the children's level of maturity
- Follow school guidelines regarding Confidentiality and Safeguarding
- Ensure that teachers and other staff members have relevant training and resources.

Curriculum

Our Relationships education and Sex Education programme is an integral part of our whole school PSHE education provision. At Key Stage 1 and 2 we ensure we meet the content from the statutory Relationships Education, RSE and Health (health and wellbeing) Education guidance.

We define Relationships Education as learning the skills and knowledge that form the building blocks and characteristics of all positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This will support children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. It should also equip them to recognise and report risks and abuse, including online, and to seek advice

Pupils are taught PSHE, including Relationships and Health Education, using 'SCARF' (which stands for Safety, Caring, Achievement, Resilience, Friendship). It is a spiral, progressive, age and stage-appropriate scheme of work, which covers all of the above aims, preparing children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world. It is designed and sequenced so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. There is a strong emphasis on promoting positive behaviour, achievement, building resilience; and nurturing mental health, physical health and wellbeing. Through a safe and inclusive classroom environment children build confidence, resilience and a sense of responsibility.

We also teach about some of the 9 protected characteristics across the year groups as part of our Relationships Education:

1. Age
2. Disability
3. Gender reassignment
4. Race - including colour, nationality, ethnic or national origin
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

These are legally recognized to prevent discrimination and foster an inclusive environment. We do not teach about all of the protected characteristics in every year group. The curriculum is planned and delivered so that our pupils develop age- and developmentally-appropriate knowledge and understanding. We have worked in conjunction with Coram Life Education (who developed SCARF) to ensure we are equipped to teach children effectively so that they learn facts appropriate for their age in accordance with DfE guidance/legislation.

Learning about the protected characteristics in an age-appropriate way is vital because we want our children to:
1) understand the diversity of people in our community and wider world
2) be prepared for life in modern Britain.
3) treat everybody, including those with protected characteristics, with respect, dignity and without discrimination.

Relationships Education is taught mostly through the Autumn 1 Me and My Relationships, Autumn 2 Valuing Difference, Spring 1 Keeping Safe and Summer 2 Growing and Changing units.

In addition to Relationships Education, we teach aspects of statutory Health Education and National Curriculum Science that relate to and are the foundations of Sex Education that we cover. Health Education covers the key facts about puberty, menstrual wellbeing and from September 2026, the correct names of body parts. This ensure both boys and girls are prepared for changes that adolescence brings. Aspects taught are:

1. **The correct names of the external body parts including, penis, vulva, vagina, testicles, scrotum, nipples** This is taught from Reception upwards in order for children to understand that these are private parts and learn the skills to understand and express their own boundaries around these body parts.
2. **The human body as it grows from birth to old age, particularly during adolescence** This includes the human life cycle, puberty for both boys and girls and facts about the menstrual cycle. Periods can start at eight, therefore the menstrual cycle is taught from year 3, before periods start, to help them understand what to expect and avoid distress.
3. **Reproduction in some plants and animals** This is taught in year 4

Although in Primary School 'Relationships Education' and Health Education are compulsory, Sex Education is not. At St Paul's, in addition to Relationships Education, we also teach aspects of Sex Education that are covered in our Science Curriculum, to ensure children know how a baby is conceived and born.

The RSHE 2025 guidance states that:
30. 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

Therefore the only theme and lesson considered as Sex Education is the following:

4. **Human reproduction (conception and birth)** – This is the year 6 'Making Babies' lesson only. This lesson draws on knowledge of the human life cycle set out in the national curriculum

for science – know how a baby is conceived and born. 'How a baby is conceived' refers to what happens to the body during sexual intercourse before an egg and sperm meet. We have chosen not to teach about contraception as we are teaching children about the scientific/biological aspects of how a baby is made. Contraception is not statutory at Primary age and the children will learn about it at secondary school.

These Health Education and Sex Education aspects are all taught within the Growing and Changing unit in the second half of the summer term. Year 1 also name body parts in their Spring 1 unit 'Keeping Safe' in order to teach them how to keep safe from unwanted touch and potential abuse. Here they learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond - including who to tell and how to tell them. In the Autumn 1 'Me and My Relationships' topic, year 6 also learn about **illegal** touch and are introduced to Female Genital Mutilation (in an age-appropriate way and not using the name itself) for awareness, knowledge of the law and safeguarding purposes – essentially so that they learn that only they decide what happens to their bodies.

RSHE in each key stage:

- **In the Foundation Stage** PSHE is taught as an integral part of topic work covered throughout the year. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also use the 'SCARF' materials to support their teaching. Relationships Education here is very much based around learning to develop and understand the importance of relationships with family and friends.

- **In Key Stage 1** the focus is on family relationships; friendships; physical differences between boys and girls; changes in our body; and changes in our needs and responsibilities as we grow from young to old.

- **In lower Key Stage 2** the focus is on families and friendships; preparing for change; changes on the inside during puberty; changes on the outside during puberty.

- **In upper Key Stage 2** the focus moves to other relationships, including online; puberty for both boys and girls; conception; what happens from conception to birth; body image; and self-image. Different kinds of relationships are explored in more detail, including same sex relationships, because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain.

We teach about healthy, loving relationships and include same-sex parents along with other family arrangements when discussing families in all year groups. This is touched on through stories in EYFS and KS1. It is important for our children to respect different families and know that other children's families, though they may be different to their own, are also characterised by love and care.

Learning about relationships and sex education in PSHE lessons will complement learning in Science and RE. For more detail on what is covered in each year group see our PSHE curriculum in the school website.

Relationships and Sex Education is taught using a variety of teaching methods, high quality resources and interactive activities, As well as the SCARF resources and workshops teachers can

use the Christopher Winter Project RSE resources; PSHE Association, Dove Self Esteem and Sex Education Forum resources; video clips, books, discussion and games eg. Dilemmas and Consequences. These are all regularly reviewed. All children will be taught all aspects of Relationships Education and some aspects of Sex Education in their year group as a whole class but we ensure children feel comfortable in a relaxed and informal atmosphere without feeling embarrassed. The teacher ensures all questions are answered sensitively and children are able to ask questions after a lesson if they feel more at ease this way.

All aspects of Relationships and Sex Education are taught within a moral framework, underpinned by our school Christian values and ethos.

Inclusivity

We ensure Relationships Education (and Sex Education) is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by teachers taking into account the ability, age, developmental readiness, and cultural backgrounds of our young people and those with English as a second language when planning to ensure that all can fully access the Relationships Education provision. We promote the needs and interests of all pupils, irrespective of gender, religion, culture, ability or aptitude by identifying and respecting all children's starting points.

We ensure content is matched to the needs of our pupils through looking at data and talking to the teacher from the previous year. Lessons are adapted in different ways through the objective taught, level of support, questioning, by the activity, or using specifically designed SEND resources where appropriate, ensuring all children make progress in their knowledge and understanding (see 'Overview of PSHE at St Paul's' document for further examples of adaptive teaching). Staff can also use the guidance for adapting SCARF resources for learners with SEND on the SCARF website; 'Barriers to and Solutions for Engagement in Learning for specific areas of SEND' document and Hertfordshire's Ordinary Available Provision document to help adapt lessons for those children with SEND.

Pupils will be encouraged to reflect on their own learning and progress by self-assessment at the end of lessons. Like other aspects of PSHE, there will be a pre- and post-unit assessment activity which is used to assess their level of understanding in this area of PSHE. Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Safe and Effective Practice

Because Relationships Education and Sex Education work within pupils' real life experiences, it is essential to establish a safe learning environment. This is achieved through having clear 'ground rules' and a confidentiality policy that is understood by all. Ground rules will be developed between teachers and pupils at the beginning of the Relationships and Sex Education unit and referred to during each lesson. Questions are encouraged in lessons, and are answered sensitively, but if children have a question that they do not feel comfortable raising in an open setting they can write their question anonymously for the teacher to answer or they can come and speak to their teacher individually at a later time. In the course of lessons questions may arise about sex education topics

that we do not cover; and/or sensitive, controversial or not-age appropriate issues. Here, it may be more appropriate for teachers to talk one to one with a child or speak to their parent who will continue the discussion if they so wish. This will also be the case if a question arises that relates to Sex Education from which a child has been withdrawn from. Teachers will always consult with the Head Teacher if guidance is required on how to respond to particular queries/requests.

Safeguarding

Teachers are aware that effective Relationships Education and Sex Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and in the course of RSE lessons pupils may indicate that they are vulnerable or 'at risk'. If this arises, we ensure they get appropriate support and clear links are made to the school's safeguarding/child protection policies to ensure clarity about what is required in such circumstances. Any staff members, visitors or external agencies which support the delivery of Relationships and Sex Education will be required to liaise with the class teacher. This is to ensure that they are aware of our school policy and expectations regarding correct practice and how to respond to issues, including those that relate to child protection matters. We make clear to pupils what our procedures are with regard to confidentiality when Relationships Education and Sex Education are delivered.

Relationships Education, Sex Education and Church of England Principles

In November 2019, the Church of England published Principles and a Charter entitled "Relationships Education, Relationships and Sex Education (RSE) and Heath Education (RSHE) in Church of England Schools". This document sets out how both the ethos and teaching content of SCARF PSHE support Church of England schools. At St Pauls's we ensure the principles set out in this document are understood and where relevant taken into consideration when the six themes are covered.

Although non-denominational in character, the values embedded within SCARF PSHE fully embrace and support those shared by Church of England schools. The morals, ethical discernment and care for each other and the world that children learn throughout the SCARF Programmes can align with Church of England Christian values. As a Church of England school, we are committed to uphold and promote Christian values and principles, as well as Biblical teaching throughout our Relationships and Sex Education curriculum. Through the Relationships and Sex Education curriculum we ensure that children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. It is delivered in an inclusive way that gives dignity, respect to all that make up our diverse society. It encourages pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

The SCARF approach to Relationships and Sex Education gives pupils opportunities to reflect on values and influences appropriate to their age-group, including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It promotes the development of the wisdom and skills our pupils need to make their own informed decisions.

Engaging stakeholders

We view the partnership of home and school as vital in providing the best relationships education for our children. Parents have the most significant influence in enabling their children to grow and

mature and to form healthy relationships. The primary role in children's Relationships Education and Sex Education lies with parents and carers and the school's programme will complement and build on this. 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:

- Consult with and inform parents about the school's Relationships and Sex Education policy and practice. The policy is on the school website on the PSHE curriculum subject page. It is also available to those parents who request it.
- We ensure parents know what is taught by having our PSHE Curriculum and specific RSE parent's presentation powerpoint available to see on the PSHE curriculum page of the website. This powerpoint includes examples of materials used in lessons. Materials are also available for parents to see on school premises with the class teacher or PSHE Lead if requested.
- Inform parents through our information letters about what will be covered in Relationships Education and Sex Education.
- Answer any questions that parents may have about the Relationships Education and Sex Education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships Education and Sex Education in the school.

Parents have the right to withdraw their children from those aspects of Relationships Education and Sex Education that is **not** included in the statutory Science Curriculum. **The only lesson not in the statutory Science Curriculum is the year 6 'Making Babies lesson' and thus this is the only lesson parents have the right to withdraw their child from.** However, this rarely happens, and by working in partnership with parents they recognise the importance of this aspect of their child's education. If a parent/carer wishes to withdraw their child, they need to discuss this with the Headteacher, so that she can be made aware of the reasons for withdrawal and provide alternative arrangements/support.

Governors will be informed of the Relationships Education and Sex Education policy and curriculum through governor's meetings. Pupil voice can be used to review and tailor our Relationships Education and Sex Education programme to match the different needs of pupils.

Roles and Responsibilities

The Relationships Education and Sex Education (RSE) Programme is led by the PSHE Leader and approved by the full governing body. It is taught by class teachers who are given training where necessary to support the teaching of RSE. Where appropriate, the school liaises with external agencies (such as SCARF) regarding the school RSE programme, and ensures that all adults who teach RSE are aware of the school policy, and that they work within this framework.

It is the responsibility of the PSHE Leader in conjunction with the Headteacher to:

- Ensure that parents and staff are informed about our Relationships and Sex Education policy
- Ensure that parents are consulted when the policy is reviewed
- Ensure that the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy.

As for all other subjects, The governors have the responsibility to ensure RSE (as part of PSHE and Science) is well led, resourced, taught and children make progress. It is the responsibility of the governors to also make sure that the religious ethos of the school is maintained in RSE and is provided in a way that encourages pupils to consider morals, the value of family life and the importance of marriage.

Monitoring, Reporting and Evaluation

Relationships Education and Sex Education provision, teaching and content will be monitored by the PSHE Leader through planning/work scrutinies, observations, pupil voice and keeping up with research and developments in this area through the PSHE Association and Sex Education Forum websites. Implementation will be monitored by the Headteacher and PSHE Leader and reported on to the full Governing Body annually.

Teachers will critically reflect on their work in delivering Relationships Education and Sex Education through evaluating their lesson plans and the children's learning. Evaluation and assessment, including self-assessment, is an integral part of Relationships Education. Pupils will have opportunities to review and reflect on their learning during lessons through discussion, plenaries, self-assessment and looking back at work in the class Floor Book.

Assessment of pupil's personal development will be incorporated into PSHE assessment in line with school policy. A comment on pupil's PSHE progress will be included in our annual reporting to parents/carers.