



## Martley CE Primary School and Pre-School

### Relationships and Sex Education Policy

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| Document Full Name           | Relationships and Sex Education Policy |
| Developer / Developer's Role | Michelle Gunston, Head of School       |
| Approval Responsibility      | Local Academy Board                    |
| Approval Date                | September 2026                         |
| Review Cycle                 | Every 2 years                          |
| Next Review Date             | September 2028                         |

### Our Christian Values

Our Core Christian values are the 5 Cs - **Commitment, Creativity, Compassion, Co-operation and Courage**. They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

‘Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows’.

James 1:17

International Children’s Bible

We also support and follow the vision of the Diocese of Worcester Multi-Academy Trust (DoWMAT) of which we are a member school:

‘To Love, To Learn, To Serve’ sums up the DoWMAT’s vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).

### Equality and Diversity Statement

At Martley CE Primary School and Pre-School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality. In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

## Aims

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

- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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
- Create a positive culture around issues of sexuality and relationships

**‘Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.’**

**(Valuing All God’s Children, Church of England 2019)**

## Statutory requirements

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

## Definition

Relationships Education is a statutory component of the PSHCE curriculum in primary schools from September 2025 revised guidance. This involves teaching and learning about the many strands of relationships and growing up including: family relationships; friendships with peers and adults; healthy and unhealthy relationships; online relationships; the characteristics of positive relationships; staying safe and the emotional, social and physical aspects of growing up. This updated guidance gives a stronger focus on developing skills as well as knowledge, particularly navigating a complex digital world safely. The guidance has been strengthened with a focus on supporting boys to develop a positive sense of masculinity.

For the purpose of this policy:

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

## Curriculum and 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
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a 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 focuses 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

The curriculum is designed as a spiral curriculum which ensures topics can be built upon over time and takes into account the emotional and physical maturity of the children in our school.

Our RSE curriculum is set out as at the end of this policy but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers on request.

As recommended by Statutory Guidance, we teach sex education in Years 5 and 6, in line with content about conception and birth, which forms part of the National Curriculum for science. This includes learning about 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. Initially, pupils in Year 4 will be introduced to the of term 'puberty' as part of the 'Safety and Changing Body Unit'.

In Years 5 sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

In Years 6 sex education will focus on:

How a baby is conceived and born

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

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

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

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**

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. We will teach about these topics in a manner that considers how a diverse range of pupils will relate to them and is sensitive to all pupils' experiences

During lessons, makes pupils feel safe and supported and 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 and consider 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

As stated previously, we will make sure that resources are available on request for parents/carers.

## **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

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses e.g Kapow and NSPCC

## **Roles and responsibilities**

### **The Local Academy Board**

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

### **The Head of School**

The head of school 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.

### **Staff**

Staff are responsible for:

Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group

Responding to the needs of individual pupils and monitoring progress

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 to the DSL

### **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**

Relationships Education is statutory for all children, in all primary schools. This means that parents cannot withdraw their child from these lessons. However, they are able to request that their child is withdrawn from lessons about Sex Education taught as part of Relationships Education, which are not statutory objectives covered in the Science National Curriculum.

We encourage you to speak to a senior member of staff about which specific sessions these are and their exact content in order to alleviate any worries you may have. We are confident this will then help parents to see how these sessions fit in to the child's overall education in a purposeful and meaningful way.

## **Training**

Staff are trained on the delivery of RSE. On occasion, the Head of school 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.

## **Monitoring arrangements**

The delivery of RSE is monitored by the Head of school through: such as planning scrutinies, learning walks, etc. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

## **Curriculum Overview of Content**

Due to having mixed age classes within school, the specific content of each year group is carefully considered to ensure that age-appropriate material is used. Each topic heading is taught during the same half term across the school; this allows a blended approach to be utilised. If specific content is deemed inappropriate for a year group arrangements are made to teach the year groups separately for those sessions.

We utilise the Kapow RSE and PSHE Scheme to deliver our curriculum. Please see below table for overview of content.

| Term          | Autumn 1                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                    | Spring 1                                                                                                                                                                   | Spring 2                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                               | Summer 2                                                                                                               |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Theme         | Families and Relationships                                                                                                                                                                                                                                                       | Health and Wellbeing                                                                                                                                                                                                                                        | Safety and the Changing Body                                                                                                                                               | Citizenship                                                                                                                                                                                                                 | Economic Wellbeing                                                                                                                                                                                                                     | Transition                                                                                                             |
| <b>EYFS</b>   | <p>Name and describe our families</p> <p>Explore what makes a good friend and to consider others feelings</p> <p>Learn to be a member of a team and that we are all valued</p>                                                                                                   | <p>Know a colourful diet is one way to keep healthy</p> <p>Understand that exercise is good for our body</p> <p>Names some different emotions and facial expressions and know strategies to calm down</p>                                                   | <p>Consider why rules are important</p>                                                                                                                                    | <p>Know that we have rules to keep everything fair, safe and enjoyable</p> <p>Understand we all have similarities and differences</p> <p>Know we have different beliefs</p>                                                 | <p>Explore how money is used by people</p>                                                                                                                                                                                             | <p>Recognise our own strengths</p> <p>Discuss feelings around when things change</p>                                   |
| <b>Year 1</b> | <p>Explore how families are different to each other</p> <p>Know that some information is personal</p> <p>Explore how friendships problems can be overcome</p> <p>Recognise how others show feelings</p>                                                                          | <p>Learn how to wash hands correctly and the 5 S's for sun safety</p> <p>Know about the importance of sleep for your body and mind</p> <p>Identify our strengths and different ways to manage our feelings</p>                                              | <p>Identify hazards and where/how to get help</p> <p>Learning what is safe and not safe to put in our bodies</p>                                                           | <p>Know the rules in school and why we follow them</p> <p>Discuss different needs of pets</p> <p>Know that voting is a fair way to make a decision</p> <p>Understand that we are all different and that is a good thing</p> | <p>Discuss how to keep money safe and choices we can make with it</p> <p>Describe different jobs and skills needed</p> <p>Know adults have jobs to help others and to earn money</p>                                                   | <p>Recognise our strength</p> <p>Understand that change can be both positive and negative</p>                          |
| <b>Year 2</b> | <p>Know that families can be made up of different people</p> <p>Know some problems that can happen in friendships and how to get help</p> <p>Learn how to respond how to different peoples feelings in different situations</p> <p>Explore how loss and change can affect us</p> | <p>Explore the effect that food and drink can have on my teeth</p> <p>Know the benefits of a healthy diet and different exercises.</p> <p>Learn breathing and calming exercises.</p> <p>Know what a growth mindset is and the importance of persevering</p> | <p>Know the PANTS rule and concept of privacy</p> <p>Staying safe online, roads and with medicines</p> <p>Know names of parts of my body including basic private parts</p> | <p>Know that some places have different rules</p> <p>Understand that some rules are made to be followed by everyone and known as laws.</p> <p>Identify ways to improve the school environment</p>                           | <p>Know that many adults earn money by having a job</p> <p>Identify whether something is a need or a want</p> <p>Know why we save money</p> <p>Understand that it is important for workplaces to include different types of people</p> | <p>Identify people who can help us when we are worried about changes</p> <p>Understand that change is part of life</p> |

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|               |                                                                                                                                                                                                                                                                                                                                                                                | Develop an understanding of self-respect                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                |                                                                                                                                         |
| <b>Year 3</b> | <p>Learn that problems can occur in families and there is help available</p> <p>Explore ways to resolve friendship problems</p> <p>Develop an understanding of bullying</p> <p>Identify who I can trust</p>                                                                                                                                                                    | <p>Understand ways to prevent tooth decay</p> <p>Know the different food groups and how a to have a balanced diet</p> <p>Understand the importance of belonging and how to address loneliness</p>                                     | <p>Staying safe online- begin to recognise unsafe digital content</p> <p>Road safety</p> <p>Making good choices and know that we can be influenced</p>                                                                                                                                | <p>Explore how children's rights help them and others</p> <p>Discuss ways we can make a difference to our recycling rates at home and school</p> <p>Identify local community groups and charities what they do</p>                                                                                                                      | <p>Know that we can pay for things in different ways</p> <p>Learn about budgeting and feelings around money</p> <p>Reflect on future goals and jobs</p> <p>Begin to understand workplace stereotypes</p>                       | <p>Learn strategies to deal with change</p> <p>Understand that change often brings about more opportunities and responsibilities</p>    |
| <b>Year 4</b> | <p>Use respectful language to discuss families and know that families are diverse</p> <p>Explore physical and emotional boundaries in friendships</p> <p>Begin to understand what a bystander is in bullying</p> <p>Understand how my actions and behaviour can affect others</p> <p>Understand some stereotypes related to disability</p> <p>Discuss loss and bereavement</p> | <p>Know key facts about dental health</p> <p>Identify what makes me feel calm and relaxed</p> <p>Learn to take responsibility for my emotions by knowing I can control some things but not others</p> <p>Develop a growth mindset</p> | <p>Learn benefits and risks of information sharing online and how to seek help when online</p> <p>Discuss benefits on being a non-smoker</p> <p>How to help someone with an asthma attack</p> <p>Introduction of puberty as a stage of our life cycle and is a part of growing up</p> | <p>Know that human rights are specific rights that apply to all people</p> <p>Know that some people protect rights and laws – criminal justice system, councillors etc</p> <p>Understand the benefits of reusing items</p> <p>Learn about the impact of local community /charities groups</p> <p>Discuss positives diversity brings</p> | <p>Understanding differing opinions about money</p> <p>Explore how to safeguard money and to get best value</p> <p>Identify influences on job decisions and that careers can change</p> <p>Challenge workplace stereotypes</p> | <p>Recognise our own achievements</p> <p>Being able to set goals</p> <p>Know that setting goals can help us to achieve what we want</p> |
| <b>Year 5</b> | <p>Identify ways families might make children feel unhappy or unsafe and how to get help</p> <p>Explore impact of bullying and action a bystander can take</p> <p>Question the</p>                                                                                                                                                                                             | <p>Understand the risks of sun exposure</p> <p>Know different relaxation strategies</p> <p>Know how to improve sleep quality</p> <p>Understand that calories are the</p>                                                              | <p>Develop understanding of how to ensure relationships are safe online</p> <p>Learn 'for' and 'against' arguments for our own decision making</p> <p>Learn about emotional</p>                                                                                                       | <p>Discuss how rights and responsibilities are linked</p> <p>To know what happens when someone breaks the law</p> <p>Explore the right to a freedom of expression</p>                                                                                                                                                                   | <p>Learn about money risk and management - debt</p> <p>Know difference between money spent and money saved</p> <p>How to seek guidance for financial dilemmas</p>                                                              | <p>Recognising our own skills and how these can be developed</p> <p>Understand the skills needed for the roles in our school</p>        |

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|               | <p>assumptions we make about people based on how they look</p> <p>Explore our positive attributes</p> <p>Know stereotypes can be unfair and negative</p>                                                                                                                        | <p>unit to measure energy in food</p> <p>Learn about stress</p> <p>Take responsibility for my own feelings</p>                                                                                                                                                                | <p>changes during puberty and that puberty can happen at different ages</p> <p>Know the process of the menstrual cycle and the names of external sexual parts of the body and internal reproductive organs.</p>                                                                                                                                                                            | <p>Develop an understanding of how parliament and Government work</p> <p>Identify ways in which people can bring about change in society</p>                                                                                                                        | <p>Know that educational choices and personal interests can play a significant role in future career options and opportunities</p> <p>Know that it is important to challenge workplace stereotypes</p>                                                                                                                                                     |                                                                                                                                                                   |
| <b>Year 6</b> | <p>Identify ways to resolve conflict</p> <p>Understand the concept of negotiation and compromise in relationships</p> <p>Know that everyone deserves respect but it can be lost</p> <p>Understand that loss and change can cause a range of emotions and grief is a process</p> | <p>Consider ways to prevent illness</p> <p>Identify a range of relaxation strategies and when to use them</p> <p>Explore ways to make good habits for our health and wellbeing</p> <p>Explore my personal qualities and how to build resilience in challenging situations</p> | <p>Understand that online relationships should be treated same as face to face relationships</p> <p>Discuss reasons why adults may or may not drink alcohol and associated risks</p> <p>Know how to deal with problems that may be encountered with puberty</p> <p>Understand how a baby is conceived and develops</p> <p>How to help someone who is choking and the recovery position</p> | <p>Learn about environmental issues relating to food</p> <p>Know that education is a human right</p> <p>Identify causes which are important to us</p> <p>Discuss ways to challenge prejudice and discrimination</p> <p>Identify appropriate ways to share views</p> | <p>Know that our emotions can be linked to money</p> <p>Become aware of online scams</p> <p>Know the importance of secure passwords</p> <p>Identify different forms of gambling and associated risks</p> <p>Align career options with personal interests and strengths</p> <p>Know about financial decisions associated with transition to High School</p> | <p>Exploring a greater range of strategies to deal with feeling associated with change</p> <p>Know that a big change can bring opportunities but also worries</p> |

