Suckley School

Relationship and Sex Education Policy

Responsible Person: E Boyle

Date Written: November 2020

Last reviewed: May 2026

Review Schedule: Annually

1. Aims

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

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

At Suckley Primary School, Relationships and Sex Education reflects our core values of respect, inclusion,and care for the whole child. Through RSE, pupils develop the knowledge, skills and understanding needed to build positive relationships, value diversity, and keep themselves safe. Our approach supports emotional wellbeing and promotes resilience, ensuring that all children are equipped to thrive both within our school community and beyond.

2. 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

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

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to review our RSE policy and materials before they were put into practice.
4. Pupil consultation – we investigated what exactly pupils want from their RSE lessons

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and Sex Education (RSE) in primary schools provides children with the knowledge and skills to build positive relationships, understand themselves and others, and stay safe. It focuses on developing respect, kindness and emotional wellbeing, forming the foundation for healthy relationships both now and in the future. At Suckley School the focus of RSE is mainly on relationships education, which teaches children the fundamental building blocks of healthy, respectful relationships, including friendships, family relationships and interactions with others.

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

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

RSE is not about the promotion of sexual activity.

RSE helps pupils to:

- Understand what relationships are and what makes them healthy
- Develop skills such as kindness, respect, honesty and empathy
- Learn about personal boundaries, privacy and keeping safe
- Recognise trusted adults and know how to ask for help
- Build the knowledge and confidence to make informed, responsible choices about their wellbeing

At Suckley School, any teaching about sex education is:

- Age-appropriate and carefully sequenced
- Focused mainly on preparing children for puberty and understanding changes to their bodies
- Delivered sensitively, in line with pupils' development and the school community

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, 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.

6. Delivery of RSE

The RSE scheme is delivered through a structured, progressive PSHE curriculum made up of sequenced units and fully resourced lessons, ensuring consistent, age-appropriate coverage of statutory Relationships Education across the primary phase.

Our RSE content is delivered through the 'Twinkl Life' PSHE scheme of work, which provides a fully planned, whole-school curriculum from EYFS to Year 6 aligned with statutory guidance.

› Key Features of Planning and Delivery

- Structured into units and themes
  The curriculum is organised into thematic units (e.g. relationships, safety, wellbeing, growing up), ensuring full coverage of RSE and wider PSHE topics across the year.)
- Sequenced lessons within each unit
  Each unit typically contains a sequence of lessons (often around six) that build progressively, allowing pupils to revisit prior knowledge, learn new concepts and apply their understanding.
- Clear progression across year groups
  Content is carefully mapped across KS1 and KS2, ensuring skills and knowledge develop year on year in an age-appropriate way.
- Fully resourced lesson packs
  Every lesson includes a detailed plan, presentation and supporting activities, enabling consistent delivery and reducing teacher workload.
- Aligned with statutory guidance and PSHE Association
  The scheme is designed to meet DfE Relationships Education requirements and follow recognised PSHE frameworks.
- Flexible and adaptable
  Teachers will adapt lessons and units to suit their class context, while maintaining coverage and progression.

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

Sex education is taught mainly in Upper Key Stage 2, as part of the "Growing Up" or "It's My Body" units, and is carefully planned to be age-appropriate and progressive.
It comes towards the later stages of the primary curriculum, once pupils have already developed a strong understanding of:

- relationships
- respect and boundaries
- emotional wellbeing

This ensures children have the emotional maturity and prior knowledge needed before learning about puberty and reproduction.

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.

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).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued.

Pupil understanding will be assessed through our foundation subject assessment trackers. This information will inform planning and will be shared with other staff to ensure the curriculum is building on skills and knowledge effectively.

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

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

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

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

6.2 Use of resources

We will consider whether any resources we plan to use:

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

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

7. Use of external organisations and materials

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We won't, under any circumstances:

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

8. Roles and responsibilities

8.1 The governing body

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

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

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

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.

8.4 Pupils

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

9. Parents' right to withdraw

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

11. Monitoring arrangements

The teaching and delivery of Relationships and Sex Education (RSE) at Suckley Primary School is monitored and evaluated as part of the school's wider curriculum and safeguarding responsibilities.

Monitoring may include:

- Regular review of planning and coverage to ensure the scheme of work is delivered as intended and remains in line with statutory guidance
- Lesson observations and learning walks, where appropriate, to ensure high-quality and consistent teaching across the school
- Pupil voice and feedback, to assess how well pupils understand and engage with the content
- Staff feedback and support, including identifying any training or CPD needs
- Scrutiny of pupils' work and outcomes, to evaluate progression and impact over time
- Ongoing review of the RSE policy and resources, ensuring they remain relevant, inclusive and appropriate for pupils' needs

Monitoring is an ongoing process which helps to ensure that the RSE curriculum is effectively implemented, meets the needs of all pupils and continues to improve over time.

The findings from monitoring activities will be used to inform future planning, staff development and any necessary updates to the RSE policy.

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

This policy will be reviewed every 3 years. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

EYFS		
Autumn 1	**Safety** • Classroom safety • Emergency aid	
Autumn 2	**Relationships** • Bullying- **link to anti-bullying week November** • friendship	
Spring 1	**Safety** • Internet Safety- **Link to e-safety day in February** **Effective learning** • Characteristics of effective learning	
Spring 2	**British Values** • Democracy • The need for rules • Diversity- **link to comic relief March** • I belong	
Summer 1	**Safety** • Road safety • Fire safety	
Summer 2	**Changes and New Beginnings** **Safety** • Sun and Water	
KS1	**Cycle 1**	**Cycle 2**
Autumn 1	**Be Yourself** • Marvellous me • Feelings • Things I like • Uncomfortable Feelings	**Think positive** • Think happy, feel happy • It's your choice • Go getters • Let it out

	• Changes • Speak up	• Be thankful • Be mindful
Autumn 2	**VIPs** • Who are your VIPs • Families • Friends • Falling out • Working together • Showing you care	**TEAM- link to anti bullying week November** • Together Everyone achieves more • Listening • Being kind • Bullying and Teasing • Brilliant Brains • Making good choices
Spring 1	**Safety First** • Keeping safe • Staying safe at home • Staying safe outside • Staying safe around strangers • Safe secrets and surprises People who can help	**Digital Wellbeing- Link to e-safety day February** • The internet and me • Staying safe online • Personal information • Communicating online • True or false?
Spring 2	**One World- Comic relief link March** • Families • Homes • Schools • Environments • Resources • Plant protectors	**Diverse Britain** • My School • My community • My neighbourhood • My Country • British people • What makes me proud of Britain

Summer 1	**It's my body*** • My body, my business • Active and asleep • Happy, healthy food • Clean as a whistle • Can I eat it? • I can choose	**Growing up*** • Our bodies • Is it okay? • Pink and blue • Your family, my family • Getting older • Changes
Summer 2	**Money Matters** • Money • Where money comes from • Look after it • Save or spend • Want or need • Going shopping	**Aiming High** • Star qualities • Positive learners • Bright futures • Jobs for all • Going for goals • Looking forward
LKS2	**Cycle 1**	**Cycle 2**
Autumn 1	**Be Yourself** • Pride • Feelings • Express yourself • Know your mind • Media -wise • Making it right	**Think Positive** • Happy mind, happy people • Thoughts and feelings • Changes • Keep calm and relax • You're the boss • Always learning
Autumn 2	**VIPs** • Family and friends • Fabulous friends • Is this a good relationship? • Falling out	**TEAM** • A new start • Together everyone achieves more • Working together

	• What is bullying? • Stand up to bullying	• Being considerate • When things go wrong • Responsibilities
Spring 1	**Safety First** • New responsibilities • Risks, hazards and danger • Under pressure • Safety when out and about • Dangerous substances • Injuries and emergencies	**Digital Wellbeing- link to e-safety day February** • The digital world • Digital kindness • Do I know you? • Online information • Keep it private My digital wellness
Spring 2	**One World** • Chiwa and Kwende • Chiwa's dilemma (1) • Chiwa's dilemma (2) • Chiwa's sugar • Chiwa's world • Charity for Chiwa	**Diverse Britain** • Living in the British Isles • Democracy • Rules, laws and responsibilities • Liberty • Tolerance and Respect • What does it mean to be British?
Summer 1	**It's my body** • My body, my choice • Fit as a fiddle • Good night, good day • Cough, splutter, sneeze • Drugs: healing or harmful? • Choices everywhere	**Growing up** • Human reproduction • Changes in boys • Changes in girls • Changing emotions • Relationships and families • Where do I come from?

Summer 2	**Money Matters** • Where does money come from? • Ways to pay • Lending and borrowing • Prioritise • Advertising • Keeping track	**Aiming High** • Achievements • Goals • Always learning • Jobs and skills • No limit • When I grow up
UKS2	**Cycle 1**	**Cycle 2**
Autumn 1	**Be Yourself** • You're are unique • Let It Out! • Uncomfortable Feelings • The Confidence Trick • Do the Right Thing • Making Amends	**Think positive** • The cognitive triangle • Thoughts are not facts • Face your feelings • Choices and consequences • Being present • Yes I can
Autumn 2	**VIPs** • People we love • Think before you act • It's okay to disagree • You decide • Secrets • False friends	**TEAMS- link to anti bullying week November** • Together everyone achieves more • Communicate • Compromise and collaborate • Care • Unkind Behaviour • Shared responsibilities
Spring 1	**Safety First** • You are responsible • Safety first	**Digital Wellbeing- link to e-safety day February** • My digital life

	• Making your mind up • In an emergency • At home- safe and sound • Outdoors- playing it safe	• Staying safe, happy and healthy online • Online relationships • Social Media • Saying no to online bullying • Fake news
Spring 2	**One World – link to Comic Relief March** • Global citizens • Global warming • Energy • Water • Biodiversity • In our hands	**Diverse Britain** • Identities • Communities • Respecting the law • Local government • National government • Making a difference
Summer 1	**My body*** • Your body is your own • Exercise right, sleep tight • Taking care of our bodies • Harmful substances • How we think and feel about our bodies • Healthy choices	**Growing up*** • Changing bodies • Changing Emotions • Just the way You Are • Relationships • Let's Talk About Sex • Human Reproduction
Summer 2	**Money Matters** • Look after it! • Critical consumers • Value for money and ethical spending • Budgeting • Borrowing and Saving	**Aiming High** • You can achieve anything • Breaking down barriers • Future Focus • Equal opportunities • The world of work • Onwards and upwards

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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 safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

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

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