



King David Primary School
Relationships and Sex Education Policy

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1. Aims

At King David Primary School, we believe that Relationships and Sex Education forms an integral part of our Personal, Social, Health Education (PSHE) and Citizenship curriculum, and it is linked to the National Curriculum for Science. Through the RSE curriculum we aim to -

- Provide a carefully planned curriculum that covers human development, relationships, sexuality and family life, in line with statutory requirements and in an appropriate way considering the pupils' age and stage of development
- Help pupils develop feelings of self-respect, confidence and empathy for others
- Help pupils stay safe in the modern world
- Prepare pupils for puberty, the changes their bodies will experience and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Create a positive culture around the issues of sexuality and relationships
- Provide a positive framework within which discussions on these issues can take place

2. Statutory requirements

The RSE curriculum is outlined in the DfE Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers July 2025 and it becomes statutory for schools from September 2026. It is available at <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> . This guidance builds on previous statutory legislation, including the Education Act 1996 and the Children and Social Work Act 2017. Schools have long been expected to provide education that prepares children to take their place in the adult world, learning about how their bodies work, how to be healthy and stay safe both in the real world and online, and how to get on with others in a positive and friendly way. Since the equalities Act of 2010 schools have also been required to ensure that the education they provide incorporates and promotes the inclusion of all aspects of society, with reference to specific protected characteristics such as race, religion/belief, age, sex/gender, gender reassignment, marital/partnership status, sexuality and ability, and that this education should be impartial.

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017 and the new guidance from the DfE July 2019. We are not required to provide sex education other than that as outlined in the Health Education curriculum and National Curriculum for Science.

3. Equality, diversity and inclusion

We are required by law to comply with the requirements of the Equality Act 2010. Our school values , encourages respect for all and promotes the acceptance for 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 PSHE/ RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE 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 PSHE/ RSHE. We will ensure we will 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 acceptance. Parents and carers are key partners in PSHE/ RSHE and are best placed to support their children to understand how their learning at 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 our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued. 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 differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed if required.

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE 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.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show diverse families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

4. Policy Development

- This policy was created by Chair of Governors pulling together all the relevant information and guidance
- This policy was consulted on by school staff being given the opportunity to read and comment on the policy, by sharing with other stakeholders such as pupils, parents and governors
- The draft will be ratified by governors in the Spring term 2025/2026 full governing body

5.Guidance

The DFE statutory guidance for Sex Education (Primary) page 12 states:

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.

Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

6. Curriculum

RSE focuses on teaching the building blocks and characteristics of positive relationships such as: -

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

7. Delivery

RSE is taught within the PSHE curriculum, with biological aspects covered within the Science curriculum by the class teacher. Pupils also receive sessions focused on puberty and health by the school nurse. Girls are taught by a female teacher, and boys are taught by a male teacher.

8. Roles and responsibilities

School governors - for approving the policy for use within the school and holding the Headteacher accountable for its implementation within the school.

The Headteacher - for ensuring RSE is taught consistently across the school in line with the policy, and for managing parental requests for withdrawal from any non-statutory/ non science components of Sex Education taught within the school. The headteacher should also ensure that any external professionals engaged to deliver all or parts of the RSE curriculum should fully understand and adhere to the required principle of impartial delivery.

School staff - for delivering the curriculum when instructed in a responsible, sensitive way, for modelling positive attitudes to RE/RSE, for monitoring progress, for responding to the

needs of individual pupils. You should state specifically who is responsible for the delivery of the RE/RSE curriculum eg the subject leader, class teacher, school nurse etc.

Pupils - being expected to engage fully in the lessons, and when discussing issues related to RSE to treat the subject and others with respect and sensitivity.

Parents / Carers - to support the school in delivering the curriculum and to engage in any consultation process.

9. The Right to Withdraw

Under the DfE Guidance 2019 parents/carers do not have the right to withdraw their child from Relationships Education, or any elements of the Health or Science curriculum.

11. Monitoring

This policy will be reviewed by the headteacher every three years, and at each review the policy will be approved by the governing body.

Appendix 1

Answering Children's Questions

- Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information, so we aim to answer questions in a way that is honest, age appropriate and satisfies the children without going above the scope of the curriculum. In some cases it may be appropriate to tell the children this will be answered in future years or best to be addressed away from the whole class setting or with their parents.
- An appropriate forum needs to be established where clear parameters and ground rules are established and agreed upon by the children. This should provide a safe and secure environment in which questions can be asked and answered however explicit or difficult they may be. Questions can be asked at any time, but the use of an anonymous question box is also used to raise / answer questions. Teachers can use their own discretion, but it is hoped that by answering questions in a 'matter of fact,' impersonal way children will be able to have clear and accurate facts and challenge any misconceptions they may have.
- It is perfectly acceptable to admit you do not know the answer to a particular question and to work on finding the answer together or to say it is not a question to be covered at the point of asking as long as the child is reassured it will be answered. Other options are to promise to find out for a subsequent session or follow up individually with the pupil and depending on the circumstances with their parent, carer or other adult.
- If the teacher feels that either it is not an appropriate time to answer a particular question, this should be explained and reassurance given that it will be answered at a more suitable time. This then gives the opportunity to refer to the RSHE leader, Head Teacher, parent or a Health professional.
- When answering a question, it can be useful to turn the question out to the group and ask them what they think they already know. Any additional information needs to be given honestly, matter of fact manner and in a 'non--sensationalised' way, using appropriate vocabulary. Personal questions should be avoided and refer the children back to the working agreement which had established at the beginning of the session.
- Pupils may ask teaching and non--teaching staff questions in private or make disclosures about their personal or family experiences – therefore access to support and training for all is crucial to prepare them for this eventuality. All staff should be aware of their position in terms of confidentiality and child protection procedures which must be followed at all times. Good practice in talking one--to---one with pupils should be adopted as set out below:

Do

- Make clear your position on confidentiality from the outset.
- Be mindful of the child's age
- Sensitively explore what the pupil means by their question or what they hope will happen following a disclosure.
- Sensitively explore what their parents or carers know and feel and consider sharing this information with their parents or carers if you feel it would be in the child's best interest. Offer support for this if appropriate.
- Stay calm and keep things in perspective
- Encourage them to talk openly
- Listen carefully in a non-judgemental way being sensitive to how they may be feeling.
- Ask open-ended questions e.g How do you feel? Rather than Are you angry?
- Encourage them to assess any risk and explore their options.
- Only answer a question if you are sure the information is accurate.
- Consider if a written record (on CPOMS) or of the discussion or referral to DSL is needed as per the child protection policy.
- Seek advice from colleagues as appropriate. Should be done in a way that confidentiality is maintained until clarity of what further action is necessary is obtained.
- Offer to talk to the pupil again if they feel that would be helpful.

Do Not

-
- Promise to maintain confidentiality
- Over react
- Overwhelm with a stream of closed questions
- Ask leading questions
- Be judgemental
- Give inaccurate information
- Expect them to share your own views
- Share personal views
- Make generalisations