

Relationships & Sex Education (SRE) Policy



Ashley Junior School

Headteacher	Mrs C Bartolomeo
Date due for renewal	October 2026
Updated	September 2025

Reviewed	Reviewed by	Next review date	Summary of revisions
September 25	Full governing body	October 26 Cur. Gov.	

1. Aims

The aims of sex and relationship education (SRE) 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

This links to our core values of respect and responsibility.

2. Statutory requirements

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The guidance became mandatory in September 2020. Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools
- Health Education will be compulsory in all Primary and Secondary Schools

RSE supports us in our statutory duties of Keeping Children Safe in Education

3. Policy development

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

- i. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- ii. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- iii. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
- iv. Pupils were consulted via the 'Well-Being' Representative group.
- v. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationship and Sex Education (RSE) supports and guides children and young people in life-long learning about SRE is about about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

SRE is not about the promotion of sexual activity.

i. Relationships Education

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Department for Education guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships

- Online Relationships
- Being Safe

ii. Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. Department for Education guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

iii. Sex Education

The Department for Education advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. Our programme contains the statutory elements of the Science curriculum (see appendix 2)

Sex education outside of science

Our year 6 programme contains some non-statutory content, which we feels is age appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between Primary and Secondary school. In year 6 therefore, building on their previous knowledge of the human life cycle set out in the national curriculum for science, the children will have some lessons focusing on consent in intimate adult relationships and how a baby is conceived and born. Parents of year 6 children will be invited in to discuss the content of these lessons prior to them taking place. Should they wish to withdraw their children from these lessons, procedures will be followed as set out in section 9.

5. Delivery of SRE

SRE is taught within our Learning for Life education curriculum. Biological aspects of SRE are taught within the science curriculum. This includes learning about changes in humans as they develop. Other aspects are included in religious education (RE).

Across all year groups, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

6. Inclusive and accessible RSE

The school will:

Respect that the school community includes people of different faiths, beliefs and cultural backgrounds

Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures

Recognise that some staff or pupils may identify as LGBT

Take care that resources, books and displays represent all kinds of families

Take positive action to tackle bullying and discrimination

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class.

7. Safeguarding and confidentiality

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All units will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the designated members of the school staff.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

8. Roles and responsibilities

8.1 The governing body

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

8.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non statutory components of SRE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory components of SRE
- Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE encouraged to discuss this with the headteacher.

8.4 Pupils

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

9. Parents' right to withdraw

From September 2020 Parents and carers have the right to withdraw their child from Sex Education outside of science (as outlined above). From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum. If a parent or carer wishes to withdraw their child from Sex Education in year 6, we ask that they discuss it with the Head Teacher in the first instance. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content. Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

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

11. Monitoring arrangements

The delivery of SRE is monitored by the Senior Leadership Team through:

- Observation
- Pupil conferencing

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

This policy will be reviewed by the Curriculum, Standards and Welfare Committee on an annual basis.

Appendix 1- Curriculum map.

Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Summer — Health and wellbeing		<ul style="list-style-type: none"> the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful 	
	Growing and changing Personal strengths and achievements; managing and reframing setbacks PoS Refs: H27, H28, H29	<ul style="list-style-type: none"> that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	Premier League Primary Stars KS2 PSHE: Self-esteem Premier League Primary Stars KS2 PSHE: Inclusion FPA – Growing up with Yasmine and Tom (7-9), Me, myself and I (E)
	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41	<ul style="list-style-type: none"> how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	PSHE Association and GambleAware KS2 Lesson 1 Exploring risk 1 decision Keeping/staying safe (E) PSHE Association – Drug and Alcohol Education (Year 3-4)

		<ul style="list-style-type: none"> the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online 	
Spring — Living in the wider world	Belonging to a community Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	<ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment 	Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation) 1 decision – Being responsible (E) Experian - Values, Money and Me (KS2)
	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14	<ul style="list-style-type: none"> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information 	Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted Google and Parent zone Be Internet Legends
	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	<ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training 	LOUD! Network - Job skills, influences and goals
Summer	Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	<ul style="list-style-type: none"> how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke 	PSHE Association and Department of Children's Sleep Medicine at Evelina London Children's Hospital- The sleep factor

Appendix 2 - Statutory content

Science Curriculum

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>