

The Robert Drake Primary School



Relationships Education, Relationships and Sex Education (RSE) Policy

This policy has been updated to reflect DfE RSHE Statutory Guidance (July 2025) for implementation from 1st September 2026.

Aims

The aims of relationships and sex education (RSE) at Robert Drake are to:

- Provide a framework in which sensitive discussions can take place;
- Sequence RSHE so pupils are equipped with knowledge and skills before experiences occur, to prevent harms, and ensure content is age-appropriate (careful sequencing, relevant and responsive);
- 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;
- RSE relates to the school's ethos and values: respect, honesty and kindness and that we are all special, all different and all unique;
- Engage pupils and parent meaningfully in curriculum design; be transparent with parents about all RSHE materials and make them available on request (engagement with pupils and parents);
- Deliver participative education by trained staff and vetted external providers; ensure a whole- school approach linking PSHE/RSE with behaviour and safeguarding policies.

Statutory Requirements

- The school must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017, which makes these

subjects compulsory for all primary-aged pupils and Relationships and Sex Education (RSE);

- The school has regard to the 2025 DfE RSE Statutory Guidance (superseding 2019 guidance) and relevant law, including the Education Act 1996/2002 and the 2019 Regulations;
- The school does not have to follow the National Curriculum but is expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum;
- In teaching RSE, the school is required within its funding agreement to have regard to Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#);
- The Robert Drake Primary School teaches RSE as set out in this policy. See the school's funding agreement and articles of association for further information.

Policy Development

This policy was developed in consultation with parents, governors, staff and pupils.

The consultation and policy development process involved the following steps:

- The school's RSE policy and curriculum coverage has been reviewed by all stakeholders, this included relevant national and local guidance;
- All stakeholders were consulted and given the opportunity to look at the policy and make recommendations;
- The school will publish the RSE Policy on its website; consult parents when reviewing it; set out how parents can view all RSE curriculum materials;
- Pupils were consulted and given the opportunity to express their views regarding the coverage of the RSE curriculum;
- The school will not enter contracts with external providers that restrict sharing materials with parents; ensure all third-party resources can be shown to parents (respecting copyright);
- The policy was shared with governors and ratified.

Definition

- 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.

Curriculum

The curriculum is set out in Appendix 1 but it is adaptable and flexible as and when necessary.

The curriculum was developed in consultation with all stakeholders including parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

At Robert Drake, the content of the RSE curriculum is followed and therefore does not cover all sex education as this is not compulsory in primary schools. The school does not provide any sex education that is in addition to that covered in the primary science curriculum.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.

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 and P.E. and other aspects are included in religious education (RE) and Computing. 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 relationships;
- Being safe;
- General wellbeing;
- Mental wellbeing;
- Wellbeing online;
- Online safety and awareness;
- Internet safety and harms;
- Personal safety;
- Physical health and fitness;
- Healthy eating;
- Drugs, alcohol, tobacco and vaping;
- Health protection and prevention;
- Basic First Aid;
- Changing adolescent body.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances, taking into account all protected characteristics (families may also include single parent families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some

children may have a different structure of support around them (for example: looked after children or young carers).

Statement of Intent

(based on DfE statutory guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education)

The curriculum is designed to:

- provide an age-appropriate, developmental curriculum which meets the needs of all pupils in the context of our school and the local community. Cross curricular links are made where they are meaningful in a 2 year rolling programme;
- prepare pupils for life in Modern Britain ensuring they understand the world in which they are growing up, learning to live together and to understand one another and appreciate one another;
- support the development of important attributes in pupils, such as respect, honesty, kindness, tolerance, courtesy, resilience and self-efficacy;
- provide fundamental building blocks and characteristics of positive relationships, with particular reference to protected characteristics, friendships, family relationships, and relationships with other children and with adults;
- address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development;
- promote the belief that pupils can achieve goals, both academic and personal and enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy (belief about ability and capacity to accomplish a task or to deal with the challenges of life).

Roles and Responsibilities and Safeguarding

The Governing Body

- The governing body will approve the RSE policy. The Co-Headteachers are accountable for its implementation;
- The governing body will ensure accessibility for SEND pupils; align materials with statutory guidance; provide clear information to parents on content, materials and providers.

The Co-Headteachers

- The Co-Headteachers are responsible for ensuring that RSE is taught consistently across the school and managing parent's expectations regarding the teaching of RSE.

Subject Leader

The Subject Leader will:

- Ensure alignment across the curriculum areas (science, computing, PE, RE) and vet all external providers/resources for accuracy, suitability and balance; agree safeguarding and confidentiality procedures in advance of any visit;
- Support staff with answering difficult questions outside policy scope. This may include signposting to parents/trusted adults;
- Organise and provide staff training, as appropriate, for sensitive topics.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Address sexual harassment/violence via a whole-school approach; challenge misogyny and stereotypes; ensure content emphasises that victims are never to blame; provide opportunities to develop positive conceptions of masculinity and femininity;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils.

All staff are responsible for teaching RSE. They do not have the right to opt out of teaching it. Staff who have concerns about teaching RSE are encouraged to discuss this with the Co-Headteachers.

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

Parents do not have the right to withdraw their children from statutory relationships or health education, or science. The school does not provide any sex education that is in addition to that covered in the primary science curriculum.

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 Co-Headteachers 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 and Evaluation

The senior management team will:

- Evaluate the delivery of RSE against the expected outcomes;
- Take into account parent/carers' and pupil feedback;

- Ensure materials remain transparent to parents;
- Review the deliver of RSE regularly to ensure it aligns with the school's agreed policy and curriculum planning. Any deviations or necessary adjustments will be communicated to parents through the relevant phase newsletters.

Examples of monitoring will include:

- Collecting pupils' views and work scrutiny;
- Identifying meaningful links across the curriculum (knowledge organisers - for example- PSHE, RE, Science);
- Learning observations, pupils' views and climate walks.

Pupils' progress and development in RSE is monitored by class teachers linked to other curriculum areas assessment - Sonar.

This policy will be reviewed by Penny Coe and Natalie Jackson every two years. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum Map

Appendix 2: What pupils should know by the end of primary school

Appendix 3: Parent form – withdrawal from non-statutory sex education within RSE (this is not relevant as the school does not provide any sex education that is non-statutory and in addition to that covered in the science curriculum).

Ratified by the governing body Summer 2026

Review date: Summer 2028