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Relationships and Sex Education (RSE) Policy

Policy:	Relationships and Sex Education Policy
School:	Mickley Village Primary & Nursery School

Policy Lead/Owner or Originator	Headteacher
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1. Introduction

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” (DfE, Department of Education 2019).

Mickley Village Primary and Nursery School follow the DfE statutory curriculum and advice from the PSHE Association to inform our Relationships, Sex and Health Education (RSHE) offer in school. We deliver the curriculum with support from the school nurse, as well as content covered in the Science, Computing and Religious Education national curriculum.

Relationships, Sex and Health Education must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of the pupils and parents in our community. It is taught in a factual way, referring to rights and responsibilities within a legal framework. We also reflect British Values in the way we teach our pupils about relationships and health.

2. 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. 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 Mickley Village Primary and Nursery School, we teach RSE as set out in this policy.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 and Governor consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were given the chance to review the policy before it was ratified. Any questions were answered and changes made if necessary.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. 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. Sex and relationships education is a crucial part of preparing children for their lives now and in the future, as adults and parents.

RSE involves a combination of sharing information, and exploring issues and values, it is not about the promotion of sexual activity. RSE is delivered to ensure children acquire the skills, knowledge and attitudes needed to accept their own and others sexuality in positive ways, showing mutual respect and responsibility, free from abuse.

6. Curriculum

Our curriculum is set out as per Appendix 3 but we may need to adapt it as and when necessary. It is taken from the Jigsaw scheme of work.

We have chosen this curriculum, 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.

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 share all curriculum materials with parents and carers on request.

7. 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). Delivery of these lessons will be from class teachers and our HLTA's.

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 relationships
- Online relationships Being safe

Sex education focuses on changes to bodies through puberty and how babies are conceived and born. For more information about our RSE curriculum, see Appendix 3.

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 (families can include single parent families, LGBT parents, 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).

8. Roles and responsibilities

- The governing board

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

- The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

- Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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. Those responsible for teaching RSE include all class teachers and in some cases, teaching assistants.

- 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 do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the headteacher (see Appendix 1).

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, to provide support and training to staff teaching RSE, if needed.

11. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through looking at children's work, planning scrutinies and learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed annually. At every review, the policy will be approved by the governing body and the headteacher.

12. Appendix 1: Parent/Carer Withdrawal Form

TO BE COMPLETED BY PARENTS/CARERS		
Name of child	Class	
Name of parent/carers	Date	
Reason for withdrawing from sex education within relationships and sex education		
Any other information you would like the school to consider		
Parent/carers signature		
TO BE COMPLETED BY THE SCHOOL		
Agreed actions from discussion with parents/carers		

13. Appendix 2: DfE Statutory Guidance. 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

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
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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

14. Appendix 3: Jigsaw Curriculum Content Overview

Please refer to website links:

[Jigsaw Information Leaflet for Parents Carers](#)

[Jigsaw PSHE 2026-Mapping- Document](#)

[PSHE-3-11 Knowledge Content Snapshot Overview](#)

[Jigsaw 3.11 Early Learning Goals](#)