



Policy Name	Relationships and Sex Education Policy (RSE)
Approved by	FGB
Date of Approval	13/10/2025
Date of Next Review	Autumn 25
Review Cycle	This policy will be subject to a full content review every six years , with technical reviews every three years to correct inaccuracies and reflect any legal changes. The policy will also be reviewed when a new DfE SRE announcement is made and will be approved by the chair of the governing body.
Type of Policy	Statutory
Policy Owner	Headteacher
Policy Published on School Website	Yes
This Policy should be read in conjunction with	PSHE Curriculum Child Protection and Safeguarding Policy



Relationship and Sex Education Policy (RSE)

Sept 2025

Review: Sept 2025

1. Aims and Objectives

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

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Help and support children through physical, emotional, and moral development.
- Teach pupils the correct vocabulary to describe themselves and their bodies, including appropriate anatomical terms.
- Give them an understanding of sexual development and the importance of health and hygiene.
- Equip pupils to recognize and challenge misogyny, online risks, and other harmful content.
- Promote an understanding of healthy relationships, including respect, consent, and personal boundaries.

Sex and Relationship Education at Geoffrey Field Junior School is taught within the context of our PSHE curriculum. The SRE syllabus for each year group (explained in section 5: SRE Curriculum) is split into two distinct strands: sexual education and relationship education. The SRE curriculum also encompasses several statutory science units that are part of all pupils' compulsory education. The children are encouraged to ask questions to become informed, explore ideas and reflect on their learning; helping to prepare them for the opportunities, responsibilities and experiences of adult life.

Parental and Community Engagement Aims

The school is committed to open and transparent communication with parents and carers. In line with statutory guidance, parents have the right to view all curriculum materials and teaching resources used for RSE lessons upon request. We will not use any third-party resources with contractual clauses that prevent parents from seeing the content. The school will continue to provide annual information sessions to discuss the RSE curriculum and address any questions from parents.

1. Statutory Requirements

As a maintained primary school, Geoffrey Field Junior School must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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 Geoffrey Field Junior School we teach RSE as set out in this policy.

2. Policy Development

It is the statutory duty of the school to consult with parents when developing and reviewing the SRE policy as stated in the [RSE statutory guidance](#). The school's SRE policy has been developed in consultation with staff and parents, recognizing the vital component parental engagement plays in a successful relationship and sex education. It is that the policy meets the needs of pupils and parents and reflects the community they serve.

The consultation and policy development process involved the following steps:

- **Review:** the school's PSHE coordinator, in collaboration with the senior leadership team, reviewed the new national guidance on the delivery of SRE within a maintained primary school.
- **Parent/Carer Consultation:** parents were invited to comment on the school's model RSE topics and give their views on the allocation of specific units to particular year groups. These views helped the school to gain a general consensus on whether the model unit allocation needed adjusting.
- **Redraft:** the PSHE coordinator, again in collaboration with SLT, redrafted the SRE unit allocation, taking parent/carers' opinions into account.
- **Ratification:** the amended version of the SRE policy was shared with governors and ratified.

3. 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.

4. RSE Curriculum

The RSE forms an integral part of our PSHE curriculum, giving children age-appropriate information in an accurate, consistent and sensitive manner. We have developed the SRE curriculum in consultation with parents and staff, taking into account the age and needs of pupils.

Given the sensitive nature of the SRE curriculum, at Geoffrey Field Junior School we aim to deliver the RSE curriculum within the following context:

- In a setting where ground rules are pre-established to foster trust, security and openness.
- By creating trusting, safe atmosphere where questions can openly be asked and answered and without embarrassment, when appropriate within the defined units covered within each year group.
- Where information is clear, relevant and appropriate to the age and maturity of pupils.

As previously stated previously, the RSE curriculum is separated into two strands: sexual education and relationship education. The RSE units of work for each year group are displayed below with a brief summary of what is specifically being taught.

The school have chosen to use the resource 'Growing up with Yasmine & Tom' to support the teaching of the majority of the sex education units and some of the relationship education unit. The resource is PSHE Association Quality Assured and the school believes it offers an age-appropriate and clear structure for the delivery of RSE teaching.

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

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

Primary Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings

- How a baby is conceived and born

In year 5 and 6 boys and girls are taught separately for all aspects of the Sex Education lessons.

Below is an overview of what we currently teach- this will be reviewed and updated and sent to parents for consultation once it has been updated in line with the 2026 updates.

Personal, Health & Social Education		
Year	Unit of Work	What is taught
3	Growing up and getting older	Main stages of life – baby, toddler, child, teenager, adult, OAP Physical changes associated with being elderly
	Me, myself and I	Skills needed to do certain jobs Gender stereotypes and jobs
4	Keeping clean	Need to keep teeth, feet, arm pits and private parts clean
	Spreading Germs	How germs are spread through touch and air Importance of washing hands, using tissues, etc...

Sex Education		
Year	Unit of Work	What is taught
5	Body Parts	Names of male and female sexual body parts
	Puberty – emotional and physical changes	Body changes: growth spurts, body hair, breasts, sweating, periods Emotional changes: mood changes, interest in others, not feeling self
	Periods (Girls Only)	Physical process of menstruation Sanitary products + bins
6	How babies are made	Sexual reproduction in humans Babies development in the womb
	Multiple births	How twins/triplets form and develop in the womb
	How babies develop	Babies development in the womb Healthy/non-healthy actions during pregnancy Babies are born from the vagina Some mothers have a caesarian
	Period (Recap of girls/intro for boy)	Physical process of menstruation Sanitary products + bins (school resources)

Relationship Education		
Year	Unit of Work	What is taught
3	Choosing Friends	How we make friends. How we choose our friends. Friendship choices that are good for me
	Courtesy and Manners	Good manners in the classroom, on the playground, around the school and at the dinner table
	My Family and Me	Immediate family – who we live with Extended families – family we don't live with Family relationships to me – what is a grandparent, a cousin, an aunt etc.
	Personal Space (Safe and Unsafe Touch though NSPCC resource)	Your private parts are in your underwear Your private parts are private to you Saying no to others touching your private parts
	Rules for Keeping Safe Online	Not sharing personal information on-line Who to tell if you see something on-line that is not appropriate
4	What makes a good friend	Attributes of good friends and bad friends Why you are a good friend

	Getting on with our families	Family members sometimes annoy each other Family members sometimes argue What our own families argue about How we deal with arguments within families
	Respecting Others	Defining term 'respect'. Who we show respect to at home, in school, in the community? How we show respect? Why respect is important?
	Recognising Online Risks	Different types of on-line risks and why each is a risk How we can minimise these risks Social media age restrictions
5	Friendship and peer pressure	Peer pressure definition When peer pressure might occur in primary and secondary schools Saying no to friends
	Different types of families Stereotypes	Everyone's family is unique Stereotypical family used to contain a mum, a dad and children. Modern families sometimes contain different people e.g. grandparents as carers, step parents, single parents, same sex parents
	Respect and authority	Recap respect from Y4 and define authority Identify authority figures in families, in school, in the community Responsibilities of authority figures What disrespect of authority might look like What happens if you are disrespectful to authority
	On-line behaviours	Sometimes people behave differently online compared to face to face (playing games, commenting on photo posts, abusive language, racist comments) Online abuse is sometimes called 'trolling' Why people might behave differently online Abuse is abuse whether it is face to face or online The police treat on-line abuse seriously for anyone aged 10 or older.
6	Friendships and Mental Health	Mental health definition What mental health issues might look and feel like in children How friends can help support each other Poor friendships may add to mental health issues e.g. peer pressure, exclusivity friendships, bullying
	Marriage	Marriage is a legal act between two adults Marriage is a life-long commitment In the UK, it is legal for a man and woman to marry, and for two men or two women to marry. Marriage ceremonies can be religious or non-religious Similarities and differences between marriage ceremonies of different religions/cultures
	Self-Respect	Recap on respect work from Y4 and Y5 and define self-respect How we can have self-respect in the way we look after ourselves, in what we do and what we say Being respectful of ourselves, will help us respect others
	Online Relationships with Strangers	Different types of online relationships with strangers e.g. gaming, twitter, forums etc. Safe and unsafe online relationships with strangers

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 along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

2025 Curriculum Content Updates to be in place September 2026

The curriculum has been updated to reflect new and emerging issues relevant to the lives of our pupils. These updates include:

- **Tackling Misogyny:** Explicit teaching on how to recognize and challenge misogynistic attitudes, "incel culture," and their links to violence against women and girls.
- **Online and Financial Safety:** Content on the dangers of online financial exploitation, including scams, fraud, and "sextortion."
- **Vaping and Nicotine:** Specific education on the health risks associated with vaping and nicotine pouches.
- **Personal Safety:** Expanded lessons on personal safety, which include awareness of knife crime and strategies for conflict resolution.
- **Consent:** Teaching on consent is expanded to include a nuanced understanding of power dynamics, kindness, and vulnerability, in addition to verbal and non-verbal cues.
- **Health and Wellbeing:** More detailed content on menstrual and gynaecological health, including conditions like endometriosis and PCOS.
- **Gender Identity:** The school will not teach the contested concept of gender identity. We will focus on the facts of biological sex and the legal context of gender reassignment.

Elements of this will be taught as appropriate and in line with the programme of study above.

5. Roles & Responsibilities

The Governing Body

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation. As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Head Teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The head teacher also takes responsibility for making sure that all parents/carers have the opportunity to review elements of the SRE curriculum prior to teaching.

Teachers

Teaching staff are responsible for the sensitive and consistent delivery of the SRE curriculum.

Teaching staff will encourage questions and answer them as openly and honestly as long as it falls within the units provision for the year group they are teaching.

Teaching staff will model positive attitudes towards RSE.

6. Right to Withdraw

Parents do not have the right to withdraw their children from relationships and non-statutory components of sex education within RSE.

The statutory science curriculum which pupils cannot be withdrawn from includes the following areas that crossover with the year 5 and 6 sex and relationship education units.

Compulsory Science Units	
Year 5	Year 6
Puberty	Diet and lifestyle choices
Life cycles and sexual reproduction of plants and animals	Circulatory system
Change from birth to old age	Transportation of water and nutrients
	Evolution

Requests for withdrawal should be put in writing and addressed to the head teacher. Parents/carers are strongly encouraged to phone the school to discuss their concerns with a member of the senior leadership team before formally withdrawing so that they are given an opportunity to view material and ask any questions.

The school has produced a presentation for parents/carers including the Yasmine & Tom resources used to teach the SRE units across KS2 to help parents make an informed decision.

7. Tailoring to the needs of the children

The school uses discussions, pre-teaching and other activities during initial PSHE/SRE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access the educational provision. All pupils with SEND receive PSHE/SRE education, with content and delivery tailored to meet their individual needs, e.g. we will choose to teach younger sections, or older sections, to meet the needs of those pupils. The school will deliver relationships and health education as part of its timetabled PSHE programme.

The school chooses to teach the unit of work on 'Periods' to year 5 girls in Autumn Term. The purpose of this session is to educate the girls about the physical process of menstruation, sanitary products, and waste disposal. The school believes that this unit needs to be taught early in Autumn Term to ensure that the girls in year 5 are well-prepared. As this is a Sex Education unit, parents have the right to withdraw as stated in section 7.

8. Keeping Parents Informed

The school's SRE curriculum was developed in consultation with our parents and carers in 2020 and this policy was sent for parent consultation in 2025.. As the teaching of SRE can be a sensitive area, the school provides a parent information session each year to allow parents to view the materials being used to teach the children the sex and relationship objectives within our curriculum. We believe that

parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE.

9. Equal Opportunity Statement

The school is committed to the provision of SRE for all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths, educational needs and family backgrounds.

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. Following the school’s consultation of the SRE curriculum, staff were updated on all relevant changes to the specific units taught across key stage two.

11. Monitoring

The teaching of RSE across the school is monitored by the school’s PSHE coordinator in collaboration with the Teaching & Learning link governor and a member of the senior leadership team.

Pupils’ development in RSE is monitored by class teachers as part of their PSHE attainment assessment.

This policy will be subject to a full content review every six years, with technical reviews every three years to correct inaccuracies and reflect any legal changes. The policy will also be reviewed when a new DfE SRE announcement is made and will be approved by the chair of the governing body. At every review, the policy will be approved by the chair of the governing body.

Appendix 1: By the end of primary school pupils should know

Topic	Pupils should know
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<p>Families and people who care about me</p>	<ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, 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 others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two 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
<p>Caring friendships</p>	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<p>Respectful relationships</p>	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● 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 ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults

<p>Online relationships</p>	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● 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 ● 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
<p>Being safe</p>	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is 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) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources