



TITLE: Relationships and Sex Education Programme & Policy

DOCUMENT MANAGEMENT

This document constitutes version 6 of the **Relationships and Sex Education Policy** and was recommended for approval by the Curriculum Lead and **approved on 15/10/25** by the Governing Board.

The document is subject to review by 31/10/29.

The parents and carers of HPNS were consulted upon with regards to the content of this policy during the Autumn Term of 2025.

The school completed an Equality Impact Assessment on this policy in **October 2025**.

Relationships Education, Sex Education and Health Education (RE) Statutory Requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education and Health Education.

Consultation and Review

The school will consult with parents/carers about the needs of their children and take into consideration their views and promote respect for, and understanding of, the views of different ethnic and cultural groups. The Relationship and Sex Education programme and policy will be reviewed every 4 years, updated as appropriate and be made available to parents and carers.

Principles

A comprehensive programme of Relationship and Sex Education provides accurate information about the body, reproduction, and sex. It also gives children and young people essential skills for building positive, enjoyable, respectful relationships and staying safe both on and offline.

For all pupils there is a need for clear, explicit and repeated teaching about relationships and sex to avoid confusion and address misconceptions. They need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives and also about their own safety.

Aims:

The aims of Relationship and Sex Education at Horrabridge Primary and Nursery School are:

- To ensure Relationships and Sex Education is part of a child's broad and balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all pupils understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others.

The Relationship and Sex Education programme will be developmental and relate to the needs and age of the children in the school. Although the biological aspects of physical development will be addressed and taught in a number of ways, emphasis will focus on the concept of building positive relationships and a safe and secure school environment which reflects the school's supportive school ethos. Clarification of attitudes and values, developing self-esteem and developing the skills to manage relationships will be paramount in teaching.

Equal Opportunities

Horrabridge Primary and Nursery School is committed towards equal opportunities in all aspects of school life, and the resources and teaching programme will support this commitment.

Content of the Relationships and Sex Education Programme

Horrabridge Primary and Nursery School follows the recommendations of the DfE guidelines in its teaching of Relationships and Sex Education. The school ensures that teaching and learning is tailored to the age and emotional maturity of the children.

Refer to Appendix 1: Relationships and Sex Education Programme of Delivery.

Monitoring and Evaluation

The scheme of work will be reviewed annually and any feedback from teachers, parents/carers and pupils will be considered.

Child Protection

Staff cannot keep any secrets and any sensitive disclosures may need the attention of the school's Designated Safeguarding Lead.

Right to be withdrawn from Sex Education

Parents have the right to request that their child be withdrawn from some or all of the Sex Education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate, the child. Alternative work will be given to pupils who are withdrawn from Sex Education, as agreed by the Headteacher.

Parents cannot withdraw their child from any part of Relationships Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Training

Staff are trained on the delivery of RSE.

The Headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the ethos of the school.

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 in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from Sex Education.

School Staff:

Staff are responsible for:

- Teaching in line with the school curriculum.
- Delivering RSE with sensitivity.
- Modeling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from Sex Education.

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.

Pupils:

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

Appendix 1: Relationships and Sex Education Programme of Delivery

Relationships Puzzle – Summer 1						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Key relationships in their lives -Families and the different roles people can have -Friendships and what makes a good friend -Simple strategies to mend friendships -Jigsaw's Calm Me and how they can use this when feeling upset or angry	-People they may find in their school community -Their own significant relationships (family, friends and school community) and why these are special -Touch can be used in kind and unkind ways -Safeguarding -Personal attributes as a friend, family member and as part of a community	-Roles and responsibilities in a family and the importance of cooperation, appreciation and trust -Falling out and mending friendships -Strategies for conflict resolution (Solve it together and Mending friendships) -Importance of trust in relationships and what this feels like -Two types of secret and why 'worry secrets' should be shared with a trusted adult -Physical contact in relationships (what is acceptable and what is not) -Strategies for being assertive when someone is hurting them or being unkind -Who can help them when they are worried or scared	-Revisit family relationships and identify the different expectations and roles that exist within the family home -Why stereotypes can be unfair and may not be accurate -Careers and why stereotypes can be unfair -Families should be founded on love, respect, appreciation, trust and co-operation -Solve it together technique for negotiating conflict situations and the concept of a win-win outcome -Online relationships through gaming and apps and rules for staying safe online -Global community -Wants and needs of others who are less fortunate -Children's universal rights	-Emotional aspects of relationships and friendships -Jealousy and loss/bereavement, and the emotions associated with these relationship changes -Change is natural in relationships -Skills of negotiation, particularly to help manage a change in a relationship -Relationships ending	-Importance of self-esteem and ways this can be boosted (in an online context as well) -Positive and negative online/social media contexts including gaming and social networking -Age-limits and age-appropriateness -SMARRT internet safety rules -Risk pressure and influences on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe -Grooming and how people online can pretend to be whoever they want -Rights, responsibilities and respect -Screen time and ways to reduce their own screen time	-Mental health and how to take care of their own mental well-being -The grief cycle and the different causes of grief and loss -People who can try to control them or have power over them -Online safety, learning how to judge if something is safe and helpful -Communicating with friends and family in a positive and safe way

Changing Me Puzzle – Summer 2

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Change from a baby and what may change in the future -Names and functions of some of the main parts of the body and discuss how these have changed -Bodies change in lots of different ways as we get older -Change can bring about positive and negative feelings, and that sharing these can help -The role that memories can have in managing change	-Life cycles, e.g. that of a frog and identify the different stages -Human life cycle and simple changes from baby to adult, e.g. getting taller, learning to walk, etc. -That people grow up at different rates -Correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva) -Change when getting older and happy/sad feelings associated with this -Skills to help manage feelings and learn how to access help if they are worried about change, or if someone is hurting them	-Compare different life cycles in nature, including that of humans -Changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age -How independence, freedoms and responsibility can increase with age -Correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva) -Inappropriate touch and assertiveness -Strategies for managing feelings and emotions -Where they can get help if worried or frightened -Change when growing up and the range of emotions that can occur	-Babies and what they need to grow and develop including parenting -It is usually the female that carries the baby in nature -Puberty is introduced -Outside body changes in males and females -Puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up -Inside body changes -Females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period -How they feel about puberty and growing up	-Bodily changes at puberty, with some additional vocabulary around menstruation -Sanitary health, including sanitary and personal hygiene products -Conception and sexual intercourse are introduced in simple terms (a baby is formed by the joining of an ovum and sperm) -Ovum and sperm carry genetic information that carry personal characteristics -Feelings associated with change and how to manage these -Jigsaw's Circle of change model as a strategy for managing future changes	-Self-esteem, self-image and body image -Perceptions about ourselves and others, and these may be right or wrong -Social media and how the media can promote unhelpful comparison and how to manage this -Bodily changes in males and females -Sexual intercourse is explained in slightly more detail than in the previous year -Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. -That having a baby is a personal choice -Reasons why people choose to be in a romantic relationship and choose to have a baby -What becoming a teenager means for them with an increase in freedom, rights and responsibilities -Perceptions that surround teenagers and reflect whether they are always accurate	-Puberty in boys and girls and the changes that will happen, they reflect on how they feel about these changes -Childbirth and the stages of development of a baby, starting at conception -What it means to be physically attracted to someone and the effect this can have upon the relationship -Different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to -Self-esteem, why it is important and ways to develop it -Transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally