



HORRABRIDGE PRIMARY and NURSERY SCHOOL

Policies and Procedures

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 16/09/2026** by the Governing Board.

The document is subject to review by 31/10/30.

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 **September 2026**.

Relationships Education, Sex Education and Health Education (RSE) 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						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	Jealousy Love and loss Memories of loved ones Getting on Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Self-recognition/self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use

Changing Me Puzzle						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition to new year group	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition to new year group	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition to new year group	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition to new year group Environmental change	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition to new year group	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition to new year group
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