



RELATIONSHIPS & SEX EDUCATION POLICY

2026-27

Headteacher Signature: 

Chair of Governors Signature: 

Date: September 2026

Date of next review: September 2027



SOUTHWICK COMMUNITY PRIMARY SCHOOL & NEW BEGINNINGS NURSERY

RSE POLICY – SEPTEMBER 2026

School Statement

At Southwick Community Primary School, PSHE is taught every week in all year groups. In our PSHE lessons, we promote spiritual, moral, cultural, mental and physical development that we aim to transfer into all aspects of school life.

We use the 'Kapow' resource (see below) as a starting point to plan lessons that are sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. The resource encourages a mindful approach and will be delivered within the schools agreed equal opportunities framework.

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

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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 Southwick Community Primary School, we teach RSE as set out in this policy.

Definitions of RSE

'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

It is important to note that the RSE at our school sits within the school's values framework and that we consider it vital to do this work in partnership with parents and carers.

We are mindful that parents/carers do have the legal right to withdraw their children from the RSE that is part of the PSHE Programme, whilst we hope they do not feel the need to do so.

Curriculum

Our RSE curriculum objectives are set out as per Appendix 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, 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 will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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).

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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.

Inclusivity

We will teach about these topics in a manner that:

- o Considers how a diverse range of pupils will relate to them
- o Is sensitive to all pupils' experiences
- o During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- o Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- o Give careful consideration to the level of differentiation needed

Use of resources

We **will** consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support pupils in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our pupils
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources



- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session



- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

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, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

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
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

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.

Parents are also invited in to a workshop to see the teaching materials that will be used. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.



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 or sexual health professionals, to provide support and training to staff teaching RSE

Parents' right to withdraw

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Before any RSE is taught, letters are sent to parents to inform them of the learning objectives that will be covered within each year group.

Policy links

PSHE Policy

Monitoring arrangements

The delivery of RSE is monitored by Mr C. Robson (Headteacher).

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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
Caring friendships	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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
Online relationships	• 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

TOPIC	PUPILS SHOULD KNOW
Being safe	• 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

Appendix 2: Our Curriculum Objectives

YEAR GROUP	TOPIC	LEARNING OBJECTIVES
RECEPTION	Self Regulation – My Feelings	- To identify their feelings - To identify and express my feelings - To explore different coping strategies to help regulate our emotions - To identify our own feeling. To consider the reasons behind our emotions - To explore the different adjectives that can be used to describe feelings - To explore different facial expressions and what they mean - To identify different feeling and how to moderate behaviour socially and emotionally
	Building relationships: Special relationships	- To talk about our families. To understand that all families are valuable and special - To talk about people that hold a special place in children's lived and think about what it means to be a valued person - To understand why it is important to share and cooperate with others. - To develop strategies to help when trying to share with others - To see themselves as a valuable individual. - To understand that it is ok to like different things - To share their interests with the group - To explore diversity through thinking about similarities and differences
	Managing self: Taking on challenges	- To understand why we have rules - To understand the importance of persistence in the face of challenge and developing confidence in their own ability to solve problems - To work together as a group to overcome challenges and communicate effectively with others - To learn and practise 'grounding' coping strategies - To understand the importance of perseverance in the face of challenge - To learn new skills, showing resilience and perseverance in the face of challenge



YEAR GROUP	TOPIC	LEARNING OBJECTIVES
	Self-regulation: Listening and following instructions	- To understand why it is important to listen carefully - To listen attentively to a story. - To talk about and retell parts of a story they have deep familiarity with. - To understand why it is important to listen carefully. - To understand why it is important to tell the truth and think about the feelings of others. - To follow instructions involving several ideas or actions. - To persevere when things are difficult - To follow instructions involving several ideas or actions. - To give simple instructions. - To listen and respond to phrases and instructions that involve several ideas or actions.
	Building relationships: My family and friends	- To understand that we all have different beliefs and celebrate special times in different ways. - To think about the perspectives of others in the class. - To understand why sharing is important. - To think about the perspectives of others in the class. - To understand the characteristics that make a good friend. - To think about why it might be difficult for others to be a good friend all of the time. - To consider why it is important to support each other by being kind. - To learn how to help, listen to and support others when working in a team - To plan a party to celebrate the special friendships within the class.

YEAR GROUP	TOPIC	LEARNING OBJECTIVES
	Managing self: My wellbeing	- To learn about the importance of exercise. - To explore how exercise affects different parts of the body. - To learn how yoga can help our bodies to stretch, relax and stay healthy. - To explore guided meditation and relaxation. - To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. - To know and discuss the factors that support their overall health and well-being. - To understand what it means to be a safe pedestrian. - To understand what it means to eat healthily. - To understand the importance of healthy food choices. - To explore what it means to have a balanced diet.
Year 1	Families and relationships	- To understand that families look after us. - To begin to understand the importance and characteristics of positive friendships. - To recognise how others show feelings and how to respond. - To begin to understand how friendships can make us feel. - To begin to understand that friendships can have problems but we can overcome them. - To begin to understand that being friendly to others makes them feel welcome and included. - To begin to understand what is meant by a stereotype.
	Health and wellbeing	- To describe feelings and develop simple strategies for managing them. - To recognise and celebrate my strengths and set simple but challenging goals. - To understand the benefits of physical activity and rest. - To know how to relax in different ways. - To begin to understand how germs are spread and how we can stop them spreading. - To begin to understand the risks associated with the sun. - To begin to understand allergies - To understand that there are people in the local community who help to keep us healthy

YEAR GROUP	TOPIC	LEARNING OBJECTIVES
	Safety and the changing body	- To know how to respond to adults in a safe and familiar context - To recognise how to respond to adults in a range of situations - To recognise what to do if you get lost - To know what an emergency is and how to make a phone call of needed - To begin to understand the difference between acceptable and unacceptable physical contact - To begin to understand what is safe to put into or onto our bodies - To recognise that there are dangers at home and how these can be avoided - To understand that there are people in the local community who help to keep us safe
	Citizenship	- To recognise the importance of rules - To understand that animals have different needs and how to care for them - To begin to recognise ways in which we are both the same as and different from other people - To identify the range of groups that people belong to - To begin to recognise how democracy works
	Economic wellbeing	- To discover what money is and how it helps us - To consider ways to keep coins safe - To recognise the purpose of banks and building societies - To begin to understand the differences between spending and saving money - To identify the different job roles adults have in school - To identify and describe different jobs
Year 2	Families and relationships	- To begin to understand to role of family in their lives - To begin to understand the range of families they may encounter now and in the future - To recognise how others show feelings in different ways and how to respond - To begin to understand that some friendships might make us feel unhappy and how to deal with this - To begin to understand the conventions of courtesy and manner - To begin to understand the process and emotions relating to grief - To develop an understanding of stereotypes and how these might affect job/career choices

YEAR GROUP	TOPIC	LEARNING OBJECTIVES
	Health and wellbeing	- To describe a range of feeling and develop simple strategies for managing them - To understand the benefits of physical activity - To use breathing exercises to relax - To understand strengths and set achievable goals - To identify strategies to help overcome barriers or manage difficult emotions - To understand what it means to have a healthy diet - To understand ways of looking after our teeth
	Safety and the changing body	- To understand what the internet is and how it can help us - To understand how to stay safe when using the internet - To begin to understand the difference between secrets and surprises - To understand safe and unsafe touch - To know my body is important and belongs to me - To understand ways to keep safe on the near roads - To begin to understand how to stay safe with medicines
	Citizenship	- To recognise the importance of rules - To identify ways to look after the school environment - To recognise the roles people play in looking after the environment
	Economic wellbeing	- To explore the ways people receive money - To identify basic needs essential for healthy growth - To consider how people decide what they want - To explore how bank accounts and cards help with managing money - To identify my skills and talents and consider how these could link to jobs - To describe how to make others feel welcome and included

YEAR GROUP	TOPIC	LEARNING OBJECTIVES
Year 3	Families and relationships	- To understand that families love and support each other but sometimes problems can occur and help is available if needed - To understand that friendships have ups and downs and that problems can be resolved - To begin to understand the impact of bullying - To listen and communicate effectively - To understand why trust is an important part of a positive relationship - To begin to understand the differences between people and why it is important to respect these differences - To recognise that stereotypes are present in everyday life - To recognise that stereotypes exist based on a number of factors
	Health and wellbeing	- To understand and plan for a healthy lifestyle including physical activity, rest and diet - To perform a range of relaxation stretches - To understand the different aspects of my identity - To identify my own strengths and begin to see how they can affect others - To break down barriers into smaller achievable goals - To recognise when to give consent - To understand the benefits of healthy eating and dental health
	Safety and the changing body	- To understand the role I can take in an emergency situation - To understand how to help if someone has been stung or bitten - To understand the importance of being kind online and what this looks like - To understand that cyberbullying involves being unkind online - To understand that not all emails are genuine - To understand the choices people can make and those which are made by others - To begin to recognise who and what can influence our decisions. Knowing how we can make sure we are making the right decision for ourselves - To develop an understanding of safety on or near roads

YEAR GROUP	TOPIC	LEARNING OBJECTIVES
	Citizenship	- To explore children's rights, using key articles from the United Nations Convention on the Rights of the Child - To understand the responsibilities of both children and adults to help all children benefit from their rights - To identify the environmental benefits of recycling - To understand the groups that make up the community - To recognise that charities care for others and identify how people can support them - To begin to understand how democracy works in the local area - To understand why we have rules and the consequences of breaking rules at school and home
	Economic wellbeing	- To identify the advantages and disadvantages of different methods of payment - To explain why budgeting is important - To identify how money can impact feelings and emotions - To explain how people's spending decisions can affect others and in the environment - To examine the wide range of available jobs and opportunities - To explain why anyone can aspire to be anything
Year 4	Families and relationships	- To develop an understanding of courtesy and manners in a range of situations - To begin to understand the physical and emotional boundaries in friendships - To understand that my behaviour can have an impact on others - To understand the impact of bullying and the responsibility of bystanders to help - To explore stereotypes in fictional characters and think about how these might influence us - To recognise that stereotypes can relate to a number of factors - To begin to understand that families are very varied, in this country and across the world - To explore how we can help following a bereavement

YEAR GROUP	TOPIC	LEARNING OBJECTIVES
	Health and wellbeing	- To understand how we can look after our teeth - To understand what relaxation feels like and to know that relaxation techniques can be used anywhere - To identify strengths and begin to see how they can affect others - To identify what is important to me and to take responsibility for my own happiness - To understand a range of emotions - To begin to understand what mental health is and who can help if I need it
	Safety and the changing body	- To understand that age restrictions are designed to protect us - To understand the benefits and risks of sharing material online - To understand how to help someone with asthma - To develop understanding of privacy and the difference between secrets and surprises - To understand that not all information on search engines is valuable - To recognise that change is part of growing up - To recognise the physical differences between children and adults - To begin to understand the risks of smoking and the benefits of being a non-smoker
	Citizenship	- To begin to understand the Human Rights Convention - To understand how reusing items benefits the environment - To understand the role of groups in the wider community - To understand the contribution groups make to a community - To understand the value of a diversity in a community - To develop an understanding of the role of the local government
	Economic wellbeing	- To recognise factors influencing value for money - To understand the importance of monitoring money - To describe different ways of keeping money safe - To understand why people can have more than one career in their life - To identify and challenge stereotypes in the workplace

YEAR GROUP	TOPIC	LEARNING OBJECTIVES
Year 5	Families and relationships	- To understand how to form and maintain positive relationships - To explore the ups and downs of friendships - To understand the concept of marriage - To begin to understand self-respect - To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens - To understand more about bullying and how to get help - To recognise how attitudes to gender have changed over time - To explore the impact of stereotypes and how they can lead to discrimination
	Health and wellbeing	- To use yoga poses and breathing to relax - To understand the benefits of sleep - To understand the purpose of failure - To learn how to set short-term, medium-term and long-term goals - To use vocabulary to describe their feelings and take responsibility for them - To understand and be able to plan healthy meals - To understand risks associated with the sun and how these can be avoided -
	Safety and the changing body	- To begin to understand some issues related to online friendships including the impact of actions - To learn about staying safe online - To understand physical changes during puberty - To understand the menstrual cycle - To understand emotional changes during puberty - To understand how to help someone who is bleeding - To begin to understand the influence others have on us and how we can make our own decisions

YEAR GROUP	TOPIC	LEARNING OBJECTIVES
	Citizenship	- To begin to understand what happens when the law is broken - To explore the links between rights and responsibilities - To understand how reducing our use of materials and energy will help the environment - To explore how we recognise and value the contributions people make to the community - To recognise the role of pressure groups - To begin to understand how Parliament works
	Economic wellbeing	- To prioritise needs over wants - To create a weekly budget - To identify the significance of borrowing and loaning money - To examine the risks associated with handling money online - To identify and challenge stereotypes in the workplace - To explore how personal interests and skills align with different careers
Year 6	Families and relationships	- To understand what we mean by respect and why it is important - To understand that respect is two-way and how we treat others is how we can expect to be treated - To explore other people's attitudes and ideas and to begin to challenge these - To understand stereotypes and be able to share information on them - To resolve disputes and conflict through negotiation and compromise - To begin to understand the process and emotions relating to grief
	Health and wellbeing	- To identify long term goals and how to work towards them - To use mindfulness to manage emotions - To understand and plan for a healthy lifestyle - To understand the potential impact of technology on physical and mental health - To reflect on skills they have developed to identify and respond to difficult situations - To understand ways that we help prevent ourselves and others becoming ill - To understand what happens when we are ill and begin to understand when to seek support - To understand how habits can be good or bad for our health

YEAR GROUP	TOPIC	LEARNING OBJECTIVES
	Safety and the changing body	- To begin to understand the risks of alcohol - To start to become a discerning consumer of information online - To understand that online relationships should be treated In the same way as face to face relationships - To understand the changes that happen during puberty - To understand the biology of conception - To understand the development of a baby during pregnancy - To understand how to help someone who is choking - To understand how to help someone who is unresponsive
	Citizenship	- To explore human rights, including the right to education - To identify some environment issues relating to food and food production - To understand how to show care and concern for others - To recognise examples of prejudice and discrimination and learn how these can be challenged - To understand diversity and the value different people bring to a community - To begin to understand how the Government works
	Economic wellbeing	- To identify feelings around money and discuss their impact - To recognise how to safeguard money in digital and physical environments - To identify how money-related matters develop at secondary school - To recognise the risks of gambling - To explore how different careers operate in a workplace - To explore different career routes and their requirements
	Identity	- To understand what factors contribute to identity - To understand that the media can manipulate images