



# Alleyn's Oakfield Policies & Procedures

## Relationships and Sex Education Policy

Name of Policy	Relationships and Sex Education Policy
ISSR	Part 1: Quality of Education
Reviewed by	Alleyn's Governing Board
Author	Mrs Alison Wright, Head Mrs Siobhan Winter, CPSHE Coordinator Mr Adam Hancock, Director of Studies
Date of school review	February 2026
Date of next school review	June 2026

### Policy Overview

This policy applies to all pupils at Alleyn's Oakfield, including pupils in the EYFS. It is available to parents on the School website and printed copies are available upon request.

### Legislation

[This policy pays due regard to the following statutory guidance and legislation.](#)

1. Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education published by the Department of Education (DfE) in June 2019, and updated in July 2025.

This places a statutory duty on all primary schools to teach relationships education and outlines the curriculum content which all schools need to cover, and the knowledge children should have acquired before the end of Year 6. Although sex education is not compulsory in primary schools, the Department of Education recommends that all primary schools should have a sex education programme in Years 5 and/or 6 which aligns with content about conception and birth in the

science curriculum. The School's sex education programme in Years 5 and 6 is tailored to the age and physical and emotional maturity of the pupils and is an important preparation for puberty and sex education in secondary school.

2. The school is also required to fulfil the requirements of Paragraph 2 of the Education (Independent School Standards) Regulations (2014) relating to personal, social, health and economic education. This must reflect the school's aim and ethos; and encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

3. Equality Act (2010) Pupils are taught the importance of equality and respect and learn about the law relating to the protected characteristics. The protected characteristics are age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

### **Links with other School Policies**

The RSE curriculum is delivered as part of a whole school approach to wellbeing and positive relationships. It links closely with other school policies, including, but not limited to, the Safeguarding & Child Protection Policy, the Behaviour Policy, the Anti-Bullying & Harmful Peer Relations Policy, CPSHE Policy, Online Safety and Acceptable Use Policy.

### **Overview**

The focus of relationships education in primary schools is on teaching the skills and knowledge that form the fundamental building blocks and characteristics of all positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Thereby supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. Building children's understanding and skills at primary level is essential preparation for the more complex content they will encounter at secondary school.

RSE also contributes to the spiritual, moral, social and cultural, development of pupils. Pupils are taught about the importance of marriage and stable relationships as key building blocks of community and society. The School recognises that families of many forms provide stable and nurturing environments for children including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers. Care is taken to ensure that there is never any stigmatisation of children based on their family structure.

Relationships education also equips children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information.

At Allyn's Oakfield, children learn about the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This

includes puberty, how a baby is conceived and born, body ownership and safeguarding. The School's policy therefore combines Relationships and Sex Education (RSE) with sex Education being taught in Years 5 and 6.

Through the science curriculum, the School also teaches content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. In addition, through their work in IT and from using online resources, pupils are taught about online safety and appropriate online behaviour.

Pupils also learn about the 'protected characteristics' as part of the wider CPSHE (Citizenship, Personal, Social, Health and Economic) curriculum. The school fosters healthy and respectful communication between boys and girls and promotes an ethos which challenges any limits on pupils based on their gender or any other characteristic. The school addresses any issues such as sexism, misogyny, homophobia and gender stereotypes and takes positive action to build a culture where these are not tolerated. Staff provide positive role models and the school's pastoral and behaviour policies support healthy and respectful relationships.

Details of the knowledge which should be acquired by the end of Year 6 and the content of the relationships curriculum, including sex education taught in Years 5 and 6 can be found in Appendix 1.

#### Why should RSE be taught in school?

RSE begins at a very early age and, whilst much of it is learnt from parents children also obtain information from other sources such as friends, books, magazines, television, the internet, music and films. As some of this information may be incorrect, confusing or frightening for children the provision of RSE in school provides a secure framework and environment in which pupils can be given the facts, using age appropriate materials. It also allows children the opportunity to develop the necessary personal skills and positive attitudes to physical and emotional health and well-being and moral development.

#### The aims of RSE at Alleyn's Oakfield are to:

- Provide an inclusive and well-sequenced RSE curriculum
- Be sensitive to pupils' individual circumstances and backgrounds
- Help pupils to understand and value the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online
- Help pupils develop self-respect, self-confidence and empathy
- Develop pupils' personal attributes including resilience, kindness, integrity, generosity of spirit and honesty, in line with the School values and its focus on character education
- To develop positive values and a moral framework in pupils that will guide their future decisions and behaviour
- To help pupils understand their feelings and behaviour so they can lead fulfilling and enjoyable lives

- Ensure pupils respect difference in others, particularly related to the protected characteristics
- Foster pupil wellbeing and mental health by developing resilience and character traits that are known to be fundamental to pupils being happy, successful and productive members of society
- Provide a framework and supportive environment 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure pupils know how to keep themselves safe offline and online, including how to report concerns and seek advice.
- To work closely with parents

### Parents

A strong partnership between home and school is vital if relationships and sex education is to be fully effective. The School pro-actively engages with parents to ensure they are aware of what is taught and their views are welcomed and respected.

This is achieved by the CPSHE Coordinator communicating with parents via the school newsletter about the CPSHE curriculum, and in particular with all Year 3 to 6 parents, explaining what materials are to be covered, before embarking on the RSE units of work. Parents are invited to view the resources at a drop-in session and can email the CPSHE Coordinator directly with any questions or concerns. Parents can also contact the Form Tutor and share any particular circumstances about their child that the school should be aware of. e.g. a family bereavement Staff are also available if parents require support or advice about managing conversations with their children about any topics covered.

The School consults parents when reviewing the RSE Policy. Parents do not have the right to veto curriculum content but the School will always take parental views into consideration and will explain the content covered, resources used as well as the approach taken, particularly in relation to sensitive topics.

### Parental right to withdraw a child from sex education

By keeping parents fully informed and encouraging the discussion of issues raised in lessons at home, the School hopes that it can provide the best possible experience for pupils.

However, parents do have the right to withdraw their child from all or part of the Sex Education programme and if parents wish to do so they must put this request in writing to the Head. The Head and CPSHE Coordinator will then meet with the parents to ensure the reasons for withdrawing the child are understood, to ensure

parents fully understand the nature and purpose of the lessons and to outline the positive effects of the child attending the full educational provision. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawing from lessons, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not always be accurate.

If parents still decide to withdraw their child from sex education lessons, the school will document the process and will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Parents do not have the right to withdraw from Relationships or Health Education nor can children be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

### Inclusive curriculum

The school values the diversity of its pupils and always seeks to promote tolerance and understanding. RSE must always be delivered in a way which is sensitive to the background of pupils and which meets the provisions of the Equality Act so it does not discriminate against pupils because of any protected characteristics.

The School understands that RSE must be accessible to all pupils and that some children may be more vulnerable to exploitation, bullying and other issues due to SEND or other needs. It recognises that RSE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Teachers differentiate activities to ensure that all pupils can access the curriculum, using different strategies to develop confidence and self-esteem. Teaching is sensitive and is age and developmentally appropriate. Members of staff are aware that views and beliefs about issues covered in RSE can vary widely. However, whilst the personal views of staff are respected, RSE is taught without bias.

In order to ensure the RSE Curriculum meets the needs of all pupils, the School

- does not promote one particular lifestyle over another
- does not seek to gain consensus but accepts and celebrates difference
- promotes respect for all and does not tolerate any forms of abuse or discrimination
- does not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

### Teaching and Learning

The scheme of work follows the requirements of the Statutory Guidance and is planned in consultation with members of the Senior Leadership Team, the Head and the CPSHE Coordinator.

RSE is delivered in the context of a broad and balanced curriculum and as part of a timetabled CPSHE programme.

The School follows the Jigsaw PSHE/Health and Well-being scheme of learning from Reception to Year 6 which consists of six half-term units. The same topics are studied by each year group at the same time but at different age-appropriate levels. This spiral curriculum builds and develops the children's learning in a sequential and ordered way from the ages of 4 to 11. The mapping document: Jigsaw 3-11 also gives detail of how the Jigsaw scheme meets the statutory requirements. Lessons are taught, in most cases, by the class teacher. Lessons are timetabled for 45 minutes each week, with a significant portion of the RSE content taking place in the Trinity Term. The School's ethos and input across the curriculum within other subject areas also supports the values within RSE and CPSHE.

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

See Appendix 1 for detailed content of these areas.

### Managing Difficult Questions

Primary-age children may well ask teachers or other adults questions pertaining to sex or sexuality which go beyond the curriculum for Relationships Education or relate to sex education from which they have been withdrawn. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate, non-judgemental and factual manner so that pupils are fully informed and therefore will not feel the need to seek answers online or from other inappropriate sources of information; this may include asking a pupil to speak to their parents. Personal questions will not be answered.

If a pupil asks a question or makes a comment that raises a safeguarding concern, the teacher will report it to the Designated Safeguarding Lead and will follow the School's Safeguarding and Child Protection Policy. Pupils are also able to use the Secret Safe or Worry Boxes if they wish to ask questions privately.

### External Speakers

Visitors and external speakers such as health professionals or members of organisations such as the NSPCC may be invited to contribute to the delivery of the RSE programme. The School ensures that such speakers enhance, rather than replace, teaching. They will be given a copy of this policy and will be required to work within its framework. Learning objectives and lesson materials are agreed in advance and checked prior to the visit. Staff are present to manage the learning and ensure that all content presented to pupils is appropriate.

### Assessment

Whilst the School does not formally examine RSE, teachers do assess outcomes to ensure understanding of the topics covered. Assessment occurs through quizzes, written assignments, self-evaluations and through teacher observations, to enable staff to evaluate and report on pupil progress.

### Staff Training

Staff discuss the delivery of RSE as part of their induction, and it is included in the continuing professional development calendar. The Jigsaw programme also provides training sessions and materials to support staff in their teaching. The CPSHE Coordinator also invites visitors from outside the school, such as nurses, sexual health professionals or appropriate RSE organisations to provide support and training to staff as required. Staff are kept up to date with any national changes regarding RSE, and also any changes to the curriculum, at staff meetings.

### Safeguarding

This policy is informed by the school's Safeguarding and Child Protection policy. Effective RSE also brings an understanding of what is and what is not appropriate in a relationship and may lead to a child making a safeguarding disclosure. If a child reveals any information, or asks a question, which leads the teacher to believe that the child may have suffered harm or may be at risk, the issue will be referred to the Designated Safeguarding Lead and dealt with in line with the school's Safeguarding and Child Protection Policy.

### Monitoring, reporting and evaluation

The RSE curriculum, alongside the CPSHE curriculum, is monitored and evaluated by the CPSHE Coordinator in consultation with the Head and Governors. Pupils have opportunities to discuss the content in class and adaptations will be made, if required. At parent consultation evenings, parents are invited to view resources and discuss the content of the curriculum.

### Governors

The Governing Board ensures that:

- the school fulfils the requirements of Statutory Guidance and other relevant legislation;
- all pupils make progress and achieve the expected educational outcomes;
- RSE is well led, effectively managed and well planned;
- provision is subject to regular and effective self-evaluation;
- the curriculum is accessible to all pupils, including those with SEND;
- the school consults with parents;
- clear information is provided for parents on subject content, the resources used and the right to withdraw their child from sex education;
- RSE is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- The RSE Policy is available on the School website

### Policy Development and Review

This policy was developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the CPSHE Coordinator and Head worked to incorporate all statutory requirements and relevant information into the policy.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – parents were sent the policy via the Parent Portal and invited to reflect on it and submit any comments or questions.
4. Pupil consultation – through giving information and class discussions staff consider what pupils want to gain from their RSE lessons. Staff know pupils well and continually review their needs in order to adapt planning and pedagogy.
5. Ratification – the policy was reviewed by Governors and ratified.

The RSE policy is reviewed annually and earlier if legislation changes.

## Appendix 1

### **Statutory Guidance – Relationships Education**

#### **The following content will be covered by the end of Year 6**

##### **Families and people who care for me**

Pupils should know

- 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 Pupils should know
- how important friendships are in making us feel happy and secure

### **Caring Friendships**

Pupils should know

- 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.

### **Respectful relationships**

Pupils should know

- 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**

Pupils should know

- 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.

### **Being Safe**

Pupils should know

- 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.

### **CPSHE Curriculum**

The following Relationships and Sex Education content is covered in each year group within CPSHE

#### **Reception**

- Being Me in My World: Self-identity, Understanding feelings, Rights and responsibilities
- Celebrating Difference: Being special, Families, Making friends, Standing up for yourself
- Healthy Me: Safety
- Relationships: Family life, Friendships, Breaking friendships, Falling out, Dealing with bullying, Being a good friend
- Changing Me: Bodies, Respecting my body, Growing up, Growth and change

#### **Year 1**

- Being Me in My World: Feeling special and safe, Being part of a class, Rights and responsibilities
- Celebrating Difference: Similarities and differences, Understanding bullying and knowing how to deal with it, Making new friends, Celebrating the differences in everyone
- Healthy Me: Being Safe (including being safe online)
- Relationships: Belonging to a family, making friends/being a good friend, Physical contact preferences, People who help us, Qualities as a good

<p>friend and person, Self-acknowledgement, Being a good friend to myself, Celebrating special relationships</p> <ul style="list-style-type: none"> <li>• Changing Me: Life cycles – animal and human, Changes in me, Changes since being a baby, Differences between female and male bodies (correct terminology), Coping with change</li> </ul>
<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Being Me in My World: Rights and responsibilities, Valuing contributions, Recognising feelings</li> <li>• Celebrating Difference: Assumptions and stereotypes about gender, Understanding bullying, Standing up for self and others, Making new friends, Gender diversity, Celebrating difference and remaining friends</li> <li>• Relationships: Different types of family, Physical contact boundaries, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships</li> <li>• Changing Me: Life cycles in nature, Growing from young to old, Increasing independence, Differences in female and male bodies (correct terminology), Assertiveness</li> </ul>
<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Being Me in My World: Self-identity and self-worth, Rules, rights and responsibilities, Seeing things from others' perspectives</li> <li>• Celebrating Difference: Families and their differences, Family conflict and how to manage it (child-centred), Witnessing bullying and how to solve it, Recognising how words can be hurtful, Giving and receiving compliments</li> <li>• Healthy Me: Keeping safe and why it's important online and off-line scenarios, Respect for myself and others, Healthy and safe choices, online safety</li> <li>• Relationships: Family roles and responsibilities, Friendship and negotiation, Keeping safe online and who to go to for help, Being a global citizen, Being aware of how my choices affect others, Awareness of how other children have different lives, Expressing appreciation for family and friends</li> <li>• Changing Me: How babies grow, Understanding a baby's needs, Outside body changes, Inside body changes, Family stereotypes</li> </ul>
<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Being Me in My World: Being part of a class team, Group decision-making, Having a voice</li> <li>• Celebrating Difference: Challenging assumptions, Judging by appearance, Accepting self and others, Understanding bullying, Identifying how special and unique everyone is</li> <li>• Healthier Me: Healthier friendships, Group dynamics, Assertiveness, Peer pressure</li> <li>• Relationships: Jealousy, Love and loss, Getting on and Falling Out, Girlfriends and boyfriends, Showing appreciation to people and animals</li> <li>• Changing Me: Being unique, Having a baby, Girls and puberty</li> </ul>
<p><b>Year 5</b></p>

- Being Me in My World: Rights and responsibilities, How behaviour affects groups
- Celebrating Difference: Racism, Rumours and name-calling, Types of bullying, Enjoying and respecting other cultures
- Healthy Me: Body image, Healthy choices
- Relationships: Self-recognition and self-worth, Building self-esteem, Safer online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time, Dangers of online grooming, SMARRT internet safety rules
- Changing Me: 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

**Year 6**

- Being Me in My World: Children's universal rights, Feeling welcome and valued, Group Dynamics
- Celebrating Difference: Perceptions of normality, Understanding disability, Power struggles, Understanding bullying, Inclusion/exclusion, Differences as conflict, difference as celebration, Empathy
- Relationships: Love and loss, Managing feelings, Power and control, Assertiveness, Technology safety, Taking responsibility with technology use
- Changing Me: Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Sexting