



ST. STEPHEN'S JUNIOR SCHOOL

Creativity · Independence · Respect

Relationship and sex education policy

2025

New additions

7) Use of external organisations and materials

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Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	4
7. Use of external organisations and materials	5
8. Roles and responsibilities	6
9. Parents' right to withdraw	7
10. Training	7
11. Monitoring arrangements	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school pupils should know	10
Appendix 2: By the end of secondary school pupils should know	14
Appendix 3: Parent form: withdrawal from sex education within RSE	12

1. 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
- Endorse and support the school values of belonging

2. Statutory requirements

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

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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

We also have regard to 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 St Stephens Junior school, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

At St Stephens we will predominately be using the Jigsaw curriculum to teach both RSE and PHSE. This meets all the statutory requirements for RSE and health and is a positive and mindful way to ensure all pupils are able to build on their understanding and knowledge of concepts throughout the school. [We will also use other materials which support and endorse the curriculum based on their suitability and appropriateness, such as elements of the No Outsiders curriculum. These materials are always reviewed against the curriculum requirements and the aims and values of the school.](#)

We will share all curriculum materials with parents and carers upon request.

Based on feedback from staff, parents and pupils this curriculum represents what we believe that pupils need within our school, taught in a mindful way. The curriculum has been carefully developed to ensure that sensitive issues are dealt with correctly, which supports and guides teachers when answering more challenging questions.

Primary sex education is not compulsory in primary schools, however we feel that it is appropriate to teach this at St Stephen's Junior School for the benefit of our pupils.

Primary sex education will focus on:

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

Information on the coverage of sex education will be shared with all parents prior to it being taught.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

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
- Sex education

These statutory units are incorporated within the Jigsaw curriculum outlined in Appendix 1.

Sex education is also covered as part of the Yr 5 science curriculum.

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

As well as through the Jigsaw curriculum we ensure that relationships education is taught through the explicit activities in classroom which teach the skills of team work and collaboration through paired activities.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them

- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- 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
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

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

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. 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

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 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/non-science] components of RSE (see section 9).

8.3 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/non-science] 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.

All class teachers are responsible for the teaching of RSE and PHSE within the school.

The subject leader (Mr Tom Parkin) is delegated the responsibility of ensuring the implementation of the RSE and PHSE curriculum.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

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.

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.

11. Monitoring arrangements

The delivery of RSE is monitored by Tom Parkin through:

Reviewing delivery and planning of the PHSE and RSE curriculum along with learning walks and pupil voice surveys.

Meetings with staff and undertaking staff survey's to understand how effective the teaching of PHSE and RSE is and where staff need further support.

This policy will be reviewed by L Cutts/ S Heaney – Headteachers.

At every review, the policy will be approved by the Governing body/ Teaching and learning committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Yr 3 Autumn 1 Being me in my world	Yr 3 Autumn 2 Celebrating difference	Yr 3 Spring 1 Dreams and Goals	Yr 3 Spring 2 Healthy Me	Yr 3 Summer 1 Relationships	Yr 3 Summer 2 Changing me
Setting personal goals. Self identity and worth Positivity in challenges Rules rights and responsibilities Rewards and consequences Responsible choices.	Families and their differences. Family conflict and how to manage it (child centered). Witnessing bullying and how to solve it. Recognising how words can be hurtful.	Difficult challenges and achieving success. Dreams and ambitions. New challenges. Motivation and enthusiasm. Recognising and trying to overcome obstacles. Evaluating learning processes.	Exercise. Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why it is important online and offline scenarios.	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	How babies grow. Understanding a baby. Outside body changes. Inside body changes. Family stereotypes. Challenging my ideas. Preparing for transition.
Yr 4 Autumn 1 Being me in my world	Yr 4 Autumn 2 Celebrating difference	Yr 4 Spring 1 Dreams and Goals	Yr 4 Spring 2 Healthy Me	Yr 4 Summer 1 Relationships	Yr 4 Summer 2 Changing me
Being part of a class team. Being a school citizen. Rights responsibilities and democracy (school council) Rewards and consequences. Group decision making. Having a voice. What motivates behavior.	Challenging assumptions. Judging by appearance. Accepting self and others. Understanding influences. Understanding bullying. Problem- solving Identifying how special and unique everyone is. First impressions	Hope and dreams Overcoming disappointment. Creating new realistic dreams. Achieving goals. Working in a group. Celebrating contributions. Resilience. Positive attitudes.	Healthier friendships. Group dynamics. Smoking. Alcohol. Assertiveness, Peer pressure. Celebrating inner strength.	Jealousy. Love and loss Memories of loved ones. Getting on and falling out. Girlfriends and boyfriends Showing appreciation to people and animals.	Being unique. Having a baby. Girls and puberty. Confidence in change. Accepting change. Preparing for transition. Environmental change.

Yr 5 Autumn 1 Being me in my world	Yr 5 Autumn 2 Celebrating difference	Yr 5 Spring 1 Dreams and Goals	Yr 5 Spring 2 Healthy Me	Yr 5 Summer 1 Relationships	Yr 5 Summer 2 Changing me
Planning the forthcoming year. Being a citizen. Rights and responsibilities. Rewards and consequences. How behavior affects groups Democracy – having a voice and participating.	Cultural differences and how they can cause conflict. Racism Rumours and name calling. Types of bullying. Material wealth and happiness. Enjoying and respecting other cultures.	Future dreams The importance of money. Jobs and careers. Dream job and how to get there. Goals in different cultures. Supporting others (charity) Motivation.	Smoking including vaping. Alcohol Alcohol and anti- social behavior. Emergency aid. Body image. Relationships with food. Healthy choices. Motivation and behavior.	Self recognition and building self esteem. Safer online communication. Rights and responsibilities. Online gaming and gambling. Reducing screen time. Dangers of online grooming. SMAART internet safety rules.	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
Yr 5 Autumn 1 Being me in my world	Yr 5 Autumn 2 Celebrating difference	Yr 5 Spring 1 Dreams and Goals	Yr 5 Spring 2 Healthy Me	Yr 5 Summer 1 Relationships	Yr 5 Summer 2 Changing me
Identifying goals for the year. Global citizenship Children’s universal rights. Feeling welcome and valued. Choices, consequences and rewards. Group dynamics Democracy, having a voice	Perception of normality Understanding disability Power struggles Understanding bullying Inclusion/ exclusion Differences as conflict, difference as celebration. Empathy.	Personal learning goals, in and out of school. Success criteria Emotions in success Making a difference in the world. Motivation. Recognising achievements	Taking personal responsibility How substances affect the body Exploitation, including county lines and gang culture. Emotional and mental health. Managing stress.	Mental Health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety	Self Image Body Image Puberty and feelings Conception to birth Reflections about change Physical attraction. Respect and consent. Boyfriends/ Girlfriends.

Anti- social behaviour		Compliments.		Take responsibility with technology use .	Sexting Transitio
Role modelling					

Appendix 2: By the end of primary school pupils should know

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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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
Online relationships	<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

TOPIC	PUPILS SHOULD KNOW
Being safe	<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

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS

Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	