

Hadlow Primary School



RSE Policy

Compiled by: Nicole Chapman- Headteacher	Date: July 2025 Review: July 2027
---	--------------------------------------

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development.....	3
4. Definition	4
5. Curriculum	4
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.....	88
Appendix 1: Curriculum map	9
Appendix 2: By the end of primary school pupils should know	Error! Bookmark not defined.
Appendix 3: Parent form: withdrawal from sex education within RSE	Error! Bookmark not defined.

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
- › Develop our school values through the RSE curriculum

2. 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 Hadlow Primary School we teach RSE as set out in this policy.

3. Policy development

Starting in 2020, 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 Hadlow, we teach all PSHE, including RSE, through the Coram Scarf progressive curriculum.

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.

6. 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).

The national curriculum for science includes subject 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.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships and health, including puberty, under the following main topics:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born (including non-statutory learning about intercourse)

Pupils also receive stand-alone puberty and sex education sessions delivered by a trained member of Coram Scarf, the company who provides planning, resources and support for all teaching and learning in PHSE and RSE at Hadlow Primary School

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.

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.

At Hadlow Primary School, every class teacher will plan and deliver the required learning in RSE. This will be supported by teaching assistants and the FLO where required but teaching assistants will not have any responsibility for planning, leading or delivering learning specific to sex education.

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 the Headteacher in line with whole school monitoring and impact analysis. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher every two years. At every review, the policy will be approved by the full Governing Board. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map

<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
FS	Being Me in My World 1. Who... Me? 2. How am I feeling today? 3. Being at pre- school 4. Gentle Hands 5. Our rights 6. Our responsibilities	Celebrating Difference 1. What I am good at 2. I'm special, I'm me 3. Families 4. Houses and homes 5. Making friends 6. Standing up for yourself	Dreams and Goals 1. Challenge 2. Never giving up 3. Setting a goal 4. Obstacles and support 5. Flight to the future 6. Award ceremony	Healthy Me 1. Everybody's body 2. We like to move it move it 3. Food, glorious food 4. Sweet dreams 5. Keeping clean 6. Stranger danger	Relationships 1. My family and me 2. Make friends, make friends, never ever break friends 3. Make friends, make friends, never ever break friends 4. Falling out and bullying 5. Falling out and bulling 6. Being the best friend we can be	Changing Me 1. My body 2. Respecting my body 3. Growing up 4. Fun and fears 5. Celebration
<u>Year 1</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	Being Me in My World 1. Special and safe 2. My class 3. Rights and responsibilities 4. Rewards and feeling proud 5. Consequences 6. Owing our learning charter	Celebrating Difference 1. The same as... 2. Different from 3. What is bullying? 4. What do I do about bullying? 5. Making new friends 6. Celebrating difference, celebrating me	Dreams and Goals 1. My treasure chest of success 2. Steps to goals 3. Achieving together 4. Stretchy learning 5. Overcoming obstacles 6. Celebrating my success	Healthy Me 1. Being healthy 2. Healthy choices 3. Clean and healthy 4. Medicine safety 5. Road safety 6. Happy, healthy me	Relationships 1. Families 2. Making friends 3. Greetings 4. People who help us 5. Being my own best friend 6. Celebrating my special relationships	Changing Me 1. Life cycles 2. Changing me 3. My changing body 4. Boys and girls bodies 5. Learning and growing 6. Coping with changes
<u>Year 2</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	Being Me in My World 1. Hopes and fears for the years 2. Rights and responsibilities 3. Rewards and consequences 4. Rewards and consequences 5. Our learning charter 6. Owing our learning charter	Celebrating Difference 1. Boys and girls 2. Boys and girls 3. Why does bullying happen? 4. Standing up for myself and others 5. Making new friends 6. Celebrating difference and still being friends	Dreams and Goals 1. Goals to success 2. My learning strengths 3. Learning with others 4. A group challenge 5. Continuing our group challenge 6. Celebrating achievement	Healthy Me 1. Being healthy 2. Being relaxed 3. Medicine safety 4. Healthy eating 5. Healthy eating 6. The healthy me café	Relationships 1. Families 2. Keeping safe- exploring physical contact 3. Friends and conflict 4. Secrets 5. Trust and appreciation 6. Celebrating my special relationships	Changing Me 1. Life cycles in nature 2. Growing from young to old 3. The changing me 4. Boys and girls bodies 5. Assertiveness 6. Looking ahead

<u>Year 3</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	Being Me in My World 1. Getting to know each other 2. Our nightmare school 3. Our dream school 4. Rewards and consequences 5. Our learning charter 6. Owing our learning charter	Celebrating Difference 1. Families 2. Family conflict 3. Witness and feelings 4. Witness and solutions 5. Words that harm 6. Celebrating difference-compliments	Dreams and Goals 1. Dreams and goals 2. My dreams and ambitions 3. A new challenge 4. Our new challenge 5. Our new challenge-overcoming obstacles 6. Celebrating learning	Healthy Me 1. Being fit and healthy 2. Being fit and healthy 3. What do I know about drugs? 4. Being safe 5. Being safe at home 6. My amazing body	Relationships 1. Family roles and responsibilities 2. Friendships 3. Keeping myself safe 4. Being a global citizen 1 5. Being a global citizen 2 6. Celebrating my web of relationships	Changing Me 1. How babies grow 2. Babies 3. Outside body changes 4. Inside body changes 5. Family stereotypes 6. Looking ahead
<u>Year 4</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	Being Me in My World 1. Becoming a class team 2. Being a school citizen 3. Rights, responsibilities and democracy 4. Rewards and consequences 5. Our learning charter 6. Owing our learning charter	Celebrating Difference 1. Judging by appearances 2. Understanding influences 3. Understanding bullying 4. Problem solving 5. Special me 6. Celebrating difference; how we look	Dreams and Goals 1. Hopes and dreams 2. Broken dreams 3. Overcoming disappointment 4. Creating new dreams 5. Achieving goals 6. We did it	Healthy Me 1. My friends and me 2. Group dynamics 3. Smoking 4. Alcohol 5. Healthy friendships 6. Celebrating my inner strength and assertiveness	Relationships 1. Relationship web 2. Love and loss 3. Memories 4. Are animals special 5. Special pets 6. Celebrating my relationships with people and animals	Changing Me 1. Unique me 2. Unique me 3. Puberty for girls 4. Puberty for boys 5. Accepting change 6. Looking ahead
<u>Year 5</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	Being Me in My World 1. My year ahead 2. Being me in Britain 3. Year 5 responsibilities 4. Rewards and consequences 5. Our learning charter 6. Owing our learning charter	Celebrating Difference 1. Different cultures 2. Racism 3. Rumours and name calling 4. Types of bullying 5. Does money matter? 6. Celebrating difference across the world	Dreams and Goals 1. When I grow up 2. Investigate jobs and careers 3. My dream job, why I want it and the steps to get there 4. Dreams and goals of young people in other cultures 5. How can we support	Healthy Me 1. Smoking 2. Alcohol 3. Emergency aid 4. Body image 5. My relationship with food 6. Healthy me	Relationships 1. Recognising me 2. Getting on and falling out 3. Girlfriends and boyfriends 4. Girlfriends and boyfriends 5. Relationships and technology 6. Relationships and technology	Changing Me 1. Self and body image 2. Puberty for girls 3. Puberty for boys 4. Conception 5. Looking ahead 6. Looking ahead to year 6

			each other? 6. Rallying support			
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Being Me in My World 1. My Year Ahead 2. Being a Global Citizen 3. Being a Global Citizen 4. The Learning Character 5. Our Learning Character 6. Owing our Learning Charter	Celebrating Difference 1. Am I normal? 2. Understanding Disability 3. Power Struggles 4. Why Bully? 5. Celebrating Difference 6. Celebrating Difference	Dreams and Goals 1. Personal Learning Goals 2. Steps to Success 3. My Dream For the World 4. Helping to Make a Difference 5. Helping to Make a Difference 6. Recognising our Achievements	Healthy Me 1. Food 2. Drugs 3. Alcohol 4. Emergency Aid 5. Emotional and Mental Health 5. Managing Stress	Relationships 1. My Relationship Web 2. Love and Loss 3. Love and Loss 4. Power and Control 5. Being Safe with Technology 6. Being Safe with Technology	Changing Me 1. My Self Image 2. Puberty for Girls and Boys 3. Girl Talk/Boy Talk 4. Babies – Conception to Birth 5. Attraction 6. Transition to Secondary

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

TOPIC	PUPILS SHOULD KNOW
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 form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	
Agreed actions from discussion with parents	