ELSON JUNIOR SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY 2026-2027

ADAPTABILITY ASPIRATION COMPASSION CREATIVITY INTEGRITY

Elson Junior School

RELATIONSHIPS AND SEX EDUCATION POLICY 2026-2027

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Policy written by*	Headteacher (Adapted model from The Key)
***Please indicate if it is a model policy (and if so if it has been localized) and/or if the author has used AI to assist**	
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Contents

- Aims
- Statutory Requirements
- Policy Development
- Definition
- Curriculum
- Delivery of RSE
- Use of External Organisations and Materials
- Roles and Responsibilities
- Parents' Right to Withdraw
- Training
- Monitoring Arrangements
- Appendix 1: RSE Curriculum Expectations by the End of Primary School
- Appendix 2: Parent Form: Withdrawal from Sex Education within RSE

Aims

The aims of relationships and sex education (RSE) at our school, informed by our school values, 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.
- Support pupils' mental wellbeing by helping them build healthy relationships and resilience.

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per 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 Elson Junior School we teach RSE as set out in this policy.

Policy Development

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

- **Review –** a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- **Staff consultation –** all school staff were given the opportunity to look at the policy and make recommendations.
- **Parent/stakeholder consultation –** the policy is available to parents for review and parents are informed by teachers in advance of taught units of the content.
- **Pupil consultation –** we have considered the needs of our pupils from our local context.
- **Ratification –** once amendments were made, the policy was shared with governors and ratified.

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. Our curriculum does this in an age-appropriate way in support and recognition of our diverse school community.

Content will not include explicit sexual detail beyond what is required by the science curriculum.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is mapped out for each year group but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will:

- Not provide explicit adult-level detail.
- Follow safeguarding policy.
- Record and escalate concerns when needed.

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. This can be seen on our school website: PSHE | Elson Junior School. Biological aspects of RSE are taught within the science curriculum (Science | Elson Junior School), and other aspects are included in religious education (RE). We use a programme of lessons and resources from SCARF (Safety, Caring, Achievement, Resilience, Friendship) which aligns with our school ethos and values. Information for parents can be found on their website Family SCARF.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional if it is felt appropriate. Generally, it is considered best that this curriculum is delivered to our pupils by known adults in school who are able to make necessary adaptations to accommodate the needs of all pupils, including those with SEND.

Relationship 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

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.

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, or digital formats.
- Give careful consideration to the level of differentiation needed.

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.

Use of External Organisations and Materials

We will make sure that 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, in line with pupils' developmental stage, and comply with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998, and 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 and 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, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

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 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 teachers at Elson Junior have a responsibility to teach RSE. This teaching is led by Curriculum Leader who has a responsibility for the curriculum, alongside the Subject Leader who is the PSHE subject manager.

Pupils

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

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children 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 2 of this policy and addressed to the Headteacher.

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

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 Subject Leader or Curriculum Leader in consultation with 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.

Monitoring Arrangements

The delivery of RSE is monitored by the Curriculum Leader and the Subject Leader through planning and work scrutiny, work sampling and pupil conferencing, lesson observations for consistency and Safeguarding reporting checks.

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

This policy will be reviewed annually by The Governing Body. At every review, the policy will be approved by the Curriculum Committee within the Governing Body.

Appendix 1: RSE Curriculum Expectations by the End of Primary School

By the end of primary school, pupils should know the key concepts and information in the following areas:

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.
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. • About consent, including giving, refusing and respecting permission in friendships and interactions.
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. • Understanding risks such as online grooming, coercion, and inappropriate image sharing, in an age-appropriate manner. • 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. • What to do if they encounter inappropriate content online, including how to report concerns and seek help.
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: 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: