

Belmont Cheveley Park Primary School



Relationships and Sex Education Policy

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1. Aims

Relationships and Sex Education is taught within the subject of PSHE which stands for Personal, Social, Health and Economic Education. The aims of Relationships and Sex Education (RSE) at Belmont Cheveley Park Primary School are to:

- provide pupils with the knowledge and skills they need to develop healthy, respectful and positive relationships;
- promote self-respect, self-esteem, empathy, kindness, resilience and emotional wellbeing;
- help pupils understand personal boundaries, privacy, consent and body autonomy;
- provide accurate, age-appropriate knowledge about growing up, puberty, physical health and emotional wellbeing;
- enable pupils to recognise healthy and unhealthy relationships and behaviours, including bullying, abuse, coercion and inappropriate contact;
- equip pupils with the confidence and vocabulary to speak to trusted adults and seek help when they are worried about themselves or others;
- help pupils understand how to stay safe online and offline, including managing relationships, privacy and personal information;
- promote respect for different families, backgrounds, beliefs, characteristics and experiences;
- support pupils to make informed, responsible and healthy choices as they grow and develop; and
- contribute to the school's wider safeguarding, personal development, health and wellbeing curriculum.

2. Guiding principles:

RSE at Belmont Cheveley Park Primary School is:

- age-appropriate and carefully sequenced;
- inclusive and accessible to all pupils;
- evidence-informed;
- focused on positive relationships and wellbeing;
- taught before pupils are likely to encounter risks;
- delivered through a whole-school approach linked to safeguarding and wellbeing.

3. Statutory requirements

Current regulations and guidance from the Department for Education state that the Relationships Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Children and Social Work Act (2017)
 - Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (July 2025, effective September 2026).
 - Keeping Children Safe in Education (current statutory version — September 2026).
- Working Together to Safeguard Children (2023 statutory guidance).

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 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.

5. Definition

RSE is about the emotional, social and cultural development of pupils, with a focus on healthy and positive relationships. Healthy lifestyles, diversity and personal identity are some of the aspects explored and celebrated. RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Curriculum

Our PSHE curriculum (which includes RSE) is a carefully planned, progressive and age-appropriate programme that enables pupils to develop the knowledge, understanding, skills and attitudes they need to build healthy relationships, maintain their physical and mental wellbeing and keep themselves safe. The curriculum is carefully sequenced from Year 1 to Year 6, building progressively on prior learning (including EYFS) and revisiting key concepts at an appropriate level as pupils mature. Statutory Relationships Education and Health Education are embedded within our PSHE curriculum, with appropriate links made to Science, Computing, PE, safeguarding and the wider curriculum. Where sex education is taught beyond the National Curriculum for Science, this is clearly identified and communicated to parents and carers. Teaching is responsive to the needs of our pupils and may be adapted to reflect their developmental stage, SEND, lived experiences, emerging safeguarding concerns and the context of the school community. The curriculum is designed to ensure that pupils are taught important knowledge before they are likely to encounter particular experiences or risks, whilst maintaining a positive focus on respectful relationships, wellbeing, personal safety and help-seeking. Pupils are encouraged to participate actively through discussion, reflection, questioning and practical activities, enabling them to apply their learning to real-life situations. The curriculum is reviewed regularly to ensure that it remains accurate, inclusive, evidence-informed and aligned with statutory guidance and the changing needs of our pupils. (For more information about our curriculum, see our curriculum map in Appendix 1.)

7. Delivery of RSE

RSE is taught within the personal, social, health and economic education curriculum (PSHE). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Whole school incentives which are encompassed by our curriculum drivers are regularly reinforced via assemblies and curriculum days and highlight the importance of tolerance and respect for all.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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

We teach about a wide range of family structures positively and respectfully, including families headed by single parents, married parents, civil partners, adoptive parents, foster carers, grandparents, kinship carers and same-sex parents. Teaching reflects the Equality Act 2010 while recognising the protected characteristics and respecting different beliefs.

Teaching is adapted to ensure all pupils, including those with SEND, can access the curriculum. Teachers use adapted language, visual supports, pre-teaching vocabulary, repetition, small group work and additional pastoral support where appropriate. Learning is matched to pupils' developmental stage as well as chronological age.

Safeguarding and disclosures

At Belmont Cheveley Park Primary School, the following safeguarding measures are in place for all RSE lessons:

- teachers establish ground rules;
- no personal stories are shared;
- question boxes may be used anonymously;
- teachers cannot promise confidentiality;
- disclosures follow the school's safeguarding policy;
- DSL informed where appropriate.

Our RSE lessons contribute to safeguarding by teaching pupils how to recognise abuse, coercion, unsafe situations and how to seek help. Our curriculum is enhanced and enriched with national initiatives such as the NSPCC's 'Talk PANTS', Speak Up. Stay Safe campaign as well the Expect Respect Toolkit from Women's Aid which is woven throughout our curriculum.

Managing sensitive questions

Teachers will:

- answer factual questions honestly.
- answer in an age-appropriate way.
- distinguish between fact and opinion.
- not answer questions inappropriate for the age group.
- encourage pupils to speak to parents where appropriate.
- revisit unanswered questions later if necessary.

Roles and responsibilities

8. The governing board

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

The head teacher

The head teacher 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 (see section 8).

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 head teacher.

Mrs Karen Lazonby is the teacher in charge of RSE and health education. All staff are responsible for teaching RSE in school.

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

Belmont Cheveley Park Primary teaches as statutory Relationships Education .	Belmont Cheveley Park Primary teaches as non-statutory Sex Education
Families, friendships, respectful relationships, online relationships, being safe.	Human conception, sexual intercourse, pregnancy and birth (Y6 lesson in Summer 2 term).

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

Parents do have the right to withdraw their children from the non-statutory 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 head teacher.

The Head teacher will invite parents to discuss:

- what sex education covers,
- reasons for withdrawal,
- benefits of receiving the education,
- alternative provision during lessons.

10. Working in partnership with parents

At Belmont Cheveley Park Primary School we will:

- publish the RSE policy on the website;
- publish the PSHE long term plan (which includes RSE lessons) on the website;
- provide lesson overviews, via a parental letter, before sex education is taught;
- allow parents to view teaching resources on request;
- hold an information session for Year 5/6 parents;
- communicate any significant changes to the curriculum in advance.

11. 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 head teacher/PSHE Lead 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. External visitors enhance but do not replace our staff.

All visitors:

- work within the school's policy;
- use agreed resources;
- are supervised by school staff;
- follow safeguarding procedures;
- provide factual, age-appropriate information.

12. Monitoring arrangements

Monitoring within PSHE/RSE in our school includes:

- planning scrutiny;
- lesson observations;
- pupil voice;
- learning walks;
- teacher assessment against PSHE progression;
- governor curriculum monitoring;
- annual curriculum review informed by pupil and parent feedback.

This policy will be reviewed by our PSHE subject leader and head teacher biannually.

Appendix 1 - PSHE/RSE long-term plan from September 2026.



Belmont Cheveley Park Primary School

Long Term Planning – Subject Coverage

Subject: P.S.H.E.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same/different about us? My body (PANTS/NSPCC)	*Friends, secrets & people who can help us. (Expect Respect)	**What helps us stay healthy?	How can we all live respectfully in diverse Britain?	What can we do with money? What are scams?	How can we look after each other & the world?
Year 2	*What helps us to stay safe?	*What is bullying? How do we set and respect boundaries?	What jobs do people do? Gender, career & assumptions (Expect Respect)	**What helps us grow & stay healthy?	What makes a good friend? How can we balance everyone's needs?	How do we recognise our feelings?
Year 3	How can we be a good friend? Healthy boundaries and resolving conflict (Expect Respect)	What are families like?	What makes a community?	*What keeps us safe at home, school and outdoors?	Why should we eat well & look after our teeth?	Why should we keep active & sleep well?
Year 4	*How do we treat others with respect? (Expect Respect)	What strengths, skills & interests do we have?	How can we manage our feelings?	*How can we manage risk in different places?	Health & prevention.	** How can our choices make a difference to others & the environment?
Year 5	How can we help in an accident or emergency?	What decisions can people make with money? What jobs would we like?	How can drugs common to everyday life affect health?	*How can friends communicate safely? Secrets & stories (Expect Respect)	*What makes up a person's identity?	**How will my body change as I go through puberty?
Year 6	** How can we keep healthy as we grow? *Mental health self-care techniques.	How can we live responsibly as global citizens?	How can we make positive contributions to our community?	*How can the media influence people? Challenging stereotypes (Expect Respect)	What will change as we become more independent? How can friendships change? Grief.	What are the key facts about puberty, menstrual wellbeing and reproduction?

Key:

Relationships Education

*E-safety computing curriculum link

Health Education

**Science curriculum link

Living in the Wider World

~(Expect Respect – Women's Aid resource)

By the End of Primary School, Pupils Should Know:

Relationships Education

Families and People Who Care for Me

- Importance of families for love, security and stability.
- Characteristics of healthy family life.
- Respect for different family structures.
- Importance of stable, caring relationships.
- Marriage as a formal, lifelong commitment.
- How to recognise unsafe or unhealthy family relationships and seek help.

Caring Friendships

- How friendships are formed.
- Characteristics of healthy friendships.
- Inclusivity and positivity in friendships.
- Friendships can be repaired after difficulties.
- How to recognise trustworthy people.
- How to manage conflict and seek help.

Respectful Relationships

- Respecting differences.
- Practical steps to support respectful relationships.
- Courtesy and manners.
- Self-respect and happiness.
- Respect in school and society.
- Bullying and cyberbullying.
- Stereotypes and their impact.
- Permission-seeking and giving.

Online Relationships

- Behaviour online may differ.
- Principles of respectful online behaviour.
- Rules for staying safe online.
- Recognising harmful content.
- Evaluating online friendships and information.
- Risks of unknown people online.
- How data is shared and used online.

Being Safe

- Appropriate boundaries in friendships and online.
- Privacy and its implications.

- When secrets should not be kept.
- Appropriate and inappropriate physical contact.
- Responding safely to unfamiliar adults.
- Reporting unsafe feelings.
- Seeking help persistently.
- Reporting concerns or abuse.
- Where to seek advice.

Health Education

Mental Wellbeing

- Mental wellbeing as part of daily life.
- Range of emotions and how to talk about them.
- Judging appropriate behaviour.
- Benefits of exercise, outdoor time and community participation.
- Self-care techniques.
- Effects of isolation and loneliness.
- Impact of bullying.
- How to seek support.
- Mental ill health is common and treatable.
- Loneliness is normal and okay to talk about.
- Change, loss and bereavement.

Internet Safety and Harms

- Benefits of the internet.
- Importance of rationing screen time.
- Risks of excessive device use.
- Impact of online content.
- Respectful online behaviour.
- Keeping personal information private.
- Age restrictions.
- Online abuse and harassment.
- How search engines rank and target information.
- How to report concerns.
- Online gaming, scams and gambling harms.
- Data privacy and consent online.

Physical Health and Fitness

- Characteristics and benefits of active lifestyles.
- Importance of regular exercise.
- Risks of inactivity.
- How to seek support.

Healthy Eating

- What constitutes a healthy diet.

- Principles of planning and preparing meals.
- Risks associated with unhealthy eating.
- Healthy relationship with food.

Drugs, Alcohol and Tobacco

- Facts about legal and illegal harmful substances.
- Vaping and nicotine products

Health and Prevention

- Early signs of physical illness.
- Safe exposure to the sun.
- Importance of sleep.
- Dental health.
- Personal hygiene and germs.
- Immunisation and vaccination.

Basic First Aid

- How to call emergency services.
- Basic first-aid concepts.

Changing Adolescent Body

- Key facts about puberty.
- Menstrual wellbeing and the menstrual cycle.

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.	