



ENGLEFIELD CE PRIMARY SCHOOL

Relationships and Sex Education Policy 2026

Sowing the seeds for a flourishing future

BELIEVE

At Englefield CE Primary School, we recognise that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities to flourish, but also presents challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Through our Relationships, Health and Sex Education, we aim to help our children develop the knowledge they need to support their own and others' wellbeing and attainment, and help them to become successful and happy adults who make a meaningful contribution to society.

Relationships and Sex Education is an important element of our school curriculum which fully supports our school vision:

Our loving environment cultivates the foundations of mutual respect and the understanding that every child is special in God's eyes. Our children are the seeds from which we will build a brighter future. We nurture and nourish them so they grow and flourish.

Through our provision we want to nurture and nourish our children and aim 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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 also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010).

ACHIEVE

Relationships and Health Education, including learning about puberty, are compulsory in all primary schools, however Sex Education is not. At Englefield, following consultation with the school community, we have chosen to include elements of Sex Education in our curriculum as research shows that Sex Education does not result in earlier sexual relationships, but in fact the opposite is true.

At our school, we would define and categorise the elements of RSE as follows:

Relationships Education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. It also covers online safety/wellbeing (including sharing images and reporting routes), change and loss (including bereavement) and personal safety (including around water, roads, and railways). It supports children to be safe, happy and healthy in their interactions with others both now and in the future.

Health Education is learning the facts, skills and attitudes needed to make informed decisions about their physical and mental wellbeing. It helps pupils develop lifelong habits regarding safety, personal hygiene, and emotional health.

Sex Education is learning about the physical, social and emotional aspects of human sexuality and behaviour, including human reproduction.

Curriculum

At Englefield CE Primary School, RSE is part of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The subject supports our school's broader vision through the focus on mutual respect as well as our values, such as 'Love of Myself' and 'Love of Others'. In addition, the RSE approach used by the school, helps to develop pupils socially, morally, spiritually and culturally.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. At Englefield we use the Jigsaw scheme of work which covers the areas shown below.

Sex Education content is shown in bold.

Year	Content
FS2	- our bodies (no mention of private parts) - learning to say 'stop' if we are not comfortable with something - looking forward to the next year.
Y1	- correct names for body parts (penis, anus, testicles, vagina, vulva) - which body parts are private parts - identify part of body that make girls and boys bodies different - respecting their own bodies and those of others - what to do if someone makes you feel unsafe
Y2	- revise the names of body parts, encouraging use of correct terms - physical differences between boys' and girls' bodies - reiteration of which body parts are private parts - who to tell if a part of your body felt sore or uncomfortable - assertiveness, particularly related to touch - who to tell if someone's touch made you uncomfortable
Y3	- revise the names of body parts - how boys and girls bodies change on the inside during puberty - how babies grow
Y4	- revise the names of body parts - outside and inside body changes during puberty - puberty - specifically menstruation - managing change
Y5	- self-image & self-esteem (including media influence) - puberty for male and female, including menstruation

	- managing changes as you reach puberty - the male and female body parts necessary for making a baby conception and how babies are made - contains the words sexual intercourse, wet dream, sperm, semen, erection and contraception age of consent
Y6	- self-image and self-esteem and looking after mental health - pressures linked to appearance and growing independence - identifying trusted adults for support - attraction, consent and respectful relationships - physical and emotional changes during puberty - separate chats with girls and boys to talk about any worries about puberty conception to birth - includes the male and female reproductive systems - being attracted to someone and what a boyfriend or girlfriend is - peer pressure, positive self-esteem and the move to secondary school (includes sexting) Animations showing the male and female reproductive systems will be shown to children in Year 6.

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Other biological aspects of RSE are taught within the science curriculum, and some aspects are included in religious education (RE). Online safety is also covered within our computing curriculum.

Delivery

RSE is delivered during the summer term to ensure the majority of class members have reached a good level of maturity for the age-related content. When is school, we ask all pupils to keep discussions about the content of these lessons to their classroom as it may not be suitable for younger pupils to hear. The class teacher or headteacher will be responsible for teaching any Sex Education content and the adult will remain consistent throughout the sequence of lessons where possible.

Teachers will ensure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- Appropriate material (for age and need) is used to assist learning, such as diagrams, videos, books, games, discussions and practical activities
- All pupils' views are listened to
- Pupils are encouraged to ask questions and engage in discussion
- Questions are answered factually, sensitively, honestly and appropriately for the age of the pupils
- Equal focus is given to boys and girls and activities will be planned to make sure both are actively involved.

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. If deemed necessary, a question will be answered outside of the main lesson and, if appropriate, will be shared with the child's parents. KS2 classes have a confidential 'Ask It Basket' into which children can put anonymous or named questions for discussion during the class circle time or for individual attention. Whilst this allows confidentiality to the child asking the question, safeguarding will always be the first priority and so if any questions cause concerns, these will be disclosed to the Designated Safeguarding Lead (DSL).

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

In our church school, RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.

Safeguarding

At Englefield, we focus on teaching pupils about boundaries and privacy, ensuring they understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers, in families and with others, in all contexts including online. Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong.

If a child makes any disclosures of abuse or harmful sexual behaviour, or a concern arises during the sessions, staff will follow our school safeguarding procedures (see our Safeguarding Policy) by recording this on CPOMS and reporting it to the DSL (headteacher).

Inclusivity

RSE and Health Education will be accessible for all pupils, including those with SEND. High quality teaching that is differentiated and personalised (where necessary) will ensure accessibility. This may include visual or audio resources, scaffolding of activities or additional support from an adult. For these subjects in particular, we aim for our teaching to be sensitive, age-appropriate and developmentally-appropriate.

Staff will be available to offer one to one or small group support where needed.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). In lesson discussions around relationships, teachers will ensure that all family structures and backgrounds are talked about and treated respectfully.

Staff at Englefield are aware of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

Right to Withdrawal from Sex Education

Parents/carers do not have the right to withdraw their child from science or relationships education. Parents/carers do have the right to withdraw their child from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher. The head teacher will then respond within 10 working days, to have a discussion with parents around the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. The headteacher may also speak to the child, if appropriate, to gather their views. After this discussion, if the parent wishes to proceed, the head teacher will immediately grant a request to withdraw a pupil from the non-statutory components of Sex Education within the curriculum. The child will then be given alternative curriculum activities to complete in another classroom during these sessions.

THRIVE

Teachers will assess whether or not pupils have understood the content of the RSE curriculum through discussions with the child, observations, monitoring of the work produced and unit quizzes. Teachers then record their assessment of each child's knowledge and understanding on an assessment grid, which is shared with the headteacher. Where there are significant misunderstandings, teachers will report to parents when appropriate (phone call or at parents evening) and work with parents to support the child.

Teachers will share the assessment grid with the next class teacher, and communicate with each other to ensure each cohort's specific needs are addressed as they move through the school.

Monitoring and Evaluation

Teachers will be given regular training in staff meetings to ensure they are up to date with curriculum requirements, have a good knowledge and understanding of lesson content and that school expectations on lesson delivery are clear.

The delivery of RSE is monitored by the PSHE Coordinator and Headteacher, with the Headteacher having overall responsibility for RSE. Monitoring will take place three times a year through learning walks, scrutiny of PSHE books and pupil voice and is reported back to governors within the Headteachers Report.

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

Management of Policy

School: This policy is implemented and managed by the Headteacher and all school staff.

Governing Body: The Governing Body (led by the Development Committee) will ratify the annual review of this policy.

Linked Policies: Child Protection and Safeguarding, Equality, e-Safety, PSHE, SEND, Teaching and Learning.

Review:

This policy will be reviewed annually in accordance with the agreed cycle of review or whenever there is a need to comply with new legislation or codes of practice, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Approved: Summer 2026

Next Review: Summer 2027

Appendix 1: Parent/carer form requesting their child's 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/carer signature			

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