

Relationship and Sex Education Policy

The Federation of Broughton and West Tytherley Primary Schools



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Name of school: Federation of Broughton and West Tytherley Primary Schools

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Members of staff responsible for PSHE Education: Teaching, learning and Curriculum lead, PSHE lead

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Intent

Our intent is to provide a high-quality, inclusive Relationships and Sex Education curriculum through PSHE (Personal, Social, Health and Economic education) that enables pupils to be safe, healthy, respectful and prepared for the next stage of their education. The curriculum supports pupils' mental wellbeing, resilience and ability to form positive relationships. This policy aims to ensure that Relationships and Sex Education (RSE), delivered through the SCARF programme (Safety, Caring, Achievement, Resilience, Friendship) which we use for all our PSHE, actively promotes and supports pupils' mental wellbeing in alignment with our school values and ethos.

At the heart of this approach is the recognition that mental health is an essential part of overall wellbeing – (Refer to whole school policy to well-being and linked provision map). Through RSE and PSHE, pupils are equipped with the knowledge, language, and skills to understand and manage their emotions, build positive relationships, and develop resilience. This aligns closely with the principles of the wellbeing wheel, which emphasises a balanced approach to emotional, social, and psychological health. Lessons are designed to help children recognise their feelings, seek support when needed, and develop healthy coping strategies, ensuring they are able to look after their own mental health and support others.

Our school values are embedded throughout the delivery of RSE and PSHE, enabling pupils to connect their learning to real-life behaviours and attitudes and ensure a whole school approach:

- **Have a Go Hero:**
- **Driving Seat:**
- **Thinking Outside the Box:**
- **Sunshine Spreader:**

By integrating RSE and SCARF with our school values and the wellbeing wheel, this policy ensures a holistic approach to education—one that not only informs pupils but also supports them in becoming emotionally literate, resilient, and respectful individuals.

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, 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

2. Statutory requirements

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and / or 6, in line with content about conception and birth, which forms part of the national curriculum for science. Updated statutory guidance to be in place from September 2026 has also been incorporated into our policy and curriculum.

Health Education is also statutory in all schools¹.

We at FBWTS schools acknowledge that under the Education Act 2002 / Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

3. How this Policy was developed

This policy was written by the Teaching, learning and Curriculum lead and PSHE lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at The Federation of Broughton and West Tytherley Primary Schools (FBWTS). We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body and is regularly reviewed.. RSE is delivered within a strong safeguarding framework. Staff are aware that discussions may lead to disclosures, and all staff follow the school's safeguarding and child protection procedures in line with statutory guidance.

4. Definition: What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,² as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

5. Curriculum

1. The Relationships Education, Relationships and Sex Education and Health 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 and relationships and sex education (RSE) compulsory for all pupils receiving secondary education.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

6. Delivery: how PSHE education, including Relationships Education, is provided and who is responsible for this

At FBWTS, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices[3]. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the [National Curriculum](#).

We have mapped the six suggested half-termly units across our rolling two-year curriculum and have adapted the scheme of work where necessary to meet the local circumstances of our school. For example, we may use our local environment as the starting point for aspects of our work.

Our PSHE subject lead, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are

equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the unit map we have created which are available on our website. Lessons are taught for most units in mixed age classes. However, the 'Growing and Changing' unit in summer 2 is taught in year groups to ensure that important information is shared at the appropriate time for the developmental stage of the children in each year group. Lessons will be delivered as weekly standalone PSHE lessons. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis. We make the commitment to use correct anatomical language when discussing the human body.

Choice of resources

We have chosen SCARF as our primary PSHE resource because the lessons build on children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge. [Find out about SCARF's three different assessment strands here.](#)

Following parent and staff consultation, we have identified topics we wish to position differently in our sequence of learning in line with what we feel is appropriate for our children and have therefore adapted resources to ensure our curriculum matches this. Details are included below in the 'What is being taught' section of this policy.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into six themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Consent is taught progressively, beginning with permission and personal boundaries in KS1, and developing into understanding mutual respect and healthy relationships in KS2. Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. Government guidance suggest they should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Government guidance [2] states:

In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.

Teaching is delivered in a factual, non-judgemental way. Staff acknowledge and respect a range of religious and cultural perspectives while ensuring that all statutory content is taught. Staff will therefore not teach religious or cultural perspectives. All lessons and content are to be delivered by staff in a factual, non-judgemental way. However, they will be aware of, and take into account the religious background of pupils in their class to help manage balanced debate which may take place about issues that are seen as contentious.

Accurate, scientific vocabulary will be used throughout the school. To ensure the vocabulary used in school is well communicated with parents and carers the vocabulary progression for the Growing and Changing unit is included in the appendices of this policy. The vocabulary progression for all units is available on the school website.

It's a statutory requirement for all primary schools to have an RSE policy (see page 4 of the DfE statutory guidance for Relationships, Sex and Health Education guidance (2025)). This updates have been reflected in our lesson plans, including updated vocabulary this can be found in appendix QQQQ

Under the updated statutory RSHE/PSHE guidance for implementation from September 2026, primary schools in England will continue teaching the core Relationships and Health Education curriculum, but several **new or expanded PSHE areas** are now expected to be covered more explicitly.

Key new or strengthened areas in primary PSHE/RSHE

Online safety and digital wellbeing

There is a much stronger focus on:

- online scams and fraud
- gaming monetisation and financial harms
- age restrictions on apps and websites
- privacy, consent and personal data
- location settings and sharing information online
- critical thinking about online content
- recognising harmful or misleading online behaviour

This reflects increased safeguarding concerns linked to children's online activity.

Correct anatomical vocabulary

Primary pupils are now expected to learn:

- the correct names for body parts, including genitalia
- body privacy and personal boundaries
- clearer body safety language

This is framed as both safeguarding and health education.

Emotional wellbeing, grief and bereavement

New or expanded content includes:

- emotional regulation
- understanding loss and change
- grief and bereavement
- expressing emotions safely
- resilience and coping strategies

Schools are encouraged to help children develop emotional literacy earlier.

Communication, assertiveness and boundaries

Greater emphasis is placed on:

- speaking up about worries
- saying “no”
- recognising unsafe situations
- asking for help
- understanding consent in age-appropriate ways
- respecting personal boundaries

This links directly to safeguarding and healthy relationships.

Expanded personal safety education

Primary schools are now expected to teach more practical safety topics, including:

- water safety
- railway safety
- road safety
- emergency help-seeking

This broadens the earlier “keeping safe” content.

Vaping and nicotine awareness

Within health education, pupils will increasingly learn about:

- vaping
- nicotine addiction
- risks linked to substances and unhealthy habits

This is an addition to existing drugs and alcohol education.

Stronger safeguarding focus across PSHE

The guidance positions PSHE/RSHE more explicitly as a safeguarding curriculum. Schools are expected to help pupils:

- recognise inappropriate behaviour
- understand healthy and unhealthy relationships
- know where to seek support
- develop confidence in reporting concerns

Through our formal consultation process which was open to the whole school community and ongoing review from the staff that deliver the curriculum we have chosen to make some adaptations from the SCARF program to ensure it is tailored to fit our community and context.

Key adaptations:

Involuntary Erections/Wet Dreams: This section that is first covered in SCARF in year 4. After consultation, we have moved this topic to year 5. This requires an adaptation to the video resource for Unit: Year 4 Growing and Changing Lesson: All Change! Options to access all videos shared as part of our PSHE curriculum are available on our website.[4]

Female Genital Mutilation (FGM): Non-statutory content. FGM is covered in the SCARF scheme but we felt that staff and students would need further support ensuring that this sensitive subject is taught in an effective and appropriate way, so we are including a supplemental lesson on this topic from The National FGM center. The National FGM Centre, in partnership with the Eve Appeal have collaborated in co-designing lesson plans for introducing FGM to young people. To best align teaching of this sensitive topic with our school context we have chosen to teach this topic in year 5 whilst delivering high quality and robust CPD to staff to support them in upholding their duty of safeguarding.

The lessons will be included in the 'Growing and Changing' unit. Parents will be reminded when this unit is coming up so they can contact school with any questions and be equipped to provide additional support/discussion at home if they wish.

The lesson plans provided through SCARF equip schools and teachers with age-appropriate, interactive, specialist designed lesson plans that are easy to use and embed in class, which follow the mandatory RSE duty as well as PSHE Association standards for teaching. They come as part of a pack with teachers' guidance, with 'script'-like wording that can be followed and adapted, a PowerPoint presentation with teacher's notes, and an animation. Teachers can choose to deliver the lessons using either the PowerPoint or the interactive animation. Further information on engaging parents on the lesson plans, as well

as frequently asked questions by children, is also provided. All these resources are available for parents to view via our website.

HIV: Scarf provide an optional lesson for year 6 on the topic of HIV. We have chosen not to teach this at school - We have chosen to provide HIV education through parent engagement and optional materials, ensuring families can support discussions at an appropriate level as part of our year 6 information evening (see details under '7. How we Will Communicate with Parents') so they can share it with their child if they feel they are developmentally and emotionally ready.

Table of key subjects and issue and when they are introduced

Subjects and issues are introduced in an age appropriate way and revisited throughout the curriculum, building on prior knowledge inline with the children's' developmental stage. Topics we have moved year group to better suit our context are highlighted in green.

Topic	Year Group First Introduced	Topic	Year Group First Introduced
Achievement	EYFS	Alcohol (awareness)	Year 3
Adoption	EYFS	Body changes (early awareness)	Year 3
Aspirations	EYFS	Bullying (including prejudice-based)	Year 3
Being different / Diversity	EYFS	Dares	Year 3
Being yourself	EYFS	Discrimination	Year 3
Body parts (correct vocabulary)	EYFS	Homophobic bullying	Year 3
Caring	EYFS	Prejudice	Year 3
Communication	EYFS	Racism	Year 3
Community	EYFS	Risk taking	Year 3
Confidence / Self-esteem	EYFS	Smoking (awareness)	Year 3
Decision making	EYFS	Stereotypes	Year 3
Dental hygiene / basic hygiene	EYFS	Democracy	Year 3
Feelings / emotions	EYFS	LGBT+ (introduced through diversity and inclusion)	Year 3
Friendship	EYFS		
Getting help	EYFS		
Growing and changing (basic)	EYFS	Topic	Year Group First Introduced
Healthy lifestyles	EYFS	Arranged marriage	Year 4
Identity (basic self-awareness)	EYFS	Civil partnerships	Year 4
Internet safety (basic)	EYFS	Marriage	Year 4

Keeping safe	EYFS	Online safety (including sharing images online)	Year 4
Life cycles (basic, animals/plants)	EYFS	Sexual orientation (explicit teaching begins)	Year 4
Mental wellbeing (early foundations)	EYFS	Privacy and boundaries (including online)	Year 4
Privacy	EYFS	Puberty (introduction)	Year 4
Relationships (basic)	EYFS	Gender identity and expectations	Year 4
Responsibility	EYFS		
Safety / safeguarding	EYFS	Topic	Year Group First Introduced
Support networks	EYFS	Puberty (developing understanding)	Year 5
Teamwork	EYFS	Menstruation	Year 5
		Wet dreams	Year 5
Topic	Year Group First Introduced	Changing bodies and hygiene	Year 5
Assertiveness	Year 1	FGM (safeguarding awareness)	Year 5
Basic first aid	Year 1	Drugs and medicines education	Year 5
Bullying	Year 1	Sepsis awareness	Year 5
Citizenship	Year 1	Online relationships and safety	Year 5
Consent (permission, sharing, touch)	Year 1	Private body behaviours / personal boundaries	Year 5
Cooperation	Year 1		
Family	Year 1	Topic	Year Group First Introduced
Managing change	Year 1	Birth	Year 6
Media influence (basic)	Year 1	Conception	Year 6
Respect	Year 1	Pregnancy	Year 6
Rights and responsibilities	Year 1	Human reproduction	Year 6
Rules and laws	Year 1	IVF	Year 6
Secrets (safe/unsafe)	Year 1	Surrogacy	Year 6
Trust	Year 1	Sex (age-appropriate RSE)	Year 6
Viruses and health	Year 1	Forced marriage	Year 6

Emotional health (developing awareness)	Year 1		
Topic	Year Group First Introduced		
Body image	Year 2		
Conflict resolution	Year 2		
Economic education (saving, money)	Year 2		
Falling out and repairing friendships	Year 2		
Negotiation	Year 2		
Peer influence	Year 2		
Peer pressure	Year 2		
Reproduction (basic life cycles – not human)	Year 2		
Risk awareness (early)	Year 2		
Social norms	Year 2		
Standing up for yourself	Year 2		
Unwanted touch	Year 2		
Vaccination and immunisation	Year 2		
5 Ways to Wellbeing (introduced formally)	Year 2		
Gender (developing understanding of roles and stereotypes)	Year 2		

7. How we will communicate with parents around what is being taught when

The following documents which provide information to parents are available on our website:

- PSHE policy including appendices
- Medium term plans which include topic and lesson titles
- Vocabulary progression documents
- Video links - sharing the videos (where available) that are shown in school
- PSHE Intent and implementation statements
- Book list
- Information for parents document provided by SCARF

- Road map learning journeys
- Knowledge organisers for each unit
- Parental rights information
- Science national curriculum
- National FGM Centre resources

Parents are welcome to contact the school at any time to arrange to come in and view lesson specific resources. Prior to the summer term, when we teach our Growing and Changing unit, parents will be reminded of what is coming up and invited to come in to talk to class teachers about content if they wish to.

Year 5 and 6 parents will be invited to an information evening either online or in person on the non-statutory parts of the year 5/6 curriculum.

8. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by the class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. Class teachers have the autonomy to decide if, based on their understanding of the needs of the children in their class, certain lessons or topics would benefit from some time being built in for the children to work in single sex groups.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our website.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender or is gender questioning, will have access to RSE that is relevant to the puberty they are likely to experience.

Support is provided to children experiencing difficulties on a one-to-one basis, via our usual pastoral procedures. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Pupils are taught about online relationships, including digital consent, the risks of sharing images, and how to respond to online pressure or harmful content.

9. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE at FBWTS:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. This is conducted twice, first at the beginning of the unit to determine the children's current position; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This allows both teacher and child to see what progress has been made over the course of each half-termly unit of lesson plans.

SCARF Success

At the end of a unit, we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

Alongside ongoing monitoring throughout the school year, the PSHE education subject lead conducts an annual review of the teaching of PSHE to devise their action plan for the next year in which teaching and learning of the subject is evaluated. Areas for development are also identified.

10. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted, and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them. All teaching is inclusive and reflects a diverse society, including different family structures, protected characteristics and identities, in line with the Equality Act 2010.

Parents and others can request to see the school's policy on anti-bullying, equality and SEND for further information. All are available on the school website.

11. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to come into school to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at

home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to be aware of what is being taught when in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regard to relationships and sex alongside the information they receive at school.

12. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead or the Teaching Learning and Curriculum Lead Teaching, learning and Curriculum lead.

13. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

13. Sources of Further Information

This policy has drawn on:

- This policy reflects current DfE statutory guidance for Relationships Education, RSE and Health Education (2019, updated expectations 2024/25), alongside SCARF 2025 guidance.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- [DfE 'Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Guidance' \(July 2025\)](#)

- [PSHE Association 'Writing and updating your school's Relationships and Sex Education \(RSE\) Policy' \(October 2025\)](#)
- [DfE 'Keeping Children Safe in Education' \(September 2025\)](#)
- [Ofsted Education Inspection Framework \(November 2025\)](#)

This policy should be read in conjunction with the following: School's own Safeguarding/Child Protection policy (including responding to disclosures)

- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality policy
- DfE 'Keeping children safe in education' (2019)

All of these policies can be found on the school website.

USEFUL RESOURCES/APPENDIX

1. Health education statutory requirements

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

2. Relationships education and non-statutory sex education guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

3. Scarf overview

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Crime safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and peer roles Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religious and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the harms of drug use (cigarettes and alcohol use) Influences Crime safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including messages
Y5	Feelings Friendship skills Making compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference Celebrating religious and cultural difference Influence and pressure of social media	Managing risk Including crime safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities Making a difference Decisions about lending, borrowing and spending	Growing independence and being responsible Keeping respectful Media awareness and safety My community	Managing difficult feelings Managing change How feelings help Keeping safe Getting help
Y6	Assertiveness Cooperation Situational touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying behaviour Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias Including social media Caring communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Measuring risk Looking after my mental health	Coping with changes Keeping safe Body image Sex education Self-esteem

1. Video links

EYFS

Unit: Growing and Changing Lesson: Life Stages- Plants, Animals Humans

[Frog life cycle animation - YouTube](#)

<http://www.youtube.com/watch?v=w77zPAAtVTuI>

<https://www.youtube.com/watch?v=G3VMI-EY2DM>

Unit: Growing and Changing Lesson: Getting Bigger

[Titch - You'll Soon Grow Into Them, Titch \(1997\) - YouTube](#)

Year 1 & 2 - no videos in this unit

Year 3

Unit: Growing and Changing Lesson: Body Space

Boys puberty

<https://www.youtube.com/watch?v=2XF0awGRTWs>

Year 5

Unit: Growing and Changing Lesson: Taking notice of our feelings

Revisit [Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

Unit: Growing and Changing Lesson: Growing up and changing bodies

Revisit relevant parts of

Puberty in girls <https://www.youtube.com/watch?v=oQZ4HLosRNw>

Puberty in Boys <https://www.youtube.com/watch?v=qv21b3ZpSLg>

Year 6

Unit: Growing and Changing Lesson: Pressure online

[NSPCC Share Aware Lucy & The Boy - YouTube](#)

Unit: Growing and Changing Lesson: I look great!

[Bodies: Different Shapes and Sizes. All Beautiful! - YouTube](#)

Unit: Growing and Changing Lesson: Is this normal?

Optional <https://amaze.org/video/puberty-finding-out-who-you-are/>

Unit: Growing and Changing Lesson: Making Babies - Non statutory

Video available to view in school as an external link cannot be provided.

Year 6 parents will be invited to an online meeting where it can be shared prior to the unit being taught, or they can make an appointment to come into school to view it.

4. FGM resources

Year 5 Resources

<http://nationalfgmcentre.org.uk/wp-content/uploads/2022/08/KS1-FGM-Lesson-Plan-.pdf>

General information

<http://nationalfgmcentre.org.uk/fgm/school-lesson-plans/>

5. Growing and changing vocabulary progression doc

Vocabulary progression documents for other topics available on our school website

Coram SCARF Resources

RSE guidance and support materials online teaching and learning training film clips -

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films>

Frequently Asked Questions - <https://www.coramlifeeducation.org.uk/frequently-asked-questions>

Long-term planning document - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/long-and-medium-term-plan>

Flexible Planning Tool - <https://www.coramlifeeducation.org.uk/scarf/planning>

How to answer children's questions that go beyond the planned curriculum - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rse-films-supporting-teaching-and-learning>

Assessment in PSHE education recorded webinar - <https://www.coramlifeeducation.org.uk/training/assessment-in-pshe-education>

SEND: signposting and support - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs>

Protected Characteristics across SCARF - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/protected-characteristics-across-scarf>

[Working with parents and carers](https://www.coramlifeeducation.org.uk/working-with-parents-and-carers) - <https://www.coramlifeeducation.org.uk/working-with-parents-and-carers>

[SCARF training](https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke) - <https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke>

[SCARF Teacher Training Portal](https://www.coramlifeeducation.org.uk/teacher-training-portal) - <https://www.coramlifeeducation.org.uk/teacher-training-portal>

(SCARF lesson updates)