



South Hetton Primary School

Relationship and Sex Education Policy



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Date Reviewed	September 2026
Next Review Date	September 2027

1.Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies as an essential safeguarding mechanism.
- Foster mental health, emotional resilience, and personal well-being.

2. Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996 and updated DfE statutory guidance.

At South Hetton Primary School we teach RSE as set out in this policy.

3. 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 working group of staff and governors, including parent governors, gathered all relevant information, including national and local guidance.
- Staff consultation – All school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – The policy was uploaded to our school website, allowing parents to review and provide feedback.
- Pupil consultation – This will be carried out in the summer term through Pupil Voice activities.
- Ratification – Once amendments have been made, the policy will be shared with governors for ratification.

4. Definition

RSE is about the emotional, social, and cultural development of pupils. It involves learning about relationships, sexuality, healthy lifestyles, diversity, and personal identity. RSE includes a combination of sharing information and exploring issues and values.

RSE is not about promoting sexual activity.

Teaching on biological sex, gender reassignment, and legal frameworks remains factual, impartial, and compliant with statutory guidance, without endorsing single contested views on gender identity.

5. Curriculum

Our curriculum is set out in our PSHE planning, but we may need to adapt it as and when necessary to meet particular needs at an age-appropriate level.

We have developed the curriculum using resources from Kapow, which cover all statutory guidance and link to the PSHE Association Programme of Study. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner to ensure pupils are fully informed and do not seek answers online.

Parents are informed prior to lessons taking place and are provided with the objectives that will be covered.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- Understanding how a baby is conceived and born
- Teaching correct anatomical terminology for body parts as a key safeguarding measure

For more information about our curriculum, please see our PSHE curriculum on the school website.

6. Delivery of RSE

RSE is taught within the Personal, Social, Health, Citizenship, and Economic (PSHE) education curriculum. It is delivered through dedicated PSHE lessons and may also be integrated into other areas of the curriculum, such as History or Reading. Biological aspects of RSE are taught within the Science curriculum, while other elements are included in Religious Education (RE).

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 and managing online safety and peer pressure
- Being safe and personal safety (including road, rail, water, and fire safety)
- Early sexual education

Parents are informed prior to lessons taking place and are provided with the objectives that will be covered. For more information about our RSE curriculum, please refer to our PSHE Curriculum document.

These areas of learning are taught within the context of family life, with care taken to ensure that no child is stigmatised based on their home circumstances. Families may include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, among other structures. We also reflect sensitively on the fact that some children may have a different support structure around them, such as looked-after children or young carers.

7. Roles and Responsibilities

7.1 The Governing Board

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

7.2 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 (see Section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes towards RSE
- Monitoring pupil 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. Those who have concerns about teaching RSE are encouraged to discuss them with the Headteacher.

Peter Ruddick is responsible for leading RSE in our school.

7.4 Pupils

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

8. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships Education. However, the school will automatically grant a request to withdraw a pupil from any sex education that is not part of the Science curriculum.

The following content is covered within the statutory Science curriculum:

- Year 1: Identify, name, draw, and label the basic parts of the human body, and say which part of the body is associated with each sense.
- Year 2: Notice that animals, including humans, have offspring which grow into adults.
- Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age. (Pupils should learn about the changes experienced during puberty.)

There may be exceptional circumstances where the needs of children with special educational needs or disabilities (SEND) should be taken into account when making decisions about withdrawal.

Requests for withdrawal should be made to the Headteacher or Deputy Headteacher. A record of these conversations will be kept in school. Alternative work will be provided for pupils who are withdrawn from sex education.

9. Training

Staff are trained in the delivery of RSE as part of their induction, and it is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school—such as school nurses or sexual health professionals—to provide support and training for staff teaching RSE.

10. Monitoring Arrangements

The delivery of RSE is monitored by Peter Ruddick (RSE Lead) and the Senior Leadership Team (SLT) through the following:

The RSE Lead meets with staff prior to teaching to discuss approaches and how PSHCE will be delivered across the curriculum. Floor books are monitored through termly curriculum reviews.

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

This policy is reviewed annually by Peter Ruddick (RSE Lead). At each review, the policy is approved by the Headteacher and shared with stakeholders.