



# North Curry C of E Primary School Relationships, Sex and Education Policy



Signed by:

*H Morley* Headteacher

S Colwell. Chair of governors

Date: 8<sup>th</sup> September 2026

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Review date: September 2027

***This policy is based upon a model policy which has been produced by  
the National College ([nationalcollege.com](http://nationalcollege.com))***

## Key contacts

Mrs Helen Morley - Headteacher

Mr Matt Bulbeck – PSHE/RSE Co-ordinator

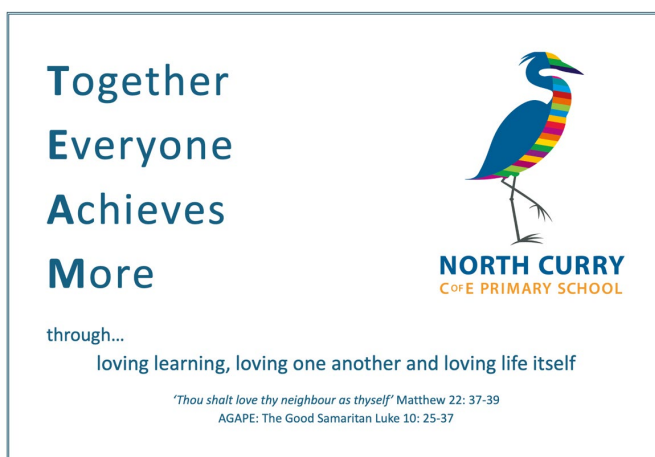
## Aims and intent

*RRSA: Articles 3 (Best interests of the child), 12 (Respect for the views of the child), 13 (Sharing Thoughts Freely), 14 (Freedom of Thought and Religion) 28 (Access to education)*

At North Curry CE Primary School:

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10)

In our school our Christian vision shapes all we do. Our vision is underpinned by the Christian values of Kindness and Love.



In addition we aim to promote positive well-being strategies for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

This policy was developed in consultation with parents, pupils, staff and governors reflecting the DfE RSE guidance (Relationships Education, Relationships, sex and health education(RSE) and Health Education date, 2025). This policy is intended as guidance for all staff including non-teaching staff and governors and outlines how the school will meet its duty, obligation and values to provide a high-quality RSE education to all of its pupils.

The intended outcomes of our programme are that pupils will:

- know and understand what a healthy relationship is.
- understand they have rights.
- develop key personal skills linked to respect and boundaries.

- be taught about positive emotional and mental wellbeing.
- develop the attributes of resilience, honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- understand and take ownership of their moral, social, mental and physical development.

## **1. Rationale and Ethos**

1.1 We believe relationships, sex and health education is important for our pupils and our school because children are growing up in a complex and changing world. Children need to know how to be safe and healthy with a focus on respectful relationships. We know that young people experience challenges related to their mental wellbeing, therefore we aim to enable pupils to take care of themselves if problems arise.

1.2 We view the partnership of home and school as vital in providing the context as parents and carers are often the prime educators for children on many of these issues. We are sensitive to home backgrounds and the circumstances of each child's family.

1.3 We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) through high quality teaching that is differentiated and personalised to meet the needs of individual pupils.

1.4 We ensure RSHE fosters gender equality and LGBT+ equality by teaching the importance of equality and respect complying with the Equality Act 2010. All teaching is sensitive, age appropriate and does not promote any form of sexual orientation.

## **2. Legislation (statutory regulations and guidance)**

2.1 Current regulations and guidance from the Department for Education state that "Relationships Education [is] compulsory in all primary schools in England and Relationships, sex and health education[is] compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools" (2020). The guidance states that the parental right to withdraw pupils from RSHE remains, for aspects of sex education which are not part of the Science curriculum.

2.2 Documents that inform the schools RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance for SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – statutory safeguarding guidance (2026)
- Children and Social Work Act (2017)

2.3 This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour and Support Policy
- SEND Policy
- SMSC Policy
- Anti-Bullying Policy
- Online Safety Policy
- Social, Emotional and Mental Health (SEMH) Policy

### **3. Roles and Responsibilities**

3.1 The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

3.2 The relationships, sex and health education (RSHE) subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

3.3. The class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

3.4 The Governing Board are responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the

school can fulfil its legal obligations.

- Ensuring the religious ethos of the school is maintained and developed through the subjects.

3.5 The RSHE programme will be taught by class teachers and supported by Teaching Assistants.

3.6 All staff members will undergo training on a regular basis to ensure they are up-to-date with the RSHE programme of study.

3.7 Staff training will also be scheduled around any updated guidance to reflect any new developments such as 'sexting' which may need to be addressed.

#### **4. Curriculum Design**

4.1 Our RSHE programme will be planned and delivered through the SCARF scheme of work. Each year group will follow the same structure as below:

Autumn Term 1: Me and My Relationships

Autumn Term 2: Valuing Difference

Spring Term 1: Keeping Safe

Spring Term 2: Rights and Respect

Summer Term 1: Being My Best

Summer Term 2: Growing and Changing

4.2 The table below outlines the Growing and Changing unit of work and the year group in which the puberty and human reproduction aspects of RSHE will be taught.

|      |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS | Growing and Changing | <p><b>Understanding that everyone grows and changes from being a baby to a child.</b></p> <p><b>Understanding that some parts of the body are private.</b></p> <p><b>Knowing how to look after their bodies, including washing, toileting and dressing.</b></p> <p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>                                                                             |
| Y1   | Growing and Changing | <p><b>Understand that people grow and change throughout their lives and recognise some changes from being a baby to being a child.</b></p> <p><b>To correctly name the main external parts of the body, including the penis and vulva, using appropriate language.</b></p> <p>To think of what babies need to stay happy and healthy.</p> <p>To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.</p> <p>To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</p> |

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| Y2 | Growing and Changing | <p>To give positive feedback to someone.</p> <p><b>Understand that people grow and change from babies into children and eventually adults.</b></p> <p><b>To recognise that humans have a life cycle and that babies depend on adults for their care.</b></p> <p>To recognise the range of feelings associated with loss and to discuss things people can do to feel better.</p> <p><b>To correctly name body parts and understand that bodies can be different and unique.</b></p> <p><b>To understand the difference between public and private behaviours and that everyone has the right to personal space.</b></p> <p>To explain who can see someone's private parts, what consent means and how to protect privacy.</p> |
| Y3 | Growing and Changing | <p><b>understand that people develop and change physically and emotionally as they get older.</b></p> <p><b>Understand the basic human life cycle, including childhood, adulthood and old age.</b></p> <p>To identify puberty changes.</p> <p><b>Understand that increased body changes may require greater attention to personal hygiene.</b></p> <p>To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.</p> <p>To identify the different types of relationships people have and their different purposes and qualities.</p>                                                                                                                        |

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|    |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | To identify what makes a positive relationship and what makes a negative relationship. |
| Y4 | Growing and Changing | <p><b>Understand that puberty is a natural part of growing up and that everyone experiences it at different times and to identify some key changes during puberty, including growth, body hair, changes in body shape, skin changes and voice changes.</b></p> <p>To understand how the onset of puberty can have emotional as well as physical impact.</p> <p>To identify the different emotional reactions to different types of change and discuss.</p> <p>To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.</p> <p><b>To recognise that bodies develop differently and understand the importance of respecting their own and others' bodies.</b></p> <p>To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.</p> |                                                                                        |
| Y5 | Growing and Changing | <p><b>To understand that puberty is a natural process and that everyone experiences changes at different times and understand the main changes during puberty, including growth, body hair, changes in body shape, skin and voice.</b></p> <p><b>To recognise that puberty can bring changes in emotions, moods and relationships.</b></p> <p>To describe the intensity of different feelings and strategies to build resilience.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                        |

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|    |                      | <p>To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.</p> <p><b>To recognise that bodies develop at different rates and challenge unrealistic expectations about appearance.</b></p> <p>To identify the different types of products someone might use during puberty or menstruation.</p> <p><b>To know where to seek reliable information and who they can talk to about questions or concerns.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Y6 | Growing and Changing | <p><b>Understand the physical and emotional changes that occur during puberty and recognise that these happen at different times for different people.</b></p> <p><b>To understand the menstrual cycle, why periods happen and how they can be managed hygienically.</b></p> <p>To identify types of emotional responses and some strategies for coping with change.</p> <p><b>To recognise that bodies develop differently and challenge unrealistic or unhealthy expectations about appearance.</b></p> <p>To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.</p> <p><b>To understand the importance of respecting personal boundaries and that consent is an important part of healthy relationships.</b></p> <p>To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.</p> |

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|  |  | <p><b>To know where to find accurate information about growing and changing and identify trusted adults who can provide support.</b></p> <p>To identify the human private parts/genitalia and explain that they are used to make a baby.</p> |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### 4.3 SCARF's rationale for what is taught when:

"We believe that knowledge empowers and protects children as long as it is age-appropriate. At secondary school Sex Education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.

Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.

Puberty is introduced gently in Y3 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren't scared or worried. Conception is introduced age-appropriately in Y4 in the context of understanding why our bodies change during puberty. Understanding of Human Reproduction and Puberty is built upon in Year 5 and then puberty, conception and childbirth is age-appropriately covered in Y6."

### 5. Safe and Effective Practice

5.1 We will ensure a safe learning environment by establishing a set of ground rules laid out by SCARF at the start of each term.

5.2 Pupils' questions will be answered by staff during RSHE lessons.

5.3 Issues that arise will be dealt with sensitively by staff and pupil's have the opportunity to ask questions anonymously via a 'Question Box'. Pupil's will then be split into single sex groups where their questions will be answered by the same sex member of staff.

### 6. Safeguarding

6.1 Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

6.2 Teachers will consult with the designated safeguarding lead and in his/her absence their deputy.

6.3 Teachers will follow the schools safeguarding procedure if a disclosure is made.

6.4 If visitors / external agencies are used to support the delivery of RSHE, schools will discuss the content of the sessions and check that the content is age-appropriate.

6.5 Visitors will be made aware of safeguarding procedures in line with the school policy.

6.6 The use of visitors to support the delivery of RSHE will be to enhance teaching, rather than as a replacement for teaching staff.

## **7. Engaging Stakeholders and the Right to Withdraw**

7.1 The school will ensure that no teachers express their personal beliefs or own views when delivering the programme.

7.2 Parents/ carers will be consulted with on the content of the programme through meetings and letters, and the programme will therefore be planned in conjunction.

7.3 We will notify parents/ carers when Relationships, sex and health education will be taught by inviting them in during the Spring Term to hold a consultation. Parents will be shown the relevant animations and resources and have the opportunity to ask any questions. A text reminder will also be sent to parents/ carers on the day to inform them when the content will be taught.

7.4 Governors will be informed of the RSHE policy and curriculum annually when policy is reviewed and ratified by the Governing Board.

7.5 Parents/ carers have the right to withdraw their children from Sex Education within RSHE programme. Parents/ carers do not have the right to withdraw their child from Relationships and Health Education, nor from the Science National Curriculum. The National Curriculum for Science includes subject content in related areas such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

7.6 If a parent/ carer requests that their child be removed from RSHE, a meeting with the Headteacher will be held to discuss the parents and children's wishes. The meeting will clarify the nature and purpose of the curriculum.

7.7 The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

7.8 The headteacher will grant a parent's request to withdraw their child from Sex Education, other than the content that must be taught as part of the science curriculum.

7.9 If a pupil is excused from Sex Education, the school will be responsible to ensure the pupil receives purposeful education during the period of withdrawal.

7.10 Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupil's through the following:

- The use of an annual end of year pupil questionnaire.
- Through speaking to pupil's during RSHE learning walks.
- Through the work presented from RSHE lessons.

## **8. Monitoring, Reporting and Evaluation**

8.1 Teachers will critically reflect on their work in delivering RSHE through a mixture of the following:

- Self-evaluations
- Lesson observations

- Learning Walks
- Lesson planning scrutiny
- Work scrutiny

8.2 RSHE provision will be evaluated by the RSHE subject lead.

8.3 The relationships, sex and health education subject leader will work regularly and consistently with the headteacher and governors to evaluate the effectiveness of the subjects and implement any changes.

## **9. Bullying**

9.1 North Curry C of E Primary School has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

9.2 Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.

9.3 These incidents will be dealt with following the process in our Anti-bullying Policy. The Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **10. RSHE Policy Review**

10.1 As part of effective RSHE provision, the RSHE policy should be reviewed annually to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

10.2 This policy will be reviewed in September 2027 by the Headteacher, RSHE Co-ordinator and the Governing Body.