

Bollin Primary School



Growing hearts and minds together

Relationships and Sex Education Policy

Date published: September 2026

Date of next review: September 2028

***Draft – awaiting governor approval and
parental consultation September 2026***

1. Aims

Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed, active and responsible citizens.

Effective Relationships, Sex and Health Education (RSHE) is a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young people. Through RSHE, children learn how to build positive relationships, keep themselves safe, manage their physical and mental wellbeing and understand the importance of respect, kindness and responsibility.

RSHE is delivered primarily through PSHE education and is supported through:

- Science
- Computing
- Assemblies
- Circle Time
- Safeguarding activities
- Online safety education – Digital Champions
- Physical Education
- Wider curriculum opportunities

The aims of RSHE at Bollin Primary School are to:

- Provide a high-quality and consistent RSHE curriculum for all pupils.
- Promote positive, respectful and healthy relationships.
- Develop children's self-esteem, confidence and resilience.
- Enable pupils to recognise and manage risks both online and offline.
- Promote physical health, mental wellbeing and emotional literacy.
- Equip pupils with the knowledge and skills to make informed decisions.
- Support pupils in developing empathy, kindness and respect for others.
- Teach children the correct vocabulary for discussing bodies, health and relationships.
- Prepare pupils for puberty and the changes associated with growing up.
- Foster understanding of personal boundaries, consent and safety.
- Develop children's media literacy and critical thinking skills.
- Prepare pupils for successful transition to secondary education.
- Safeguard children by helping them recognise abusive, unsafe or exploitative situations and know how to seek help.

2. Guiding Principles

Our RSHE curriculum is developed and delivered in accordance with the DfE's 2026 statutory guidance and the following principles:

- Pupil engagement
- Parental engagement and transparency
- Positivity and healthy norms
- Careful curriculum sequencing
- Skilled delivery of participative learning
- Relevant and responsive curriculum content
- A whole-school approach

We ensure that learning is meaningful, inclusive, age-appropriate, responsive to pupil needs and delivered in partnership with parents and carers. The curriculum focuses on developing both knowledge and practical skills that support children's personal development and wellbeing.

3. Statutory Requirements

This policy has been written in accordance with:

- The Children and Social Work Act 2017
- The Education Act 1996
- The Education Act 2002
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, 2025, for implementation from September 2026)

As a maintained primary school, we must provide:

- Statutory Relationships Education
- Statutory Health and Wellbeing Education
- Science curriculum requirements relating to human development

The teaching of Sex Education beyond the National Curriculum Science requirements remains non-statutory in primary schools.

4. Definitions

Relationships Education

Teaching about positive relationships, family life, friendships, respect, personal boundaries, safety and relationships online.

Health and Wellbeing Education

Teaching pupils about physical health, mental wellbeing, emotional health, healthy lifestyles, safety, online influences and decision making.

Sex Education

Teaching about human reproduction, conception and birth beyond the statutory Science curriculum.

RSHE is not about promoting sexual activity. It is about equipping children with the knowledge and understanding needed to stay safe, healthy and prepared for adulthood.

5. Curriculum

5.1 Relationships Education

Our RSHE curriculum is taught through our PSHE programme and is adapted where necessary to meet the needs of pupils.

Learning is carefully sequenced to ensure that children build knowledge and skills progressively throughout their primary education.

Families and People Who Care for Me

Pupils will learn:

- The importance of families.
- That families may look different from one another.
- The characteristics of healthy family life.
- The importance of love, care, stability and security.
- How to seek help when family relationships cause concern.
- The importance of safety within family relationships.
- That families can include single-parent families, adoptive families, foster families, kinship care arrangements and families with same-sex parents.

Caring Friendships

Pupils will learn:

- How to form and maintain friendships.
- Kindness, empathy and mutual respect.
- How to resolve disagreements respectfully.
- How to manage conflict.
- That loneliness can affect everyone at times.
- When to seek support regarding friendships.
- How to identify trusted people and trusted relationships.

Respectful Relationships

Pupils will learn:

- Self-respect and respect for others.
- Courtesy and good manners.
- Challenging stereotypes.
- Recognising bullying and discrimination.
- Responsibilities as bystanders.
- How to communicate clearly and respectfully.
- The importance of personal boundaries.
- Permission-seeking and respecting the choices of others.

Online Relationships

Pupils will learn:

- That people may behave differently online.
- Safe online communication.
- Privacy settings and location sharing.
- Social media age restrictions.
- Recognising inappropriate content.
- Risks associated with contacting people online.
- Digital footprints and data sharing.
- How to report concerns online.
- Critical thinking when engaging with online content.

Being Safe

Pupils will learn:

- Appropriate boundaries.
- Their body belongs to them.
- Privacy and consent.
- Safe and unsafe secrets.
- Recognising abuse and exploitation.
- How to seek help.
- Trusted adults and support networks.
- How to report concerns confidently.

Female Genital Mutilation (FGM)

As part of our Relationships Education curriculum, pupils in Year 5 study a unit entitled Respecting Boundaries within the statutory Being Safe strand. This learning may include age-appropriate teaching about Female Genital Mutilation (FGM). FGM is a form of child abuse and is illegal in the United Kingdom. Teaching is delivered sensitively and focuses on helping children understand that everyone has the right to feel safe, to have their body respected and protected and to seek help if they are worried about themselves or another person. Children will learn about personal boundaries, bodily autonomy, trusted adults, recognising when something is unsafe or wrong and how to access support and report concerns. The content is carefully planned

to be age-appropriate, factual and safeguarding-focused, with the aim of promoting pupils' safety, wellbeing and understanding of their rights.

Parents and carers will be informed when this aspect of the curriculum is being taught and are welcome to review the teaching materials and resources used to support learning. As this content forms part of statutory Relationships Education and contributes to the school's safeguarding responsibilities, there is no right to withdraw pupils from these lessons. The school is committed to working in partnership with parents and carers and will respond sensitively to any questions or concerns regarding the content and delivery of this learning.

5.2 Health and Wellbeing Education

Pupils will learn about:

Mental Wellbeing

- Recognising and understanding emotions.
- Emotional regulation.
- Resilience and perseverance.
- Self-esteem and confidence.
- Managing worries and anxiety.
- Seeking help and support.

Change and Loss

- Transitions and change.
- Family changes.
- Bereavement and loss.
- Managing feelings during difficult times.

Physical Health

- Healthy eating.
- Physical activity.
- Sleep and wellbeing.
- Personal hygiene.
- Puberty and growing up.
- Menstrual wellbeing.
- Risks associated with vaping, smoking and substances.

Personal Safety

- Fire safety.
- Road safety.
- Rail safety.

- Water safety.
- Assessing risk.
- Emergency procedures and seeking help.

Media Literacy

- How media can influence beliefs and behaviour.
- Critical evaluation of online information.
- Understanding advertising and influencers.
- Recognising scams and fraud.
- Safe online purchasing and gaming practices.

5.3 Statutory Science Curriculum

Pupils will continue to learn the statutory National Curriculum science content relating to:

- Human growth and development.
- Life cycles.
- Reproduction in plants and animals.
- Human body systems.
- Changes from birth to old age.

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals

To describe the changes, as humans develop to old age

- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

6. Non-statutory Sex Education

In addition to the statutory Relationships Education and Health Education curriculum and the requirements of the National Curriculum for Science, Bollin Primary School teaches an age-appropriate programme of sex education in Year 6. This is intended to prepare pupils for the transition to secondary school and to provide them with accurate, factual knowledge about human reproduction, puberty and relationships. The programme follows the principles set out in the DfE's 2026 RSHE guidance and is delivered in a sensitive, inclusive and developmentally appropriate manner.

Teaching will cover:

- The physical and emotional changes that occur during puberty.
- The male and female reproductive systems, using correct anatomical terminology.
- Human sexual reproduction, including how a sperm and egg join to create a baby.
- How a baby develops during pregnancy and is born.
- The responsibilities involved in caring for a child and family life.
- The importance of healthy, respectful and caring relationships.
- Privacy, personal boundaries and body autonomy.
- How to seek help and support if pupils have concerns, questions or worries about their bodies, relationships or personal safety.

Teaching will:

- Be based on accurate scientific facts.
- Use age-appropriate language, resources and teaching approaches.
- Take account of pupils' maturity, understanding and individual needs.
- Provide opportunities for pupils to ask questions in a safe and supportive environment.
- Be delivered sensitively and professionally by suitably trained staff.
- Respect the diversity of families and the backgrounds, beliefs and values of pupils and their families.
- Support safeguarding by helping pupils recognise inappropriate behaviour and understand where they can seek help.

The programme will not include detailed teaching about sexual practices, contraception or sexually transmitted infections, as these are taught in greater depth during secondary education. Content is carefully selected to ensure that it is appropriate for primary-aged pupils and supports their preparation for the next stage of education.

Parents and carers will be informed before these lessons are taught and will have the opportunity to view teaching materials and discuss the programme with the school. **Where any content falls**

outside the statutory Science curriculum, parents have the right to request that their child be withdrawn from those elements of sex education.

7. Child on Child Abuse and RSE

Child on child abuse, including online child on child abuse takes many forms including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

At Bollin Primary we promote a culture of 'support and report'. Procedures for children to report child on child abuse in school and online are well-promoted, easily accessible and understood by children meaning they can confidently report abuse knowing that it will be dealt with in a timely and sensitive manner. The school teaches the children about the different forms of child on child abuse in an age-appropriate manner. We teach children what a healthy, happy relationship with their peers looks like both in person and online and support them in recognising when a relationship becomes unhealthy and they are potentially at risk. Supporting children in establishing boundaries and teaching about consent both in person and digitally, help children recognise what is appropriate and acceptable behaviour by another child and what is not. Children are also taught how to recognise when another child is potentially a victim of abuse, how they can support and how they can report. Please also refer to the school's Child on Child Abuse procedural guidance (see Safeguarding and Child Protection Policy), Safeguarding and Child Protection Policy, Kindness & Anti Bullying (including online bullying).

8. Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak

- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should there be the need for remote learning.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way. A questions' box will be available for pupils to ask anonymous questions. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

9. Roles and responsibilities

9.1 The governing body

The governing body is responsible for the approval of this policy.

9.2 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 components of RSE. The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

9.3 Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory components of RSE
- Monitoring progress Class teachers are responsible for teaching RSE at Bollin.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

9.4 Pupils

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

9.5 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

10. Parents' right to withdraw

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents *do* have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

- Parents *do not* have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (See Appendix 1 for request form.).

Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed. Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

11. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Safeguarding and Child Protection Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL). Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

12. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

13. Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a

range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

14. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Bollin Complaints Policy if they feel things are not resolved.

15. Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

16. The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- Ensure that discriminatory behaviour is always challenged in any context.

17. Equal Opportunities

Bollin Primary School is committed to equality of opportunity in all aspects of school life. In RSE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils

18. Further policies

In conjunction with this policy, please also see:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Kindness and Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy

Appendix 1

Request to Withdraw a Child from Non-Statutory Sex Education at Bollin Primary School

The Relationships, Sex and Health Education (RSHE) curriculum at Bollin Primary School includes both statutory and non-statutory content.

Parents/carers have the right to withdraw their child from the non-statutory elements of Sex Education taught in Year 6. Parents/carers do not have the right to withdraw their child from statutory Relationships Education, Health and Wellbeing Education or the National Curriculum Science Programme of Study.

Before completing this form, parents/carers are asked to discuss their concerns with their child's class teacher. This conversation provides an opportunity to discuss lesson content, consider any reasonable adjustments that may address concerns, and explore the potential impact that withdrawal may have on the child.

Child Details

Child Name: _____

Class: _____

Parent/Carer Name: _____

Discussion with Class Teacher

I confirm that I have discussed my concerns regarding the non-statutory Sex Education programme with my child's class teacher and have considered any reasonable adjustments that may be available.

Class Teacher: _____

Date of Discussion: _____

Parent/Carer Signature: _____

Request for Withdrawal

I wish to withdraw my child from the non-statutory Sex Education lessons delivered as part of the Year 6 RSHE programme.

☐ I understand my child will continue to take part in all statutory Relationships Education lessons.

☐ I understand my child will continue to take part in all statutory Health and Wellbeing Education lessons.

☐ I understand my child will continue to take part in all National Curriculum Science lessons.

☐ Alternative supervised work will be provided during the non-statutory Sex Education lessons.

Reason for Withdrawal (Optional)

Parent/Carer Declaration

I have read the school's RSHE Policy and understand the nature of this request.

Parent/Carer Name: _____

Signature: _____

Date: _____

School Use Only

Request received by: _____

Date received: _____

Meeting with parent required: Yes / No

Withdrawal approved and recorded: Yes / No

Headteacher Signature: _____

