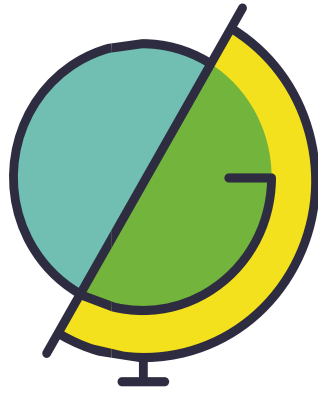




George Dixon Primary School

Relationships and Sex Education Policy

Approved by:	George Craig	Date: October 2025
Last reviewed on:	October 2025	
Next review due by:	October 2026	

Contents

1. Aims	2
---------------	---

2. Statutory requirements	2
3. Policy development	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Use of external organisations and materials	5
8. Roles and responsibilities	6
9. Parents' right to withdraw	6
10. Training	11
11. Monitoring arrangements	7
Appendix 1: Curriculum map	12
Appendix 2: By the end of primary school pupils should know	13
Appendix 2: By the end of secondary school pupils should know	16
Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE	22

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

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At George Dixon Primary, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – Over the academic year, pupil views will be sought as to what they want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Our RSE curriculum is primarily focused on positive relationships, all content is in line with the guidance from the Science National Curriculum.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on: Preparing boys and girls for the changes that adolescence brings Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals For more information about our curriculum, see our curriculum map in Appendix 1.

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects 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

Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The RSE curriculum will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The IEB

The IEB will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school and for sharing all resources and materials with parents and carers.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Miss Jackson

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.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

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

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Monitoring arrangements

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

This policy will be reviewed by the IEB. At every review, the policy will be approved by George Craig, chair of the IEB.

Appendix 1: Curriculum map

RSE curriculum Overview at George Dixon

Reception

Autumn

Myself and others:

- Learning about personal space
- How to say yes and no to things in a kind way

Likes and Dislikes:

- Everybody likes and dislikes different things
- How to share things we, and other people, like
- Staying friends even when we like different things

Spring

Family Networks:

- Who are my family
- Naming members of my family that aren't as close
- Knowing that some friends can feel like family
- Knowing some families look different from my own

Similarities and Differences:

- What have I got in common with the people around me
- In which ways are we different?
- It is ok to have differences, even with our friends

Summer

Body awareness:

- Making sure I know the correct names for parts of my body (in an age appropriate)
- Knowing about my own personal space and respecting it in others

Hygiene:

- Why it is important to be clean
- Being able to communicate needs like using the toilet, feeling unclean, needing to wash hands

Year 1

Autumn

Myself and others:

- Knowing that even best friends fall out sometimes
- How to build relationships with other people and find things in common
- Showing kindness and respect to other people

Body Parts:

- Recapping and extending, to age appropriate levels, children's use of correct vocabulary for parts of their body

Spring

Family:

- Knowing that our family are often our first set of friends too
- Knowing the names of extended family members

Families – Same but Different:

- Not all families look the same, no one way of being a family is more 'right' than another

Summer

Friendships:

- Things that cause conflict between me and my friends
- Resolving conflicts in a restorative way

Choices:

- Knowing that there is always a choice
- We choose our behaviour
- Our choices affect other people

Year 2

Autumn

Differences: Boys and Girls:

- Understanding and respecting basic biological differences
- Making sure everyone treats each other as equals, with care and kindness

Differences: Male and Female:

- Understanding and respecting basic biological differences

- Making sure everyone treats each other as equals, with care and kindness

Spring

Naming Body Parts:

- Recapping the correct names of body parts at an age-appropriate level

Making Choices:

- Learning to choose the right thing, even if the wrong thing seems fun, or if your friends are doing it

Summer

Everybody Needs Care:

- Knowing how to show care for other people
- Knowing that different people need different kinds of care
- Understanding when I need to care for myself and other people

Looking After The Body:

- Basic good health, including diet, exercise and hygiene

Year 3

Autumn

Looking After The Body:

- Basic good health, including diet, exercise and hygiene
- Knowing that the human body needs the same basic things as all other living things

Challenging Gender Stereotypes:

- Rejecting the ideas boys and girls, should like certain sports, hobbies, or colours
- Knowing that your gender does not define the sort of dreams and aspirations you should have

Spring

Differences: Male and Female:

- Understanding and respecting basic biological differences
- Making sure everyone treats each other as equals, with care and kindness

Family Differences:

- There's no 'right way' to be a family
- Learning that lots of families look different
- Knowing that family are the people who love and care for you

Summer

Decision Making:

- Being able to make decisions that are right even if other people are doing the wrong thing
- Articulating the difference between right and wrong

Safety:

- Recognising situations where we might be or feel unsafe

- Knowing which adults to go to for help if you ever feel unsafe

Year 4

Autumn

Growing and Changing:

- A basic overview that as humans and other animals move from childhood, to adolescence and then adulthood,

their bodies grow and change

Body Changes:

- A sensitively handled think about the differences between their own bodies now and in the future

Spring

What is Puberty?:

- Knowing that different things happen to boys and girls
- Knowing that it is all normal, and part of growing up

Thinking, Feeling, Doing – changing relationships:

- Knowing that our behaviours are closely linked to what we are thinking and how we are feeling
- Knowing we are responsible for our actions even when we're thinking or feeling negative thoughts/feelings

Summer

Assertiveness:

- Practicing saying no without getting angry or upset
- Learning how and when to speak your own mind, and when to listen

Your Questions Answered:

- Within reason, and if appropriate to do so, answering the children's questions based on the topics covered during the year

Year 5

Autumn

Talking About Puberty:

- A more detailed discussion about the changes of puberty, why they happen, the primary focus is safeguarding. This may be taught to boys and girls separately.

Becoming Men and Women:

- From a biology point of view, learning about the changes that take place during adolescence, preparing them for adulthood. This is likely to be taught to boys and girls separately

Spring

Puberty and Hygiene:

- Knowing that hygiene plays a more and more important role as children turn into young adults, how to wash, how often to wash, knowing the differences between, anti-perspirants, deodorants, and body sprays

Emotional Changes We Experience In Puberty:

- Knowing that during adolescence it is likely that they will experience mood swings, feel moody, prefer the company of friends to family, become easily angered or tearful, and to know this is perfectly normal and healthy and to make sure they have people to talk to. This is likely to be taught to boys and girls separately

Summer

Professionals Who Provide Support To families:

- Knowing that sometimes we all need a bit of help to support us getting things right, which applies in school and in the wider community, these might be police officers, fire fighters, social workers, family support workers, or NHS staff

Building good Relationships:

- Knowing ways of building relationships that are rooted in mutual respect and trust, and how to maintain those relationships once they are established

Year 6

Autumn

Building Good Relationships:

- Spending more time thinking about the ways we can build and maintain relationships with key friends and family, so that we have a good network of trusted people around us

Safe Relationships:

- How to recognise situations that don't feel safe, in real life and online

Spring

Physical And Emotional Changes During Puberty:

- Revisiting the science of adolescence and the importance of good personal hygiene

Being A Parent:

- Knowing that becoming a parent is a huge responsibility and that it changes your life. This is likely to be taught to boys and girls separately

Summer

Your Questions Answered:

- Within reason, and where appropriate to do so, answering the children's questions and turning their ideas into circle times, or PHSE lessons. Based on their other learning through the year(s).

Aspirations For The Future:

- In regards to transition, helping the children prepare for secondary school
- Thinking about what they want to be, or to do with their lives and getting children thinking about how they might actually get there

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

