

**BOTLEY C OF E PRIMARY SCHOOL**  
**Relationship and Sex Education Policy**



*So God created humankind in his image, in the image of God he created them.  
(Genesis 1:27, NRSV)*

*I have come in order that you might have life—life in all its fullness.  
(John 10:10, GNB)*

This policy is to be read in conjunction with the following school policies: Safeguarding, Teaching and Learning; Behaviour and Anti-Bullying; Religious Education; Equal Opportunities; SEND, Health and Safety; and Aims and Vision Statement.

This policy satisfies the requirements of Hampshire and Winchester Diocesan Board of Education’s document, ‘*Guidance for schools in developing policy: Relationships and Sex Education and Health Education*’.

## **1.0 RATIONALE**

At Botley C of E Primary School we believe that the teaching of Relationship and Sex Education (RSE) is crucial in the development of the whole child. We seek to provide RSE which will enable all pupils to flourish and be well informed. We undertake to follow the principles as set out in the Church of England Charter for faith sensitive and inclusive relationship and sex education and the guidance, “Flourishing for All” (September 2024). Based on the school’s Christian Ethos Values of stewardship, respect and courage, RSE will promote healthy resilient relationships in the context of character and virtue development.

Through the teaching of RSE, we believe a child will learn about themselves and how to form appropriate and healthy relationships with others. They will learn how to take care of themselves and others. These skills are vital for the well-being and self-esteem of each child as well as being a pre-requisite for motivated and successful learning in other areas.

## **2.0 AIMS**

- 2.1 To develop each child’s awareness and value of self and his or her unique strengths.
- 2.2 To equip children with the skills of communication, decision-making and co-operation.
- 2.3 To develop a sense of personal and community respect, rights and responsibility.
- 2.4 To promote physical and emotional health and give children the knowledge and skills to make informed decisions, helping them to build resilience to form healthy relationships.
- 2.5 To enable children to identify potential harmful sexual behaviour.
- 2.5 Provide a framework in which sensitive discussions can take place.
- 2.6 Prepare pupils for puberty and give them an understanding of their development and the importance of health and hygiene.
- 2.7 Teach pupils the correct vocabulary to describe themselves and their bodies.

- 2.8 To provide positive messaging around different family structures, including LGB parents.
- 2.9 To promote children's understanding of the Fundamental British Values in the context of their own experiences.
- 2.10 To work in partnership with parents and carers to ensure that they fully understand what is taught and how it is taught.
- 2.11 To ensure that RSE will be delivered professionally and a planned programme be taught in a carefully sequenced way.
- 2.12 That RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.
- 2.13 To not discriminate against any of the protected characteristics in the Equality Act of 2010 and to be sensitive to the faith and beliefs of those in the school and the wider school community.

### **3.0 PRINCIPLES**

The intended outcomes for RSE are to enable children to:

- 3.1 Develop a positive self-image, where the child is confident and articulate.
- 3.2 Become independent, motivated, responsible decision makers, who are able to make informed choices without bending to peer pressure.
- 3.3 Take responsibility for their own learning and understand how their actions affect others.
- 3.4 Foster pupil's well-being and develop resilience and character that are fundamental to pupils being happy, successful and productive members of society.
- 3.5 To put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.
- 3.6 Understand why they need to aim for a healthier and safer lifestyle.
- 3.7 Communicate and interact appropriately with others.
- 3.8 Nurture positive values, attitudes and appreciate difference. Encouraging use of good manners and learning to respect each other.
- 3.9 Recognise and share difference in culture, religion and ways of life.
- 3.10 Build and foster strong links with the wider community.
- 3.11 Teach the Fundamental British Values of tolerance, respect, democracy, the rule of law, and understanding of other faiths and cultures.

### **4.0 STATUTORY REQUIREMENTS**

- 4.1 As a maintained Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017.
- 4.2 However, we are not required to provide Sex Education but we do need to teach the elements of Sex Education in the Science Curriculum.
- 4.3 In teaching RSE, we must have regard to the guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.
- 4.4 At Botley C of E Primary School, we teach RSE as set out in this policy.

### **5.0 POLICY DEVELOPMENT**

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

- 5.1 A review was carried out, pulling together all relevant information, including national guidance.
- 5.2 All school staff were given the opportunity to look at the policy and make recommendations.
- 5.3 Parents were invited to attend a meeting about the Department for Education's RSE guidelines and review the policy.
- 5.4 The policy was then shared with Governors and ratified.

## **6.0 CURRICULUM**

- 6.1 RSE will be planned following the 'Corum Life Education SCARF' units of work.
- 6.2 These have been developed in-line with the PSHE Association and also cover RSE which becomes statutory in September 2020 (see Appendix 1).
- 6.3 Relationships Education is taught within the PSHE Curriculum, following the SCARF Scheme of Work.
- 6.4 Relationships Education focuses on the teaching of the fundamental building blocks and positive relationships including:
  - Families and people who care for me, caring relationships, respectful relationships, online relationships and being safe.
  - These areas of learning are taught within a context of family life that recognises and is sensitive to Anglican church views but ensuring that there is no stigmatisation of children based on their home circumstances (families including single sex families, LGBT, families headed by grandparents, adoptive parents, foster carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.
  - These areas of learning are taught in a manner which affords dignity and shows respect to the faith and beliefs of all who make up our diverse community.
  - It will value the importance of faithfulness as underpinned by the School's Christian Ethos Values of respect, courage and stewardship.
- 6.5 RSE will be delivered and enriched in a variety of ways including:
  - Linking RSE to other curriculum areas or incorporating it within a theme.
  - Discrete lessons or blocked units of work.
  - Ongoing personal and social activities.
  - Circle Time Sessions, including a series of sessions over a period of time or spontaneous sessions in response to a particular need or situation.
  - Acts of Collective Worship.
  - Inviting visitors to school to address the children.
- 6.6 All teachers will plan their own RSE using the 'SCARF Scheme of Work' as set out in the whole school RSE Curriculum Map. Teachers will develop their knowledge and understanding of the RSE elements at an appropriate age and cognitive level for the pupils they teach.
- 6.7 Teachers will foster children's ability to reflect on their own experiences in order to understand the feelings and viewpoints of others.
- 6.8 Teachers will allow a space for expression of feelings and viewpoints and will foster by example an attitude of respect and empathy in discussion.
- 6.9 If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.
- 6.10 Teachers will be aware of the confidential nature of some issues discussed during PSHE sessions and will adhere to safe guarding procedures.

- 6.11 All staff will promote the Fundamental British Values with the children and use the language of these in RSE curriculum work.
- 6.12 Primary Sex Education will focus on preparing boys and girls for the changes puberty brings and how a baby is conceived and born.
- 6.13 Identify at an age appropriate manner harmful and unacceptable sexual behaviours and how to react if these are experienced or identified.
- 6.14 Parents will be offered the opportunity to discuss content delivery and to view resource materials used to deliver the non-statutory sex education content of the curriculum.
- 6.15 The RSE Leader will monitor progress in RSE through lesson observation and joining in with class Circle Times, work sampling, conversations and interviews with children. It is acknowledged that by its nature, RSE is not always evidenced in written outcomes, but by behaviours and attitudes.

**7.0 ROLES AND RESPONSIBILITIES:**

- 7.1 The Whole Governing body will approve the RSE Policy and hold the Headteacher to account for its implementation.
- 7.2 The Whole Governing Body will review the RSE Policy annually.
- 7.3 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.
- 7.4 Staff are responsible for delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual pupils and responding appropriately to pupils whose parents wish to withdraw them the non-statutory components of RSE.
- 7.5 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss them with the Headteacher or RSE Subject Leader.
- 7.6 Any visitors or outside agencies that assist in the delivery of any aspect of RSE are required to read this policy prior to delivering any sessions to pupils and assure you that what they deliver is in line with the school’s policy.

**8.0 PARENTS’ RIGHT TO WITHDRAW**

- 8.1 Parents do not have the right to withdraw their children from Relationships Education.
- 8.2 Parents have the right to withdraw their children from the non-statutory components of Sex Education within RSE.
- 8.3 Requests for withdrawal should be put into writing to the Headteacher.
- 8.4 Alternative work will be provided for children who are withdrawn from Sex Education.

The content of this Policy has been fully reviewed and agreed by the School’s Governing Body.

Signed:  Date: 21<sup>st</sup> October 2025

*Chair of the Whole Governing Body*

**Date of Next Review.....October 2026.....**

## List of Changes to the Policy

Review Date	Changes made in addition to review and renewal date changes	Changes
01.10.24	No	-

Appendix 1

# RSE expectations: Primary

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

### **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 healthy family life, 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 people's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognised commitment of two 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, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

### **Respectful relationships**

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners

- › The importance of self-respect and how this links to their own happiness
- › That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- › About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- › What a stereotype is, and how stereotypes can be unfair, negative or destructive
- › The importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

- › That people sometimes behave differently online, including by pretending to be someone they're not
- › That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)
- › The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- › How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met › How information and data is shared and used online

### **Being safe**

- › What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- › 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/unsafe physical and other contact
- › How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- › How to recognise and report feelings of being unsafe or feeling bad about any adult
- › How to ask for advice or help for themselves or others, and to keep trying until they're heard
- › How to report concerns or abuse, and the vocabulary and confidence they need to do so ›  
Where to get advice (e.g. family, school, other sources)

### **Source:**

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).