



Relationships and Sex Education (RSE) Policy

Date of issue	Next review	Version
October 2025	September 2026	2



Aims

The aims of relationships and sex education (RSE) at our school are to:

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

Statutory Requirements

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

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

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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 Mundella, we teach RSE as set out in this policy.

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 working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Parents/carers – were invited to a coffee morning about the policy and sent the policy via e-mail for comments.
4. Pupil consultation – we investigated what pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

- 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

Curriculum

- Our RSE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.
- We will share all curriculum materials with parents and carers upon request.

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see Appendix 1.

Delivering the Curriculum

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities. Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully.

Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning.

The Relationships Education curriculum we follow at Mundella is adapted from Twinkl Life and can be viewed in Appendix 1. As a school, we have decided to adapt the Twinkl Life scheme so that it correlates with the science curriculum. The Year 4 unit 'Growing Up' has been swapped to correlate with the teaching of puberty in science in Year 5. As a school, we have decided to remove FGM content for Year 3 and Year 5, reserving the teaching of this until Year 6.

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

In addition, we use the No Outsiders program which uses picture books to teach about the protected characteristics defined in the Equality Act 2010 and covers relationships education by promoting inclusivity and teaching about different types of families and respectful relationships. See Appendix 1 for the books being taught in each year group.

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, developmental stage and background of our 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

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
- Adapted texts
- Pre-teaching
- Post-teaching
- Use of visuals
- Social stories

Roles and Responsibilities

Local Academy Trust (LAC)

The LAC will approve the RSE policy, and hold the Headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Mrs Stockley is leading on PSHE and RSE. She will provide staff with support and training including training from other professionals when needed.

Pupils

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

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 components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

Monitoring Arrangements

The delivery of RSE is monitored by Mrs Stockley.

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

Appendix 1

Relationships Education Overview

The overviews in this appendix shows the objectives that are covered in our Relationships Education curriculum. The majority of this content is statutory, in line with the Science National Curriculum and the Relationships Education Curriculum. Elements highlighted in yellow are the strands of Sex Education which are non-statutory. Parents and carers may wish to withdraw their child from the highlighted lessons using the form in Appendix 3.

KS1 - It's My Body (Taught in Year 2)

Lesson Title	Lesson Objectives
My Body, My Business	I know I can choose what happens to my body
Active and Sleep	I can make healthy choices about sleep and exercise
Happy Healthy Food	I can make healthy choices about food and drink.
Clean as a Whistle	I know how to keep my body clean
Can I Eat It?	I know what is safe to eat or drink.
I Can Choose	I can choose to keep my mind and body healthy and safe.

LKS2 - It's My Body (Taught in Year 3)

Lesson Title	Lesson Objectives
My Body, My Choice	I can choose what happens to my body and I can get help with any concerns
Fit as a Fiddle	I know how to keep my body healthy.
Good Night, Good Day	I know why it is important to get enough sleep.
Cough, Splutter, Sneeze!	I understand the importance of hygiene and what to do if I feel unwell.
Drugs: Healing or Harmful?	I know how to take medicine safely and keep safe around drugs.
Choices Everywhere	I know how to make better choices and choose healthy habits.

UKS2 - It's My Body (Taught in Year 5)

Lesson Title	Lesson Objectives
Your Body is Your Own	I know that my body belongs to me and that I have control over what happens to it.
Exercise Right, Sleep Tight	I understand why getting enough exercise and enough sleep is important.
Taking Care of our Bodies	I understand how to take care of my body
Harmful Substances	I understand the harmful effects of using drugs, including alcohol and tobacco.
How we think and feel about our Bodies	I understand what a positive body image is.
Healthy Choices	I can make informed choices in order to look after my physical and mental health.

KS1 – Growing Up (Taught in Year 2)

Lesson Title	Lesson Objectives
Our Bodies	I can name the main parts of boys' and girls' bodies. <i>(including external genitalia, e.g. vulva, vagina, penis, testicles)</i>
Is it Ok?	I understand how to respect my own and other people's bodies.
Pink and Blue	I understand that we are all different and different people like different things.
My Family, Your Family	I can talk about my family and others' families.
Getting Older	I can describe how I will change as I get older.
Changes	I can describe things that might change in a person's life and how it might make them feel.

LKS2 – Growing Up (Taught in Year 5)

Lesson Title	Lesson Objectives
Human Reproduction	I can describe male and female body parts and explain what these are for. <i>(including learning about sperm and egg)</i>
Changes in Boys	I can describe how boys' bodies will change as they go through puberty.
Changes in Girls	I can describe how girls' bodies will change as they go through puberty.
Changing Emotions	I can describe the feelings that some people experience as they grow up.
Relationships and Families	I understand that there are many different types of relationships and families.
Where do I come from?	I can describe how babies are made and how they are born. <i>(including learning about sperm and egg)</i>

UKS2 – Growing Up (Taught in Year 6)

Lesson Title	Lesson Objectives
Changing Bodies	I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.
Changing Emotions	I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.
Just the way you are	I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.
Relationships	I understand what a loving relationship is and that there are many types of relationships.
Let's Talk about Sex	I understand what a sexual relationship is and who can have a sexual relationship. <i>(including sexual relationships, sexual intercourse, rape, contraception, STIs/STDs)</i>
Human Reproduction	I can describe the process of human reproduction, from conception to birth. <i>(including learning about sexual intercourse, conception, sperm and egg, birth process)</i>

No Outsiders Class Texts:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	You Choose	Red rockets and rainbow jelly	Hello hello	Blue Chameleon	The family book	Super duper you
Year 1	Elmer Going to the Volcano		I Love Me	Errol's Garden Someone Just Like You		Bathe The Cat
Year 2	Can I join your club Splash		Amazing How to be a lion			The perfect fit Is that your mama?
Year 3	This is our house We're all wonders		The truth about old people	Nefertiti Shu Lin's Grandpa	Aalfred and Aalbert	
Year 4	Red: A crayon's story When sadness comes to call		My beautiful voice Julian is a mermaid	Milo imagines the world		My brother George
Year 5	The girls The boys		And Tango makes three Mixed	My shadow is pink Remixed		
Year 6	The Island Introducing Teddy		You're so amazing You need to chill	The proudest blue	Saving a butterfly	A day in the life of Marlon Bundo

Appendix 2 – Letter to Parents/Carers

Relationships Education

Dear Parents and Carers,

Relationships Education is statutory in all primary schools. It gives children the opportunity to learn about different relationships, different families, growing up, puberty and their changing bodies.

Our Relationships Education is fully inclusive to meet the needs of all our pupils and is taught through our PSHE Curriculum.

Being a good friend.	Kind and unkind behaviours, including bullying.	Teamwork and resolving disputes.
Discussing feelings we experience.	What we cover in PSHE lessons:	Important people in our lives.
Consent and autonomy.	Secrets and surprises.	Self-worth and self-respect.

As a part of the scheme children begin to learn about their bodies, puberty and the changes humans go through, in line with the statutory Science curriculum. Children also engage in 'Sex and Relationships Education' (SRE) lessons. Parents and carers do not have the right to withdraw their children from Science or Relationships Education lessons. However, parents can withdraw their children from Sex and Relationships Education lessons.

In Year 2, the children also learn the following concepts which are non-statutory:

- naming the external genitalia
(e.g. vulva, vagina, penis, testicles)

In Year 5, the children also learn the following concepts which are non-statutory:

- about the processes of reproduction and how babies are conceived

In Year 6, the children also learn the following concepts which are non-statutory:

- about the processes of reproduction and how babies are conceived
- about contraception and sexual health, including STDs

We fully believe that all children should learn about these important life lessons in an open, honest and safe environment. We also believe that they should be taught in an age-appropriate and engaging way. We encourage parents and carers to view our Relationships Education Policy and scheme of work which can be viewed on our website.

We would urge any parents and carers considering withdrawing their child from these lessons to consider what is being taught, how it is being taught and how important this education is for all children.

Any children who are withdrawn from the Sex and Relationships Education lessons will have to be provided with alternative learning in another learning space.

If there is any part of the curriculum that you have concerns or queries about, please do come in and speak with your child's teacher.

Yours faithfully,

Appendix 3 – Parent/Carer Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS

Name of child		Class	
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Name of parent/carer		Date	
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Reason for withdrawing from sex education within relationships and sex education:

Any other information you would like the school to consider:

Parent signature