

# **RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

**May 2026**

**Tackley Church of England  
Primary School**



Our vision for Tackley CE Primary School reflects our commitment to create a school where everyone is important and valued as members of our school and local community.

This vision is achieved through our values of **curiosity, kindness and responsibility**.

These values underpin our RSE curriculum. Through RSE, pupils learn to:

- **Be kind:** build respectful, caring relationships
- **Be curious:** understand themselves, others and the wider world
- **Be responsible:** make safe, informed choices

RSE contributes to a whole-school approach to wellbeing, safeguarding and positive relationships, as outlined in the 2025 statutory guidance

## **Purpose of the Relationships and Sex Education Policy**

The purpose of the policy is to:

- Meet statutory requirements for Relationships Education and Health Education (DfE 2025)
- Provide clear information for staff, parents, governors and pupils
- Ensure transparency of curriculum content and materials
- Enable parents to support learning at home
- Outline how RSE is planned, delivered, monitored and reviewed
- Ensure accessibility for all pupils, including SEND

This policy also reflects:

- Children Act 2004 (wellbeing)
- Education Act 1996/2006
- Equality Act 2010
- Safeguarding duties

## **Definition of RSE**

At Tackley, RSE is part of lifelong learning about:

- relationships and emotional wellbeing
- physical development and puberty
- keeping safe (including online)
- respect, boundaries and consent

RSE supports pupils to:

- build **positive, respectful relationships**
- develop **self-esteem and resilience**
- recognise and respond to **risk and harm**
- understand how to **seek help and support**

This reflects the DfE emphasis on **prevention, safety and positive relationships**

**1. Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females,

parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed

**2. Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on-line

**3. Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

### **Why is Relationships and Sex Education in schools important?**

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

High-quality RSE at Tackley:

- Is part of a whole-school approach
- Is carefully sequenced and age-appropriate
- Is inclusive and accessible to all pupils
- Is transparent to parents (materials available on request)
- Is delivered by trained, confident staff

- Uses participative teaching approaches
- Supports safe discussion of sensitive issues

In line with 2025 guidance, it also:

- builds protective knowledge early
- promotes positive behaviours and attitudes
- avoids normalising harmful behaviours
- supports pupil voice and engagement

### **What is high quality sex and relationships education?**

The principles of high quality RSE in all schools (including those with a religious character):

- is a partnership between home and school
- ensures children and young people’s views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent (this includes the right to choose whether or not children want to be hugged, kissed or touched by others as well as legal ages of consent), rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls’ and boys’ different experiences and needs.

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

## **Relationships & Sex Education at Tackley Primary School**

RSE is taught through:

- Kapow PSHE & RSE scheme (primary delivery model)
- Science curriculum (statutory biological content)

The curriculum is:

- progressive from EYFS to Year 6
- organised into key strands:
  - Relationships
  - Health and wellbeing
  - Living in the wider world

Kapow ensures:

- clear progression in knowledge and skills
- consistent coverage of DfE statutory content
- opportunities to revisit and deepen learning

Key areas taught include:

- families and relationships
- friendships and conflict resolution
- respect, boundaries and consent
- online safety
- mental and physical wellbeing
- recognising and reporting harm

The Kapow PSHE and RSE scheme ensures full coverage of all statutory Relationships Education and Health Education requirements as set out in the DfE 2025 guidance.

We have a statutory duty to teach the RSE elements of the Science National Curriculum.

Through National Curriculum Science we will explore:

### **Key Stage 1**

- that animals including humans, move, feed, grow, use their senses and reproduce

- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

### **Lower Key Stage 2**

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle

### **Upper Key Stage 2**

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Understand the role of evolution and inheritance in the development of the human race as well as understanding how physical characteristics may become more or less developed through reproduction over time.

### **What is taught in each year group?**

The RSE curriculum is:

- taught from EYFS to Year 6
- carefully sequenced to build knowledge over time
- aligned with Kapow long-term planning

Examples include:

- EYFS/KS1: feelings, friendships, safety, family
- LKS2: boundaries, respect, online behaviour, puberty
- UKS2: puberty, consent, managing relationships, staying safe

Learning is timed so pupils gain knowledge before it is needed in real life

### **Who teaches RSE?**

RSE is taught by:

- class teachers (primary responsibility)
- trained staff and, where appropriate, external professionals

All staff delivering RSE:

- are trained in safeguarding
- understand how to handle sensitive topics appropriately

### **How is RSE taught?**

Pupils are taught in mixed groups to ensure that boys and girls learn the same information. Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of

language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

The curriculum will be taught in a 2-year cycle in mixed age classes. There will be a dedicated PSHE teaching time in the teaching timetable of 45 minutes per week.

RSE is taught using:

- discussion-based lessons
- scenarios and role-play
- questioning and reflection
- anonymous question opportunities

Teachers:

- establish ground rules
- create a safe learning environment
- answer questions honestly and age-appropriately

In line with guidance:

- teaching avoids causing unnecessary alarm
- supports pupils without normalising risk

### **Safe and effective practice**

Teachers:

- use agreed protocols for sensitive discussions
- respond appropriately to disclosures
- ensure pupils understand:
  - how to stay safe
  - how to seek help

Pupils are taught:

- correct vocabulary (including body parts)
- that abuse is never their fault
- how to identify trusted adults

### **Inclusion and Equal Opportunities**

RSE at Tackley:

- is inclusive of all pupils
- reflects diversity in:
  - families
  - backgrounds
  - beliefs

The curriculum:

- challenges stereotypes
- promotes equality
- ensures all pupils feel represented and valued

Content is adapted for pupils with SEND through:

- differentiation
- visual supports
- small-group teaching where appropriate

### **Safeguarding**

RSE supports safeguarding by teaching pupils to:

- recognise unsafe or harmful situations
- understand boundaries and privacy
- identify trusted adults
- report concerns

This includes:

- online risks
- bullying (including prejudice-based)
- inappropriate behaviour

### **Monitoring and evaluating RSE involving pupils**

RSE is monitored through:

- lesson observations
- pupil voice
- staff feedback
- safeguarding and behaviour data

The curriculum is reviewed regularly to ensure it:

- remains relevant and effective
- meets statutory requirements
- reflects pupil needs

The PSHE lead monitors implementation, supported by the Headteacher and governors

### **Training staff to deliver RSE**

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. The PSHE coordinator will support teachers in delivering high-quality RSE lessons and in developing a school RSE protocol.

### **Working with Parents/Carers and Child Withdrawal Procedures**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality.

We will take every opportunity to inform and involve parents and carers by:

- Making the policy available on the school's website
- Making available a paper copy of the policy for any parent and carer that would like one.
- Discussing individual concerns and helping parents and carers support the needs of their children.

Parents:

- have the right to withdraw from **sex education only** (which is taught in Years 5 and 6)
- cannot withdraw their children from:
  - relationships education
  - health education
  - science content

Requests for withdrawal should be made in writing to the Headteacher. The Headteacher will discuss the request with parents to ensure understanding before confirming arrangements.

We support parents to:

- understand what is taught
- talk to their children about RSE

### **Reviewing and Disseminating the Policy**

A copy of this policy will be on the school website from May 2026. Copies are supplied to visitors who are involved in providing RSE in school. Governors will be involved in the consultation process and reviewing this policy.

**To be reviewed May 2027**

**Key Contacts**

**PSHE & RSE Co-ordinator:** Sonya Barnett

**Designated Safeguarding (Child Protection) Lead:** Karen Ward, Sonya Barnett