



RELATIONSHIPS AND SEX EDUCATION POLICY

The Context

The provision for RSE at Chinley Primary School is based upon '*The Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers July 2025*'.

Relationships education is compulsory for all pupils receiving primary education, and health education is compulsory in all schools. Sex education is not compulsory in primary schools but in line with DfE recommendations, at Chinley Primary School, we teach sex education in Year 6. In Year 6 we deliver content about conception and birth, building on the national curriculum for science.

What is RSE?

Effective RSE is important for promoting and protecting the wellbeing of all children. It aims to provide children and young people with the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. RSE supports our young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, courage, kindness and gratitude; and it supports prevention of harms by helping young people understand and identify when things are not right.

Our RSE is supported by our wider provision for personal development including PSHE and British Values. We believe that high-quality RSE helps create a safe school community in which pupils can grow, learn, and develop positive, healthy behaviour for life, in their real-life and online environments.

Our Aims

At Chinley Primary School, our RSE curriculum aims to:

- teach the skills and knowledge that form the building blocks of all positive relationships
- support children to grow into kind, caring adults who have respect for others
- support children to know how to keep themselves and others safe, off/online
- support children to understand the idea of boundaries and consent from an early age
- support children to manage difficult feelings in their friendships, like disappointment or anger
- equip children to keep themselves and others safe
- help children recognise and report risks and abuse, including online, emotional, physical and sexual abuse
- help children understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation
- teach how to report concerns and seek advice, and know that being a victim of abuse is never the fault of the child
- help children know and understand the benefits and importance of physical activity, good nutrition and sufficient sleep
- support pupils to develop emotional awareness
- support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks



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- reduce stigma attached to health issues, in particular relating to mental health
- emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors
- prepare all children for the onset of puberty
- prepare girls to manage menstruation, including with requests for period products.

We publish our RSE curriculum online, inform parents of upcoming topics and how to support their child at home. Our RSE curriculum provision aims to be responsive to meet the needs of our pupils, issues of concern in our locality, and/or issues arising in and around school. On occasion we may therefore need to adjust our curriculum provision to address pupil needs. As appropriate, we will inform parents in advance and share any relevant materials with parents on request.

Curriculum Provision

RSE at Chinley Primary School provides a balanced and broadly-based curriculum delivered within a whole school approach which includes:

- Discrete curriculum time
- Visiting speakers
- Other subjects/curriculum areas for example: History, science, computing, PE
- Assemblies
- School events
- Pastoral care and guidance

RSE at Chinley Primary School focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds and includes teaching about:

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being Safe

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 along with reflecting sensitively that some children may have a different structure of support around them.

Health education

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping

Policy Reviewed: June 2026



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- Health protection & prevention
- Personal safety
- Basic first aid
- Developing bodies

Sex education

At Chinley Primary School, we teach non-statutory sex education in Year 6. It is taught in an age-appropriate, factual way within the context of a healthy, safe and stable relationship. Our sex education lessons are those lessons in Year 6 where we teach conception and birth.

We will consult with parents about the content of anything that will be taught within sex education. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

We will also inform parents of any deviation from this published RSE policy in advance and share any relevant materials with them on request.

For a full overview of content to be covered by the end of Primary, **See Appendix A.**

How we teach RSE

When delivering RSE, teachers will use a range of approaches to ensure that children are able to discuss issues freely as they arise, whilst taking account of the suitability of the topic. Ground rules are established in order that all children can contribute within a safe and caring environment, regardless of ability, gender, religion or beliefs. Promoting inclusion and reducing discrimination are part of RSE. Teachers are sensitive to the issues of different types of relationships.

Lessons are mostly taught by class teachers; however, some lessons may be delivered by the local PCSO, fire service, NSPCC representatives etc. Where this happens, the Head Teacher will liaise with the provider to ensure that their approach and content is age-appropriate and in line with our school values.

Teachers use a range of learning methods in RSE, including, for example: stories, scenarios, slides, active learning 'games', discussions etc. in order that children can engage with the learning in ways that are age appropriate.

Teachers also use the following two comprehensive resources to support our delivery of RSE: *Jubilee Centre for Character and Virtues Primary Programme of Study* and *Clued Up for Growing Up*. Both resources ensure continuity and progression within and across Key Stages.

The Character Education Programme covers many of the Relationships Objectives each year group must cover. It is divided into three terms and separated into individual year groups. Each term's curriculum is divided up into sequences of lessons which address particular virtues. The whole school studies the same character virtue at any given time, and this provides a heightened focus and provides opportunities for year group interaction, whole-school assemblies, and making efficient use of visiting speakers. However, the course does allow flexibility to suit each individual teacher and their class. As children progress up through the school, their knowledge and understanding of each virtue will become increasingly sophisticated.



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Clued Up for Growing Up is a teaching resource based around a series of books and videos that provide a spiral curriculum for RSE for pupils in Years 1 to 6.

How teachers will answer questions

Pupils may ask questions about topics which go beyond any sex education covered by the school. In every case, our emphasis is on supporting the child as we recognise that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

Teachers will therefore be careful to pause and think before answering, and will:

- Consider if a question is too explicit, is deemed too old for a pupil to be asking, is inappropriate for the whole class, or raises concerns in other ways. The teacher should acknowledge it and promise to attend to it later, but on an individual basis (i.e. not in front of the whole class). The usual child safeguarding guidelines will then be followed.
- Understand that questions do not have to be answered immediately and can be addressed later after liaising with the Head Teacher if necessary.
- Be careful not to be drawn into providing more information than appropriate to the age of the child.

Making RSE accessible to pupils with SEND

All teachers are teachers of pupils with SEND and are trained to support learners in their classroom through high-quality teaching, clear language and adaptive teaching strategies. In RSE, these adaptations may include, but are not limited to:

- Pre-teaching with support from families / SENDCo
- Use of social stories
- Sample objects/images
- 1:1 or small group teaching

The RSE lead, SENDCo and DSL work closely together to ensure that provision for pupils with SEND is appropriate and accessible.

How RSE is monitored and evaluated

The RSE lead monitors RSE teaching and learning across the school to ensure that staff are equipped to plan and deliver high-quality learning experiences for all, with good outcomes for the children. The RSE lead monitors assessment and carries out pupil voice activities to ensure that children are not just learning well in RSE, but they report that they are learning the right things at the right time to support their daily lives. Staff are invited to identify their RSE learning needs and are supported by the RSE Lead to ensure they are confident in their RSE planning and provision. Regular and ongoing training and support ensures staff are confident in their RSE knowledge and lesson delivery.

Roles and responsibilities

The Head Teacher has overall responsibility to ensure that the school has an up-to-date policy in place. The policy will be reviewed annually.

There will be a governor linked to RSE who will help support the development of RSE across the school.



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The RSE, PSHE and Science Curriculum Leaders will work together to ensure that the curriculum plans reflect the policy.

The RSE Lead will look for opportunities across other curriculum subjects to reinforce concepts introduced in RSE.

The RSE Lead will support teachers to develop a secure knowledge and understanding of the RSE curriculum, the language used, and the themes covered in each year group.

The RSE Lead will ensure pupils report that their RSE provision is helping them at the right time in their daily lives and meets the evolving societal needs in which they find themselves.

The RSE Lead will ensure RSE is monitored and evaluated in line with all other subjects in the school.

The RSE Lead will ensure support for parents is maintained in line with governor requirements.

Class teachers will ensure that the curriculum for RSE is effectively planned, delivered and assessed.

Class teachers should inform parents, where appropriate, of RSE content to be covered prior to delivery in class.

Parents

We believe that Relationships and Sex Education is most effective when schools and families work together to promote healthy relationships and positive learning outcomes. By listening and responding to the views of pupils and parents we aim to ensure that RSE meets our pupils' needs and that topics are taught at the right time to keep our children healthy and safe, and to support them to build positive relationships and avoid harms before they occur. Our RSE policy is available on our school website. We consult with parents on our RSE curriculum and policy and parents may contact the RSE Lead, class teachers or Head Teacher, as appropriate, to view RSE resources or seek support around RSE topics being taught in school.

We will consult with parents about the content of anything that will be taught within the non-statutory sex education which is delivered in Year 6. This process will include offering parents support in talking to their child about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Right to withdraw from non-statutory content

Sex education is not compulsory in primary schools, but Chinley Primary School follow the DfE recommendation that primaries teach sex education and do so in Year 6, in line with content about conception and birth, which forms part of the national curriculum for science. Parents have the right to withdraw their child from these lessons. If a parent wishes to withdraw their child from the sex education, they must arrange a meeting with the Head who will talk through their concerns and discuss the benefits of receiving this important education. If parents still decide to withdraw their child, the Head Teacher will work with them to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.



Appendix A: Full content coverage relationships & health education

Relationships education:
content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy 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.
3. 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.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.



7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information,



including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. 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.

6. 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

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

6. How to report abuse, concerns 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.

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.



Primary health and wellbeing:
content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.



3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks,



including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services, if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles,



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scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.



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