



Relationships and Sex Education Policy

Summer 2025

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CHANGES:

- July 2022: Policy reviewed and no changes made.
- September 2023 Policy reviewed and changes made within the document, including the addition of Sections 6.1, 6.2 and 6.3. Changes made to Appendix 1 which now includes the Christopher Winter Project 'Relationships and Sex Education' lessons.
- Along with changes to Appendix 3, which now gives additional information about the teaching overview for the 'Relationships and Sex Education' lessons, from the Christopher Winter Project
- September 2024 Appendix 1 amended, which now includes the NSPCC recommended PANTS lessons to support with pupils' understanding of consent.
- July 2025 Additional information added in the 'Delivery of RSE' section, regarding the NSPCC recommended PANTS lessons - to support with pupils' understanding of consent.
- Removal of the Chris Winter's Project, due to full coverage of RSE in the PSHE Association's Question-Based Model.

I. Aims

The aims of Relationships and Sex Education (RSE) within Discovery Multi Academy Trust is 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.

2. Statutory Requirements

As Primary Academy Schools, 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 Discovery Multi Academy Trust we teach RSE as set out in this policy.

Please also refer to each school's Safeguarding Policy, the Trust's Personal, Social and Health Education (PSHE) Policy and the Trust's Equality Policy.

All staff receive annual training in Keeping Children Safe in Education (KCSiE), along with regular updates throughout the year. This includes training on KCSiE Part Five: Child-on-child sexual violence and sexual harassment.

The Trust are also awaiting the DfE's updated guidance on the RSHE curriculum which is currently under a public consultation period.

3. Policy Development

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

1. Review – a member of staff (or working group) pulled together all of the related 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 and any interested parties were invited to view a presentation about the policy, and offer any comments or feedback.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with the Board of Trustees and ratified.

4. 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.

Teaching RSE is important in supporting our pupils to be happy, healthy and safe. We also want to equip pupils for the future, so that in their adult life they can make a positive contribution to society.

We are introducing Relationships and Sex Education to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, recognising the difference between online and offline friendships, and the changes that humans go through when growing up into adults.

In order to do this, it is important for us to be aware of local issues, and to ensure that we can tailor our provision to meet the needs of all of our pupils.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix I and follows the PSHE Association Question-Based Model. This model covers all of the Department for Education's statutory requirements for Relationships Education, RSE and Health Education, within a comprehensive PSHE education programme. However, 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.

Primary Sex Education will focus on:

- Growing Up: Preparing boys and girls for the changes that adolescence brings.
- Cycle of Life: Sexual reproduction, including how a baby is conceived and born.

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

6. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum - following the PSHE Association Question-Based Model. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Relationships Education is taught between Year 1 and 6 and 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

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).

Resources used during RSE will show a variety of family structures e.g. pictures/stories.

We are sensitive to the language that we use, within school, when discussing families and gender e.g. the use of mums/dads and boys/girls.

We are mindful to avoid stereotyping 'typical boy' and 'typical girl' interests/themes/topics when planning activities and lessons.

Any language used in a derogatory way by pupils – is dealt with in line with our school 'Managing and Supporting Positive Behaviour' policy.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Pupils in Year 4, 5 and 6 will learn about body changes and puberty.

In addition to this, Year 6 pupils will learn the term 'sexual intercourse' and that it is a way in which people in loving and consensual relationships show love for one another and how a baby is conceived.

The NSPCC (National Society for the Prevention of Cruelty to Children) PANTS resources are also used across the Trust to support pupils' understanding of consent. This is delivered through a whole school assembly at the start of every academic year and then followed up with stand-alone PANTS PSHE sessions from EYFS to Year 6. These lessons are mapped out as part of the PSHE Curriculum Progression Map. The PANTS lessons empower children, in an age-appropriate way, to recognise their rights to their own bodies, say no to touch that is unwanted, and tell someone if they feel uncomfortable. The lessons include activities which help children understand:

- Appropriate and inappropriate touching
- Their right to say no to things that make them feel upset or uncomfortable
- The names for parts of the body
- Who to turn to if they ever feel upset or worried

Parents are informed, prior to the PANTS sessions taking place, and are encouraged to view the PANTS resources themselves, in order to continue the 'Talk PANTS' conversation at home with their child.

Relationships Education also links closely to other National Curriculum subjects and staff look for opportunities to draw links between subjects, particularly Science, PE, and Computing,

When teaching RSE, staff ensure that pupils know how to keep themselves safe and that they know who to speak to if they have any concerns or worries about any adults or about other children. All staff recognise that children are capable of abusing other children (including online).

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

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
 - I-to-I discussions
 - Digital formats
- Give careful consideration to the level of adaption and support which might be needed by pupils, including those with SEND.

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, 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

6.3 Use of External Organisations and Materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

Each school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with any external agencies used 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

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

7 Roles and Responsibilities

The Board of Trustees

The Board of Trustees will approve the RSE policy, and hold the CEO to account for its implementation. The Heads of School will have delegated responsibility to manage the day-to-day implementation of the policy.

The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see Section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Ensuring that local data regarding health is used to tailor provision, in order to meet the needs of all pupils
- Responding to the needs of individual pupils
- Safeguarding: staff are aware that effective RSE, which brings an understanding of what is and what is not appropriate, can lead to a disclosure of a child protection issue and standard safeguarding procedure would be followed in these instances, alerting the Designated Safeguarding Lead.
- Responding appropriately to pupils whose parents 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 Head of School.

All teachers are responsible for teaching RSE at each school, within Discovery Multi Academy Trust.

Pupils

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

8 Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science 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 Head of School.

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

9 Training

Staff training on the delivery of RSE is included in the school's Continuing Professional Development calendar.

The Head of School may also invite visitors from outside the school, such as school nurses, or sexual health professionals, to provide support and training to staff teaching RSE.

10 Monitoring Arrangements

The delivery of RSE is monitored by the Heads of School through planning reviews, lesson monitoring and MAT-wide reviews.

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

This policy will be reviewed by the CEO at least every two years. At every review, the policy will be approved by Board of Trustees.

Appendix I: Curriculum Map

PSHE curriculum, including Relationships and Health Education Map (PSHE Association Question-Based model) and the NSPCC PANTS lessons.

DISCOVERY

PSHE - Whole School Progression Map

PSHE Progression Map (PSHE Association Question-Based model) and the NSPCC PANTS lessons. |

PSHE - Curriculum Topic Overview						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS				PANTS age 4-5		
Y1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe? PANTS age 5-7	How can we look after each other and the world?
Y2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings? PANTS age 5-7
Y3	How can we be a good friend?	What keeps us safe? PANTS age 7-8	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Y4	What strengths, skills and interests do we have?	How do we treat each other with respect? PANTS age 7-8	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Y5	What makes up a person's identity?	What decision can people make with money	How can we help in an accident or emergency?	How can friends communicate safely? PANTS age 9-11	How can drugs common to everyday life affect health?	What jobs would we like?
Y6	How can we keep healthy as we grow? PANTS age 9-11	How can we keep healthy as we grow?	How can the media influence people?	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?	

Key – Overriding Theme	
	Relationships
	Health and wellbeing
	Living in the wider world

Appendix 2: Department for Education's Statutory Guidance

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• 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 others' 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

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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	<ul style="list-style-type: none"> • The importance of respecting others, even when they are 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 cyberbullying), 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • 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
Being safe	<ul style="list-style-type: none"> • 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 is 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) whom they do not 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 are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: The Christopher Winter Project: Relationship and Sex Education Teaching Overview

Year	Autumn	Spring	Summer
EYFS	<p>To recognise the importance of friendship:</p> <ul style="list-style-type: none"> Know that friendships can make us feel happy. Know some ways that we can make new friends feel welcome. 	<p>To recognise the importance of saying sorry and forgiveness:</p> <ul style="list-style-type: none"> Know that arguing with friends and then making up can make friendships stronger. That resorting to violence is never right. 	<p>To recognise that all families are different:</p> <ul style="list-style-type: none"> Identify different members of the family. Understand how members of a family can help each other.
1	<p>To understand that we are all different but can still be friends:</p> <ul style="list-style-type: none"> Know that we can be friends with people who are different to us. 	<p>To discuss how children grow and change:</p> <ul style="list-style-type: none"> Understand that babies need care and support. Know that older children can do more by themselves. 	<p>To explore different types of families and who to ask for help:</p> <ul style="list-style-type: none"> Know there are different types of families. <p>To identify who can help when families make us feel unhappy or unsafe:</p> <ul style="list-style-type: none"> Know which people we can ask for help.
2	<p>To introduce the concept of gender stereotypes:</p> <ul style="list-style-type: none"> Understand that some people have fixed ideas about what boys and girls can do. <p>To identify differences between males and females:</p> <ul style="list-style-type: none"> Describe the difference between male and female babies. 	<p>To explore some of the differences between males and females and to understand how this is part of the lifecycle:</p> <ul style="list-style-type: none"> Describe some differences between male and female animals. Understand that making a new life needs a male and a female. 	<p>To focus on sexual difference and name body parts:</p> <ul style="list-style-type: none"> Describe the physical differences between males and females. Name the different body part.
3	<p>To identify that people are unique and to respect those differences:</p> <ul style="list-style-type: none"> Know and respect the body differences between ourselves and others. <p>To explore the differences between male and female bodies:</p> <ul style="list-style-type: none"> Name male and female body parts using agreed words. 	<p>To consider appropriate and inappropriate physical contact and consent:</p> <ul style="list-style-type: none"> Understand that each person's body belongs to them. Understand personal space and unwanted touch. 	<p>To explore different types of families and who to go to for help and support:</p> <ul style="list-style-type: none"> Understand that all families are different and have different family members. Identify who to go to for help and support.

<p>4</p>	<p>To explore the human lifecycle: — Understand that puberty is an important stage in the human lifecycle.</p> <p>To identify some basic facts about puberty: — Know some changes that happen during puberty</p>	<p>To explore how puberty is linked to reproduction: — Know about the physical and emotional changes that happen in puberty. — Understand that children change into adults to be able to reproduce if they choose to.</p>	<p>To explore respect in a range of relationships: — Know that respect is important in all relationships including online.</p> <p>Explain how friendships can make people feel unhappy or uncomfortable: — To discuss the characteristics of healthy relationships.</p>
<p>5</p>	<p>To explore the emotional and physical changes occurring in puberty: — Explain the main physical and emotional changes that happen during puberty. — Ask questions about puberty with confidence.</p>	<p>To understand male and female puberty changes in more detail: — Understand how puberty affects the reproductive organs. — Describe what happens during menstruation and sperm production.</p>	<p>To explore the impact of puberty on the body and the importance of physical hygiene: — Explain how to keep clean during puberty. — Explain how emotions/relationships change during puberty.</p> <p>To explore ways to get support during puberty: — Know how to get help and support during puberty.</p>
<p>6</p>	<p>To consider puberty and reproduction: — Describe how and why the body changes during puberty in preparation for reproduction. — Talk about puberty and reproduction with confidence.</p> <p>Exploring the importance of communication and respect in relationships: — Explain differences between healthy and unhealthy relationships. — Know that communication and permission seeking are important.</p>		<p>To consider different ways people might start a family: — Describe the decisions that have to be made before having children. — Know some basic facts about conception and pregnancy.</p> <p>To explore positive and negative ways of communicating in a relationship: — To have considered when it is appropriate to share personal/private information in a relationship. — To know how and where to get support if an online relationship goes wrong.</p>

Appendix 3: Parent Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent			

Reason for withdrawing from sex education within relationships and sex education

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Any other information you would like the school to consider

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Parent
Signature:

--

Date:

--

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from
discussion with
parents

--

Head of
School:

--

Date:

--