

Relationships and Sex Education Policy



NANSTALLON SCHOOL



NANSTALLON VISION: *Everything we do is focused on giving every child the best teaching, environment, experiences and opportunities regardless of background and circumstance.*

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This policy is aligned to the vision, aims and values of Nanstallon Community Primary School.

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1. Introduction

RSE is underpinned by our school values and ethos. Central to this is our motto, Ad Vitam Paramus – ‘prepare for life’.

RSE is integral to the Nanstallon Life Skills Curriculum. The Life Skills curriculum also incorporates PSHE (personal, social, health, economic), and SMSC (social, moral, spiritual, cultural).

We believe relationships and sex education is vitally important to our pupils and school because children today face a challenging, complex and sometimes confusing world. RSE gives children important foundations and building blocks to begin to understand, navigate and fully and successfully take part in this world.

RSE is important for enabling lifelong learning about personal, physical, moral and emotional development. It embeds clear values about the understanding of the importance of healthy and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, emotional literacy and increase their knowledge and understanding of how to make informed decisions and life choices.

The United Nations Convention on the Rights of the Child (UNCRC) articles below underpin and shape our policy approach and implementation.

- non-discrimination (Article 2)
- be heard and involved in decision-making (Article 12)
- freedom of expression (Article 13)
- follow your own religion (Article 14)
- have privacy (Article 16)
- access to information to make informed decisions (Article 17)
- not be harmed and should be looked after and kept safe (Article 19)
- education that prepares children to understand others (Article 29)
- protection from sexual abuse and exploitation (Article 34)
- get special help if they have been abused (Article 39)

The Department for Education guidance requires that all primary schools must teach Relationships and Health Education.

The teaching of Sex Education in primary schools remains non statutory, with the exception of the elements of sex education contained in the science National Curriculum.

Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information.

It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively.

2. Aims

We aim to:

- enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future;
- teach our pupils to respect themselves and others so they can move confidently through to adolescence and into adulthood;
- provide a caring and supportive learning environment in which pupils can develop feelings of self-worth and confidence, including in relationships to others, begin to recognise risks, tackle challenges of modern society, and to enable them to develop an understanding and awareness of mental health and well-being to support their overall health and happiness;
- ensure children are well informed about:

1. the changes their bodies go through during puberty and to safeguard children too, by making sure they are aware of ways to seek help if they are subject to unwanted contact;
 2. personal hygiene;
 3. basic first aid;
 4. online relationships;
 5. health and prevention;
 6. mental wellbeing;
 7. drugs, tobacco and alcohol;
 8. family differences;
 9. the differences between male and female bodies.
- ensure RSE is inclusive and meets the needs of all of our pupils, including those with special educational needs and disabilities (SEND).

3. Statutory Requirements

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](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Nanstallon School we teach RSE as set out in this policy.

4. Policy Development

In 2020, this policy was developed in consultation with staff, pupils and parents.

In July 2023, the scope and implementation of Life Skills was reviewed.

Both WHY and HOW Life Skills, including PSHE and RSE, should be designed and implemented were revised. Life Skills now operates within a continuous plan–do–review model, and RSE is embedded as part of this whole-school approach.

The curriculum builds pupils' independence, confidence and personal responsibility by developing the knowledge, emotional literacy, social skills and QI skills they need to navigate modern life.

This includes explicit teaching of communication and Oracy, collaboration, reflection, decision-making and personal safety.

RSE supports this wider framework by enabling children to develop healthy relationships, respect for others and a strong sense of personal identity and autonomy.

5. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is about the teaching of equality, respect for diversity and the legal choices available in Britain.

RHSE is not about the promotion of sexual activity.

6. Curriculum Delivery

Our curriculum is set out in our Life Skills Curriculum Framework.

[Life-Skills-Curriculum](#)

RSE is delivered within the Nanstallon Life Skills Curriculum Framework, which integrates PSHE, RSE and SMSC through four Big Ideas.

Teaching follows a plan–do–review cycle and includes direct instruction, discussion, pupil voice and applied learning.

Teachers use Oracy routines, structured talk and reflection strategies to help children build confidence, emotional literacy and the ability to articulate their thinking respectfully.

Life Skills and RSE learning is evidenced through class work, COOL time and digital tools such as Seesaw, enabling pupils to reflect on their learning and progress over time.

Monitoring draws on lesson visits, pupil conferencing, portfolio review and discussion with staff to ensure high-quality implementation.

Where questions arise outside the planned curriculum, teachers respond sensitively and factually so that pupils receive accurate information rather than seeking answers from unsafe sources.

All learning is inclusive and recognises the diversity of families, identities and life experiences within our community.

RSE teaching promotes autonomy, mutual respect, equality and safe decision-making, supporting pupils to become increasingly independent and responsible as they progress through school.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently within the Life Skills curriculum framework across the school.

7.3 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

Teaching 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.

7.4 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

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

We believe that all of the content within our school's Life Skills curriculum, including PSHE and RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

There is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach as per section 1 of this policy.

9. Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will take these matters seriously and speak to the child away from the class as a matter of priority.

Teachers will draw their concerns to the attention of the designated safeguarding lead and child protection officer within the school. (Ben Stephenson DSL and Arran Langdon Deputy DSL) (See also Safeguarding Policy).

We engage the expertise of other appropriate external partners such as and for example, the school's mental health practitioner or NSPCC workshops to work with us to provide advice and support to children with regard to RSE and Health Education. These sessions are in addition to, and intended to enhance, our existing RSE provision. A class teacher or Teaching Assistant will always be present. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

11. Monitoring arrangements

The delivery of RSE is monitored through the Life Skills plan-do-review process by the Headteacher, Health & Wellbeing Lead and SENDCO.

Evidence is gathered through lesson visits, pupil conferencing, Seesaw, teacher reflection and discussion.

Governor oversight is provided through The Nanstallon 360 monitoring framework, particularly the "Personal Development and Pupil Autonomy" strand.

Pupils' development in RSE is monitored through class-based assessment, Seesaw evidence and ongoing dialogue with pupils.

This ensures RSE reflects pupil need, statutory expectations and the wider aims of the Life Skills curriculum.