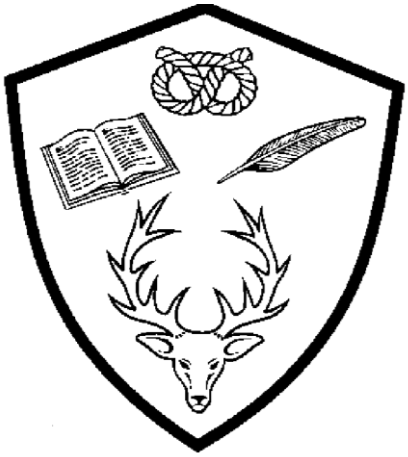
Chase Terrace Primary School

PSHE and Sex and Relationships Education Policy



Together we Learn
Together we Aspire
Together we Succeed

Chase Terrace Primary School PSHE and Sex and Relationships Education Policy

Person Responsible:	**Lucinda Pountney**
Approval body:	**Chair of Governors (using Chair's Power to Act)**
Date of approval:	**July 2026**
Review date:	**July 2027**

PSHE and Sex and Relationships Education:

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Chase Terrace Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study from Entrust. Our programme of study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

As a maintained primary school, from 2020, we must provide relationship and health education (RS&HE) to all pupils as per section 34 of the Children and Social Work Act 2017.

Relationship and health education will be taught as part of our PSHE curriculum.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, we do deliver sex education lessons which parents have the right to withdraw from (see withdrawal from SRE). These lessons take place in Year 6.

Rationale

- Effective sex and relationship education is essential if children and young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in PSHE education.
- Within national curriculum science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects.
- Sex and Relationships Education (SRE) allows children to learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The learning and teaching of SRE should equip children with the information, skills and values necessary to keep themselves safe and develop fulfilling and enjoyable relationships as adults.
- The learning and teaching of PSHE and SRE fits within the broader context of the school's responsibility for the provision of spiritual, moral, social and cultural education.
- SRE provides children with the opportunity to learn about aspects of sex and relationships that they might be too embarrassed to ask or talk about and to address any misconceptions they may have, for example from family, friends, the community or the media.

Statutory and legal requirements:

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. The National curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in Relationships Education, Relationships and Sex Education and Health Education guidance.

At our school, we deliver Relationships Education/RSE, as set out in this policy, in line with current statutory duties

and requirements. As a maintained school, we must provide Relationships & Sex Education to all pupils in line with the Children and Social Work Act 2017.

Legislation and guidance documents that inform our school's RSE policy include:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Keeping children safe in education (2025).
- Children and Social Work Act (2017).
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025).

Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were updated on new statutory guidance and changes to the curriculum

3. Parent/stakeholder consultation – parents were informed and given the opportunity to look at the policy and make recommendations

4. Ratification – once amendments were made, the policy was shared with governors and ratified.

Links to other policies:

This policy reflects how we deliver Relationships Education/Relationships & Sex Education (RSE) in our school, as part of a whole-school approach to the subject. The following school policies also have links to our Relationships Education/RSE provision across the school in developing positive, safe and healthy pupil attitudes and behaviours. These policies should also be read in conjunction with this Relationships Education/RSE policy to give a broader understanding of our approach to this subject:

- Safeguarding policy.
- E-safety policy.
- Anti-bullying policy.
- Equality, diversity and inclusion policy.
- Behaviour policy.
- Curriculum policy.
- Confidentiality policy.

Aims

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for the learning and teaching of sex and relationships at Chase Terrace Primary School and that these are consistently applied.

School Staff

- To promote a confident, positive attitude towards the learning and teaching of PSHE and SRE in broader and curriculum-based aspects.
- To promote confidence and competence in the teaching of PSHE and SRE.
- To promote the ability to discuss potentially embarrassing issues in a mature, non-judgmental and sensitive manner.
- To promote speaking and listening skills through discussion about feelings and relationships, introducing and utilising appropriate vocabulary.
- To promote the importance of positive relationships with family, friends and partners.
- To provide opportunities to discuss the children's thoughts and feelings in a safe, non-judgmental environment.

Children

- To develop the ability to keep themselves safe and healthy through an understanding of what constitutes appropriate behaviors in relation to aspects covered within PSHE and SRE learning.
- To develop an understanding of the nature of relationships.
- To develop an understanding of the names and functions of parts of the body (identified in the SRE scheme of work available on request.)
- To develop an awareness of changes in the body during puberty.
- To develop self-confidence.
- To develop a greater understanding of how to lead a healthy lifestyle.
- To develop an understanding of self-respect and respecting others.
- To develop the ability to talk about their thoughts and feelings confidently.
- To develop the ability to listen to the thoughts and feelings of others in a respectful and non-judgmental way.
- To develop the skills to discuss moral issues in a constructive way.
- To develop an understanding of what constitutes sexual abuse/exploitation and where to seek advice if they are worried about any sexual matters.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching PSHE and SRE.
- To support their children with their learning of PSHE and SRE through further discussion at home.
- To communicate and work with the school whenever further support is needed to develop their children's PSHE and SRE understanding.
- To have the opportunity to discuss any concerns with the class teacher, PSHE and SRE Subject Leader or Headteacher.

Governors

To be understanding and supportive of our aims in learning and teaching of PSHE and SRE and review the PSHE and SRE policy every two years.

Curriculum

Our curriculum covers a range of topics (see Appendix 1.)

Our Relationships Education and Relationships & Sex Education (RSE) curriculum and policy have been developed in consultation with parents, pupils, governors and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils. The PSHE/RSE subject lead is responsible for overseeing and organising the Relationships Education/RSE curriculum. This includes supporting curriculum planning and development, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy. Relationships Education/RSE is delivered as part of our PSHE programme. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships that we all have. Relationships Education/RSE is taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

At Chase Terrace Primary School, we use the Kapow Primary RSE/PSHE scheme of work as the basis for our Relationships Education/RSE provision. Our Relationships Education/RSE provision is mapped to the statutory requirements for Relationships Education and Health Education. Related content is also taught through other curriculum subjects, such as religious education and science. Pupils also explore related themes through assemblies, whole school projects and events, where appropriate. Relationships Education/RSE is delivered through timetabled curriculum lessons as part of our PSHE and RSE curriculum. Related statutory elements are also delivered through science, in line with the **National curriculum**. As part of our PSHE and RSE curriculum, we cover a range of topics and learning outcomes that support Relationships Education/RSE across the school.
For further information about our Relationships Education/RSE curriculum, see the curriculum overview in Appendix 1. Any non-statutory sex education content is clearly highlighted for reference.

Delivery of RSE

Our Relationships Education/RSE curriculum is delivered predominantly by teachers or other staff within our school from Years 1 to 6 and forms part of our timetabled Personal, Social, Health & Economic (PSHE) education programme.

We recognise that external visitors can add value to the teaching and delivery of Relationships Education/RSE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of Relationships Education/RSE. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors, and

visitors are expected to work in line with this policy and other relevant school policies.

Creating a safe learning environment is a vital part of effective Relationships Education/RSE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way.

To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Using 'distancing' techniques and strategies.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.A wide variety of best-practice teaching and learning approaches are used within the Kapow RSE/PSHE programme to support effective and sensitive delivery of Relationships Education/RSE. These include:
- Film-clips/graphics.
- Scenarios and stories.
- Images and visual prompts.
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
- Role play.
- Problem-solving activities.
- Independent, paired and group work.
- The use of anonymous question boxes.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During Relationships Education/RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters.

This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum. When delivering Relationships Education/RSE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any those with additional needs or those with SEND.

Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in Year 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies. If pupils ask about sex education topics that are **not covered** in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, remind pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: "That question is about content your parent has asked us not to cover with you in school. Let's make sure an adult follows this up with you safely." Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

As part of our Relationships Education/RSE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important cross-cutting element of our PSHE and RSE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline.

Implementation of the PHSE and Sex and Relationships Policy

1. Teaching SRE units

SRE units will be taught as part of the PSHE scheme of work from Foundation Stage up to and including Year 6. A progression of lessons for will be taught over each year. The lessons that are taught will combine both SRE and PSHE learning objectives to help the children make links between similar themes.

2. Class Teachers

All teachers have a responsibility to deliver sex and relationship education based on the guidance of coverage as stated in the national curriculum.

3. Subject Leader

The PSHE and SRE Subject Leader has a responsibility to implement and monitor adherence to policy. Year groups should plan together to ensure continuity and progression in sex and relationship education.

4. Disclosures

If any child should disclose any sensitive information to a member of staff, the member of staff should contact the designated child protection teacher immediately.

5. Co-educational lessons

Boys and girls should be educated together for PSHE and SRE lessons but where teachers feel necessary, especially in Years 5 and 6, they should be taught in separate gender groups to give girls and boys the opportunity to explore their own feelings around their bodily changes.

6. Children's questions

When children ask questions concerning sexual matters, members of staff will answer that question in a professional manner, giving the age-appropriate information for the child involved. Members of staff will answer questions in a clear and simple fashion and will speak to parents/carers if appropriate. Children will also be encouraged to discuss such issues with their parents/carers.

7. Resources

All resources used in both SRE and PSHE lessons will reflect a realistic picture of the wider community.

8. Parents/Carers

Our school aims to involve parents/carers in their child's learning as much as possible and, as such, informs them annually of the content of their child's PSHE and SRE learning.

9. Withdrawal from SRE

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Chase Terrace Primary School we are committed to working closely with parents to ensure that we create the best possible Relationships Education/Relationships & Sex Education (RSE) curriculum for our pupils; while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards Relationships Education/RSE provision, where transparency and respectful understanding are the basis for all discussions. Parents are always welcome to contact the school to view resources and discuss any questions or concerns with the headteacher or subject lead.

Parents who wish to view additional RSHE/PSHE teaching materials are asked to contact the school to arrange an appointment, during which the headteacher and/or subject lead will share information, resources and discuss any specific topics, issues or concerns. This approach supports open discussion and helps build understanding of the context of our RSHE/PSHE provision across the school.

Parents do not have the right to withdraw their children from relationships education. Parents/carers can choose to withdraw their child from PSHE lessons where sex education content is being delivered these lessons are listed below:

Year 6: Conception and pregnancy and giving birth.

However, a child cannot be withdrawn from sex education where it is taught in the science national curriculum. Therefore, children who are withdrawn from SRE lessons will still receive biological information but will not be taught in the context of relationships. In the instance that the right to withdraw is exercised, parents/carers should be aware that SRE could arise naturally from class discussion. If a parent wishes to withdraw their child from SRE this needs to be done in writing to the Headteacher. Concerned parents can discuss the scheme of work with the Class Teacher and explore the resources that are used for teaching SRE.

10. Subject Leader

The role of the Subject Leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
They will achieve this by managing the following key areas:

a) Strategic direction and development.
b) Learning and teaching.

c) Leading and managing staff.
d) Efficient and effective deployment of staff and resources.
e) Providing information to parents/carers about the PSHE and SRE curriculum

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- Part of the assessment of each PSHE unit which includes SRE will be undertaken by class teachers who will decide whether or not each child has met their intended learning objectives.
- Pupils in KS2 will take part in self-assessment at the start and end of each unit.
- Interviews with both teachers and pupils led by the PHSE and SRE Subject Leader will indicate the effectiveness of the units taught, what was positive about the experience and what could be improved.
- PSHE and SRE can be assessed in a variety of ways including written tasks, discussion, quizzes, images and observation.

Inclusion (please refer also to the School's Single Equality Act policy)
It is our intention that all pupils have the opportunity to experience a programme of Relationships Education/Relationships & Sex Education (RSE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access Relationships Education/RSE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around Relationships Education/RSE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in Relationships Education/RSE.

During PSHE and RSE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.

We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. Relationships Education/RSE provides an opportunity to support the discharge of these duties in a safe and appropriate environment. The full Act can be viewed here:
http://www.legislation.gov.uk/ukpga/2010/15/contents

All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

External Agencies
The school leads the programme but outside visitors may have a role. The school's visitor policy will be followed.

Monitoring and Review
The Head teacher, Senior Leadership Team and SRE Subject Leader will monitor the effectiveness of this policy on a regular basis.

Date approved by Governing Body: July 2026
Date approved for review: July 2027

Appendix 1: RSE Curriculum

Yellow – Units Parents have a right to withdraw from.

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Self regulation: My feelings	Building relationships: My family and friends	Managing myself: Taking on challenges	Self regulation: Listening and following instructions	Building relationships: Special relationships	Managing myself: Me and my wellbeing
Y1/2	Connecting with others: How can I build safe, kind and caring relationships with others?	Staying safe: How can I stay safe?	Connecting with others: How can I help myself and others feel happy and safe?	Connecting with others: How can I protect myself and others in daily life?	How do we spend time online?	How are things shared online?
Y3/4	**Growing Up:** How will my body and emotions change as I grow up?	**Healthy Protection:** How can we prevent illness and injury and respond if they happen?	**Connecting With Others:** what helps us feel safe and included?	**The Online World:** How should we treat each other online?	**Citizenship:** What rights and responsibilities do we have?	**Citizenship:** What careers do people choose and why?
Y5/6	**Connecting with others:** Why are healthy relationships important?	**Growing up:** How will my body and emotions change as I grow up? **Sex Education (optional- Y6 ONLY):** How do people become parents and carers? -Lesson 2 (How are babies made? Y6 ONLY) -Lesson 3 (What happens in pregnancy and how are babies born? Y6 ONLY) -Lesson 4 (How are families formed? Y5/6) - Lesson 6 (what is consent? Y6 ONLY)	**The Online World:** How am I influenced by what I see online?	**Staying safe:** How can I stay safe as I grow up?	**My healthy self:** How can I support my mind and body as I grow?	**Citizenship:** How can we be in control of our money?

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Self regulation: My feelings	Building relationships: My family and friends	Managing myself: Taking on challenges	Self regulation: Listening and following instructions	Building relationships: Special relationships	Managing myself: Me and my wellbeing
Y1/2	My healthy self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow?	How can we look after our feeling?	How can I help others and the environment?	How do people belong to a community and earn money?	How can I make safe choices in different places?
Y3/4	**My Healthy Self:** How can I take care of my mind and body?	**My Healthy Self:** How can I make healthy choices?	**Connecting With Others:** How can we respect each other?	**The Online World:** How can we decide what to trust online?	**Staying Safe:** What signs help me recognise what is safe or unsafe?	**Citizenship:** How can I spend my money wisely?
Y5/6	**Connecting with others:** What does it mean to stand up for myself and others?	**Growing up:** How will my body and emotions change as I grow up? **Sex Education (optional- Y6 ONLY):** How do people become parents and carers? -Lesson 2 (How are babies made? Y6 ONLY) -Lesson 3 (What happens in pregnancy and how are babies born? Y6 ONLY) -Lesson 4 (How are families formed? Y5/6) - Lesson 6 (what is consent? Y6 ONLY)	**The Online World:** How do I feel about being online?	**My healthy self:** How do my choices today shape my future wellbeing? communities and beyond?	**Citizenship:** How can we make a difference in our	**Citizenship:** How can we protect everyone's rights?