



UNITED SCHOOLS FEDERATION

St Michaels C. of E. Nursery & Primary | St Catherine's C. of E. VA Primary | Marldon C. of E. VA Primary | Brixton St Mary's C. of E. VA Primary | Ipplepen Primary | Stokeinteignhead Primary | Doddiscombsleigh Primary School | The Topsham School

Relationships and Sex Education (RSE) Policy

St. Michael's School is a Church of England Primary School, St. Catherine's, St. Mary's and Marldon are Voluntary Aided Church of England Primary Schools, Ipplepen, Stokeinteignhead, Doddiscombsleigh and The Topsham school are Community Primary Schools for both girls and boys. The schools in the USF come from various family backgrounds. In each year there are a few children identified with special educational needs. There is a wide social mix. The schools are in residential areas and also have children who travel in from outlying villages.

RSE will be appropriate to the children's age and experience and will be presented within a moral, family-orientated, Christian framework.

Our schools seek to ensure that the RSE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSE within a moral (but not moralistic) framework. (*Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools – RSHE Principles and Charter, The Church of England Education Office November 2019*)

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.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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 RSE, we must 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 404 to 407 of the Education Act 1996.



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- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (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

As schools of United Schools Federation, we teach RSE as set out in this policy, including some non-statutory elements of sex education.

Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were invited to comment on the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Aims

The aims of relationships and sex education (RSE) in our schools:

- Is a partnership between home and school
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies
- Starts early and is relevant to pupils at each stage in their development and maturity.
- Includes the acquisition of knowledge, development of life skills and respectful attitudes and values.
- Has sufficient time to cover a wide range of topics with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- Helps pupils understand on and off-line safety, consent, violence and exploitation and how to keep themselves safe.



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- Is both medically and factually correct and treats sex as a normal fact of life.
- Is inclusive of difference, gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experiences.
- Promotes equality in relationships, recognises the challenges, gender inequality and reflects girls' and boys' different experiences and needs.

Moral and values framework

The RSE programme will reflect the schools' over-arching aims and demonstrate and encourage the following values:

- respect for self
- respect for others
- responsibility for our own actions
- responsibility for our family, friends, school and wider community

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum (see PSHE policy). Biological aspects of RSE are taught within the science curriculum.

RSE will be overseen by the Head of School in close co-operation with the Personal, Social, Health and Economic (PSHE) Co-ordinator.

Members of teaching staff will deliver the programme.



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Single sex groups will be used as appropriate.

Delivery may be through:

- topics
- aspects of science
- planned visits from parents e.g. where there is a new baby
- pastoral time
- small group work
- PSHE lessons

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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

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).

The curriculum overview used will be made available for parents annually. Individual parents can also view resources by contacting the school directly.

Equal Opportunities

The United Schools Federation is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

The needs of boys and girls

The needs of boys and girls are equally met and we will use approaches to actively engage them. We shall also be proactive in combating sexism and sexist bullying.



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Ethnic, cultural and religious diversity

Different ethnic, cultural and religious groups may have different attitudes to RSE. The school will consult children and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural and religious groups.

Varying home backgrounds

We recognise that our children may come from a variety of family situations and home backgrounds. We shall take care that all children are treated equally regardless of their home circumstances.

Sexuality

Our approach to RSE will have a sensitive, honest and balanced consideration towards sexuality. We shall actively tackle intolerant language and behaviour.

Special Educational Needs

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our pupils taking specialist advice where necessary.

Roles and responsibilities

The governing body

The governing body will approve the RSE policy and hold the Executive Head to account for its implementation.

The Executive Head

The Executive Head is responsible for ensuring that RSE is taught consistently across the USF, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 'Parents right to withdraw').

Staff

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE



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Pupils

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

Parents' right to withdraw

The United Schools Federation is committed to working with parents. Parents do not have the right to withdraw their children from relationships and health education, but parents have the right to withdraw their children from the non-statutory components of sex education within RSE, those that fall outside of compulsory elements of RSE in the National Science Curriculum.

Parents wishing to exercise this right are invited to contact the Heads of School who will explore the concerns and the possibilities of adjusting the programme or approach. They will discuss the possible impact that withdrawal may have on the pupil and talk with the parents about the pupil's possible negative experiences or feelings that may result from exclusions and ways which these can be minimised. Once a pupil has been withdrawn, they cannot participate in RSE until the request of withdrawal has been removed.

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

The United Schools Federation uses Jigsaw to teach PSHE across the school, including all the elements of the RSE curriculum. The lessons which include subject matter that falls outside of the compulsory elements are

Summer 2: Changing Me Year 5, Lesson 4 (Conception)

Summer 2: Changing Me Year 6, Lesson 3 (Conception, birth)

Parents and carers may, therefore, request that their child be withdrawn from these lessons only.

Monitoring arrangements

Each school has a link Governor.

The PSHE Coordinator is responsible for:

- monitoring the standards of children's work and the quality of teaching
- supporting colleagues in the teaching of RSE
- providing information about current developments in the subject
- providing a strategic lead and direction for the subject in the school
- arranging visits from any relevant representative involved in supporting PSHE provision.

This policy will be reviewed by the Governing Body annually. At every review, the policy will be approved by the Governing Body.

Policy date: July 2026

Review: July 2027



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Appendix 1: Curriculum map

Relationships and sex education curriculum map

The United Schools Federation uses Jigsaw to teach PSHE. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education and is taught across the school from Reception to Year 6. The table below gives the learning theme of each of the six units (Puzzles) and these are taught across the school; the learning deepens and broadens every year.

The main focus for RSE is in the 'Changing me' unit taught in the second half of the Summer term.

Term	Unit	Content
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Autumn 1	Being Me in My World	This Puzzle opens each academic year by establishing the foundations for everything else in Jigsaw PSHE: belonging, emotional safety and shared expectations. Children explore what it means to be part of a class, a school, a wider community and, as they progress, a global community. Through creating the Learning Charter together, they experience democracy, British Values, rights and responsibilities, and how this related to the rule of law. Alongside this, they develop the emotional literacy to recognise and manage feelings, understand how their behaviour affects others, and build the self-respect and empathy that underpin all healthy relationships.
Autumn 2	Celebrating Difference	Celebrating Difference helps children understand, respect and value diversity. Running in Autumn 2, it aligns with Anti-Bullying Week and provides a rich context for exploring similarities and differences in families, cultures, abilities, appearance and beliefs. Children learn what bullying is and isn't (including cyberbullying) and develop the language and strategies to challenge it, support those affected, and seek help. As they progress, pupils examine stereotypes, prejudice, discrimination and protected characteristics, building empathy and critical thinking to stand up for fairness and inclusion. Recap on the 'Changing Me' unit from the Summer term of the previous academic year.
Spring 1	Dreams and Goals	Dreams and Goals helps pupils to learn how to and practice building their resilience, motivation and ambition. This Puzzle plays an important role in PSHE well beyond RSHE statutory guidance, helping children set goals, develop a growth mindset, and manage the emotions that come with both achievement and disappointment. Pupils consider wants and needs, explore jobs and careers, and learn how teamwork, enterprise and community participation can make a difference. Financial education is woven through, helping children understand how money, spending decisions and career choices shape the lives we build. As they progress, children examine how opportunities and barriers differ across cultures and develop empathy for those whose aspirations look very different from their own.
Spring 2	Healthy Me	Healthy Me covers both physical and emotional health, helping children understand how everyday choices affect their bodies and minds and how these two aspects are linked. Children learn about balanced diets, physical activity, rest, sleep, personal hygiene, dental health, sun safety and first aid, alongside the facts about drugs: starting with medicines and unknown substances moving to alcohol, tobacco and vaping and then illegal drugs. Equally important is the focus on emotional wellbeing: friendships, peer pressure, body image, relationships with food, and strategies for managing stress and anxiety. Safety education runs throughout, with the Safety STAR



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		framework (Stop, Think, Assess, React) helping children identify hazards and manage risk across contexts including road, water, fire and rail safety. This Puzzle is where RSHE Health Education statutory guidance is most broadly represented, but Jigsaw ensures that the emotional and social learning is embedded, so building children's confidence, self-respect and agency to make informed, healthy choices for life. Recap on the 'Changing Me' unit from the Summer term of the previous academic year.
Summer 1	Relationships	Relationships is where RSHE Relationships Education is most fully expressed. Children explore the full range of relationships in their lives; families, friendships, communities and, as they grow, early ideas about romantic relationships, learning what makes these healthy, safe and respectful. They develop skills to negotiate, compromise, manage conflict and repair friendships, while learning to recognise when a relationship is making them unhappy or unsafe, and where to get help. Digital literacy and online safety become increasingly prominent, covering screen time, social media, online friendships, data privacy, recognising harmful or AI-generated content, and knowing how to respond when something online feels worrying. This Puzzle also addresses love, loss and bereavement.
Summer 2	Changing Me	Changing Me supports children through the physical and emotional changes that come with growing up — from exploring life cycles in the early years through to learning about puberty, reproduction and the transition to secondary school. Children develop accurate, age-appropriate knowledge and the emotional vocabulary to feel confident about changes happening to their bodies and lives. Self-image, body confidence and challenging negative body-talk are important threads, alongside correct anatomical vocabulary, understanding privacy and consent, and recognising appropriate and inappropriate contact. The Puzzle also addresses wider changes in families, friendships and circumstances, helping children build strategies for coping and seeking support.

Detail of the 'Changing Me' unit

Year Group	Topic/Theme details
Year R	Lesson 1: My Body



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	Lesson 2: Respecting My Body Lesson 3: Growing Up Lesson 4: Fun and Fears Part 1 Lesson 5: Fun and Fears Part 2 Lesson 6: Celebration
Year 1	Autumn 2 and Spring 2 – Recap on the 'Changing Me' unit from the Summer term Reception Lesson 1: Life Cycles Lesson 2: Changing Me Lesson 3: My Changing Body Lesson 4: Boys' and Girls' Bodies Lesson 5: Learning and Growing Lesson 6: Coping with Changes
Year 2	Autumn 2 and Spring 2 – Recap on the 'Changing Me' unit from the Summer term Year 1 Lesson 1: Life Cycles in Nature Lesson 2: Growing from Young to Old Lesson 3: The Changing Me Lesson 4: Boys' and Girls' Bodies Lesson 5: Assertiveness Lesson 6: Looking Ahead
Year 3	Autumn 2 and Spring 2 – Recap on the 'Changing Me' unit from the Summer term Year 2 Lesson 1: How Babies Grow Lesson 2: Babies



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	Lesson 3: Outside Body Changes Lesson 4: Inside Body Changes Lesson 5: Family Stereotypes Lesson 6: Looking Ahead
Year 4	Autumn 2 and Spring 2 – Recap on the 'Changing Me' unit from the Summer term Year 3 Lesson 1: Unique Me Lesson 2: Having a Baby Lesson 3: Puberty and Menstruation Lesson 4: Circles of Change Lesson 5: Accepting Change Lesson 6: Looking Ahead
Year 5 Parents have a right to withdraw from Lesson 4	Autumn 2 and Spring 2 – Recap on the 'Changing Me' unit from the Summer term Year 4 Lesson 1: Self and Body image Lesson 2: Puberty for Girls Lesson 3: Puberty for Boys Lesson 4: Conception Lesson 5: Looking Ahead 1 Lesson 6: Looking Ahead 2
Year 6 Parents have a right to withdraw from Lesson 3	Autumn 2 and Spring 2 – Recap on the 'Changing Me' unit from the Summer term Year 5 Lesson 1: My Self Image Lesson 2: Puberty Lesson 3: Babies: Conception to Birth



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	Lesson 4: Boyfriends and Girlfriends
	Lesson 5: Real self and Ideal self
	Lesson 6: The Year Ahead

Appendix 2: By the end of primary school pupils should know:

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.
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	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.



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	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.



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	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.