

# Relationship & Sex Education Policy

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Tadley Primary School  
*Learning for Life*

Date: Spring 2026

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## Our Vision

At Tadley Community Primary School, we are passionate about equipping our children with the personal characteristics and educational outcomes for their successful futures. Our vision for each child is to develop an active curiosity of their world, discover their own interests and talents, and grow in their own confidence and love of learning. We do this by providing children with an irresistible invitation to learn through our knowledge-rich and diverse curriculum.

**Learning for Life the Tadley Way!**

**Pride Kindness Diversity Community**

## Our values

Our values of Pride, Kindness, Diversity and Community underpin everything we do at Tadley Community Primary School. Therefore, it is important to us that we celebrate our differences and we are a fully inclusive school – welcoming children and adults from all backgrounds, beliefs, cultures and circumstances. We want all our children to feel safe, loved and valued. That is why we passionately believe every child and adult in our school community is important and special to us and we always prioritise building strong relationships with everyone involved in our school.

## Aims

The aims of relationships and sex education (RSE) at our school are to:

- To develop children's understanding of sex and relationships at age-appropriate levels
- 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

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

At Tadley Community Primary School we teach RSE as set out in this policy.

## 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. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the teaching of RSE.
3. Pupil consultation – we investigated what exactly pupils want from their RSE.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 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.

RSE is not about the promotion of sexual activity.

## 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. We have developed it through the support of the KAPOW Curriculum Program and myhappymind. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Teachers may defer questions to parents if more appropriate.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- Helping children to understand 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. Biological aspects of RSE are taught within the science curriculum.

Pupils will also receive stand-alone sex education sessions delivered by teacher when the children are in Year 6 (unless parents opt to withdraw them from these sessions).

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 relationships
- Changes to my body as I grow
- How babies are conceived and born
- Online relationships
- 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, LGBTQ+ 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).

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher 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
- 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

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.

### **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**

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 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 Headteacher.

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

### **Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher through discussions with pupils, learning walks, book scrutinies and planning scrutinies.

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

This policy will be reviewed by the Governing Body annually.

Year Group	Topic/Theme	Topic/Theme Details
<b>Reception</b>	<b>Relationships</b>	<ul style="list-style-type: none"> <li>* Who is in my family?</li> <li>* What makes me special?</li> <li>* What is the same/different about people in my family?</li> <li>* How can I be a good friend?</li> <li>* Understand what is meant by the term body space/personal space.</li> </ul>
	<b>Me and My Body</b>	<ul style="list-style-type: none"> <li>* What can I do now that I could not do when I was a baby?</li> <li>* What makes boys and girls different? What makes them the same?</li> <li>* Where do babies come from? ~ <i>Children's discussions rather than teaching.</i></li> <li>* What do babies do in the woman's tummy?</li> <li>* Identify parts of the body that are private. (<i>Discussion around private parts being underneath your Underwear/pants.</i>)</li> </ul>

Year Group	Topic/Theme	Topic/Theme Details
<b>One</b>	<b>Relationships</b>	<ul style="list-style-type: none"> <li>* Identify some of the people who are special to them;</li> <li>* Recognise and name some of the qualities that make a person special to them.</li> <li>* Identify simple qualities of friendship;</li> <li>* Suggest simple strategies for making friends again.</li> <li>* Explore stories that show different types of families including 'same-sex relationships'.</li> <li>* Identify when it is appropriate or inappropriate to allow someone into their body space.</li> <li>* Rehearse strategies for when someone is inappropriately in their body space.</li> <li>* Understand what kinds of touch are acceptable or unacceptable.</li> <li>* Recognise that there are times when they might need to say 'no' to a friend.</li> </ul>
	<b>My changing body</b>	<ul style="list-style-type: none"> <li>* Identify things they could do as a baby, a toddler and can do now;</li> <li>* Identify the people who help/helped them at those different stages.</li> <li>* Describe ways in which private parts can be kept private. (<i>Discussion around private parts being underneath your underwear/pants. (following and using NSPCC resources)</i>)</li> <li>* Identify people they can talk to about their private parts.</li> </ul>

Year Group	Topic/Theme	Topic/Theme Details
<b>TWO</b>	<b>Relationships</b>	<ul style="list-style-type: none"> <li>* Thing that cause conflict between me and my friends.</li> <li>* What I do when my friends make me upset?</li> <li>* Recognise that friendship is a different kind of relationship.</li> <li>* Identify some of the ways that good friends care for each other.</li> <li>* Identify some of the physical and non-physical differences and similarities between people.</li> <li>* Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>* Suggest reasons why young people sometimes fall out with their parents.</li> </ul> <p>They also learn about secrets – secrets that are not okay to keep will be looked at here</p>
	<b>My changing body</b>	<ul style="list-style-type: none"> <li>* Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>* Understand and describe some of the things that people are capable of at these different stages.</li> <li>* Identify which parts of the body are private, using the language <i>penis</i> and <i>vagina &amp; vulva</i></li> <li>* Understand that humans mostly have the same body parts but that they can look different from person to person.</li> </ul>

Year Group	Topic/Theme	Topic/Theme Details
<b>Three</b>	<b>Relationships</b>	<ul style="list-style-type: none"> <li>* Identify people who they have a special relationship with;</li> <li>* Suggest strategies for maintaining a positive relationship with their special people.</li> <li>* Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>* Identify qualities of a good friendship;</li> <li>* Suggest reasons why friends sometimes fall out.</li> <li>* Rehearse and use, now or in the future, skills for making up again.</li> <li>* Recognise that there are many different types of family.</li> <li>* Understand what is meant by 'adoption', 'fostering' and 'same-sex relationships'.</li> <li>* Understand that the information we see online, either text or images, is not always true or accurate.</li> </ul>
	<b>My changing body</b>	<ul style="list-style-type: none"> <li>* How boys' and girls' bodies change as we grow up, and how these changes affect us.</li> <li>* Identify different types of relationships;</li> <li>* Recognise who they have positive healthy relationships with.</li> <li>* Rehearse strategies for when someone is inappropriately in their body space.</li> <li>* Understand that for girls, periods are a normal part of puberty.</li> </ul>

Year Group	Topic/Theme	Topic/Theme Details
<b>FOUR</b>	<b>Relationships</b>	<ul style="list-style-type: none"> <li>* Explain what we mean by a 'positive, healthy relationship';</li> <li>* Describe some of the qualities that they admire in others.</li> </ul>

		<ul style="list-style-type: none"> <li>* Identify a wide range of feelings ~ <i>'love', 'crush' etc.</i></li> <li>* Recognise different people can have different feelings in the same situation.</li> <li>* Explain how feelings can be linked to physical state.</li> <li>* Understand that marriage is a commitment to be entered into freely and not against someone's will.</li> <li>* Recognise that marriage includes same sex and opposite sex partners.</li> <li>* Know the legal age for marriage in England and Scotland. ~ <i>links with RE and different faiths.</i></li> <li>* Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>
	<p><b>My changing body</b></p>	<ul style="list-style-type: none"> <li>* Explain that a person's genitals help them make babies when they are grown up.</li> <li>* Recognise that babies come from the joining of an egg and sperm.</li> <li>* Explain what happens when an egg doesn't meet a sperm.</li> <li>* Name some positive and negative feelings.</li> <li>* Understand how the onset of puberty can have an emotional as well as physical impact.</li> <li>* Take part in role play practising how to compromise when relationships you are in don't agree.</li> <li>* Identify parts of the body that males and females have in common and those that are different.</li> <li>* Know the correct terminology for their genitalia ~ <i>discuss slang words they may have heard.</i></li> <li>* Understand and explain why puberty happens.</li> <li>* Understand the changes that occur in boys through puberty such as voice changes.</li> <li>* Understand the risks of sharing images online and how these are hard to control, once shared.</li> <li>* Know the key facts of the menstrual cycle</li> <li>* Understand that periods are a normal part of puberty for girls</li> <li>* Understand that for girls, periods are a normal part of puberty</li> </ul>

Year Group	Topic/Theme	Topic/Theme Details
<b>Five</b>	<b>Relationships</b>	<ul style="list-style-type: none"> <li>* Demonstrate how to respond to a wide range of feelings in others.</li> <li>* Give examples of some key qualities of friendship;</li> <li>* Reflect on their own friendship qualities.</li> <li>* Identify what makes a relationship unhealthy;</li> <li>* Identify who they could talk to if they needed help.</li> <li>* Identify characteristics of passive, aggressive and assertive behaviours</li> <li>* Understand and rehearse assertiveness skills.</li> <li>* Recognise basic emotional needs, understand that they change according to circumstance.</li> <li>* Recognise that some people post things online about themselves that are not true, sometimes this is so that people will like them.</li> <li>* Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> <li>* Understand that people can feel pressure to behave in a certain way because of the influence of the peer group.</li> </ul>
	<b>My changing body</b>	<ul style="list-style-type: none"> <li>* Identify people who can be trusted.</li> <li>* Identify some of the ways to cope better with periods.</li> <li>* Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> <li>* Know the correct words for the external sexual organs.</li> <li>* Discuss some of the myths associated with puberty.</li> <li>* Identify some products they may need during puberty and why.</li> <li>* Know what menstruation is and why it happens.</li> <li>* Explain the difference between a safe and unsafe secret.</li> <li>* Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>

Year Group	Topic/Theme	Topic/Theme Details
<b>Six</b>	<b>Relationships</b>	<ul style="list-style-type: none"> <li>* Recognise some of the challenges that arise from friendships.</li> <li>* Suggest strategies for dealing with such challenges, demonstrating the need for respect and an assertive approach.</li> <li>* List some assertive behaviours.</li> <li>* Recognise peer influence and pressure.</li> <li>* Demonstrate using some assertive behaviours through role-play, to resist peer influence and pressure.</li> <li>* Describe ways in which people show their commitment to each other.</li> <li>* Know the ages at which a person can marry, depending on whether their parents agree.</li> <li>* Understand that everyone has the right to be free to choose who and whether they marry.</li> <li>* Recognise that some types of physical contact can produce strong negative feelings.</li> <li>* Know that some inappropriate touch is also illegal.</li> </ul>
	<b>My changing body</b>	<ul style="list-style-type: none"> <li>* Recognise that some of the changes they have experienced and their emotional responses to those changes.</li> <li>* Suggest positive strategies for dealing with change;</li> <li>* Identify people who can support someone who is dealing with a challenging time of changes.</li> <li>* Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> <li>* Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.</li> <li>* Suggest strategies that would help someone who felt challenged by the changes in puberty.</li> <li>* Know where someone could get support if they were concerned about their own or another person's safety.</li> <li>* Identify the changes that happen through puberty to allow sexual reproduction to occur.</li> <li>* Know a variety of ways in which sperm can fertilise the egg to create a baby.</li> <li>* Know the legal age of consent and what it means.</li> </ul>

Children with Special Educational Needs – some children may work at a younger level than their chronological age in order to support their understanding and self-confidence.

**Appendix 2:** 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
Me and my Body	<ul style="list-style-type: none"> <li>• How their bodies will change as they grow from babies, to children, to teenagers, to adults</li> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
How babies are conceived and born	<ul style="list-style-type: none"> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>• Know the legal age of consent and what it means.</li> <li>• Understand that sexual intercourse should be part of a loving relationship</li> <li>• Basic facts about how babies are born</li> </ul>

## Appendix Three:



**Tadley Primary School**  
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### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	