

Clavering Primary School
RSE Policy

June 2026 – Next Review July 2027

Contents:

1. Aims
2. Statutory Requirements
3. Policy Development
4. Definition
5. Curriculum
6. Delivery of RSE
7. Roles and Responsibilities
8. Parents' right to withdraw
9. Training
10. Monitoring Arrangements

Appendix 1: PSHE Curriculum Map including RSE

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

Appendix 3: Parent form: withdrawal from sex education within RSE

1. Aims

At Clavering Primary School, the aims of relationships and sex education (RSE) in our school are 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
- Promote kindness, care and respect in all relationships, helping pupils recognise power dynamics and the importance of consent.
- Support pupils to challenge stereotypes, prejudice, sexism and misogyny, developing positive and inclusive ideas of identity and self-worth.

RSE at Clavering Primary School links closely with our core values and the British Values – please see our website: <http://www.clavering.essex.sch.uk/school/>

2. 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 the [government guidance](#) issued by the secretary of state outlined in section 403 of the [Education Act 1996](#). At Clavering Primary

School, we teach RSE as set out in this policy. The policy will be reviewed annually and published on the school website so that parents can freely access it and all associated RSE materials, in line with DfE transparency requirements.

3. Policy Development

- Parent focus group meeting – NB: due to the ongoing circumstances with Covid-19 this was changed to parents receiving the draft policy for RSE and given the opportunity to approve via Microsoft Forms Questionnaire in July 2020.
- On 10th July 2020 the draft policy was shared with parents and a follow up reminder issued on the 15th July 2020 – for results of questionnaire see Appendix 4
- Draft policy was shared with staff and governors at the same time as parents – July 2020
- Extensive research by subject lead to develop policy with support from the PSHE Association, Essex Healthy Schools, The Key and the NSPCC
- Ongoing engagement with parents will take place before any curriculum changes. Parents will be able to view all resources and lesson materials on request, ensuring open communication and trust.

4. Definition

RSE is part of a lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people the necessary skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline. It gives pupils the ability to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. It also teaches pupils how to identify, resist and report inappropriate or harmful behaviour – both online and offline – and how to seek help from trusted adults.

5. Curriculum

The curriculum that we deliver at Clavering primary school is set out in Appendix 1 but we may need to adapt it as and when necessary. The RSE curriculum is weaved into the PSHE curriculum which is designed by the PSHE Association to ensure the Statutory Guidance is covered and delivered by staff. Primary sex education will focus on

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Curriculum sequencing ensures that knowledge is introduced before key developmental stages (such as puberty).
- Teaching now includes online influences, unrealistic body images, pornography awareness (at an age-appropriate level), privacy and consent, with clear signposting to reporting mechanisms for online harm.
- Pupils learn that being a victim of abuse is never their fault and that help is always available.

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

6. Delivery of RSE

At Clavering Primary School RSE is taught through the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are delivered within the science curriculum and other aspects are covered within religious education (RE). Pupils also receive stand-alone sex education sessions

at an age-appropriate level. From early years onwards, pupils are supported to understand personal boundaries, respect and consent to help prevent sexual harassment and bullying.

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
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 & 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 – these include, but not limited to:

- Single parent families
- LGBT parents
- Families headed by grandparents
- Adoptive parents

Along with reflecting sensitively that some children may have a different structure of support around them, for example looked after children or young carers. We believe that RSE should meet the needs of ALL pupils, whatever their developing sexuality or identity – this includes age-appropriate teaching about different types of relationships in the context of law. Staff actively challenge discriminatory, sexist or homophobic language and model inclusive, respectful relationships.

6.1 Implementation

RSE is planned from the PSHE Association guidance and is delivered during the dedicated PSHE hour weekly in every class, however at Clavering Primary School, additional time provision is made for sex education and to support pupils if and when a situation relating to RSE arises. External visitors (such as school nurses or health professionals) must follow school safeguarding protocols and agree how any disclosures will be managed before sessions take place.

7. Roles and Responsibilities

7.1 The Governing Body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation. With input from the RSE subject lead, the governing body will ensure that all materials comply with statutory guidance and are accessible to parents.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive manner
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish 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 or the subject leader. All staff receive annual training on RSHE, online harms, and managing safeguarding disclosures.

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

Parents do not have the right to withdraw their child(ren) from relationships education. Parents have the right to withdraw their child(ren) from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form in Appendix 3 of this policy and addressed to the headteacher. Before granting withdrawal, the Headteacher will discuss the request with the parent (and pupil where appropriate) to explain the curriculum, benefits of participation and possible effects of withdrawal, recording the outcome as recommended by DfE.

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

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. The headteacher and subject leader will also invite visitors from outside the school, such as the school nurse or sexual health professionals to provide support and training to staff teaching RSE.

As of July 2025, training now includes handling sensitive questions, understanding online harms and recognising signs of abuse or exploitation.

10. Monitoring Arrangements

The impact of RSE is monitored by the RSE subject lead through but not limited to planning checks, learning walks, lesson observations and pupil voice. Monitoring will also consider pupil feedback on safety and inclusivity as part of the school's wider safeguarding evaluation. This policy will be reviewed by the RSE subject lead annually. At every review, the policy will be approved by the headteacher and governing body. Evaluation will include how effectively teaching promotes respect, prevents prejudice and supports safeguarding outcomes.

11. Links with other policies

The RSE policy links with the PSHE, Science and RE policies.

As of July 2025, the RSE policy now explicitly links with Safeguarding (Child Protection), Behaviour, Equality and Online Safety policies to promote a whole-school approach to wellbeing and respect.

Appendix 1: PSHE Curriculum Map including RSE

Early Years - Early Learning Goals – Personal, Social and Emotional Development.

Self Confidence and Self Awareness – ELG06

- I like to try new activities and can say why I like some more than others
- I can speak in a group I know and talk about my ideas
- I can choose the resources I need for my chosen activity
- I can say when I don't need any help

Managing Feelings and Behaviour – ELG07

- I change how I behave when we are in different places. Change doesn't both me
- I can work as part of a group by understanding and following the rules
- I can talk about how I behave and understand what happened when people misbehave
- I can talk about how my friends and I show feelings

Making Relationships – ELG08

- I can play co-operatively, taking turns with others
- I can organise an activity, with help and ideas from my friends
- I can be sensitive to the needs and feelings of others
- I can form good relationships with grown ups and children

PSHE Association Long-Term Overview

Key Stage 1

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are: caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common & differences; playing & working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts (including genitalia with correct names) moving class.	Safety in different environments; risk and safety at home; emergencies

Key Stage 2

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The values of rules and law; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings (including difference between assertive and being controlling and being kind to others but not neglecting your own needs)	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places (including road, level crossings, fire and water safety)
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting difference and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used including privacy and location settings.	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (including menstruation)	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence (including online)	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online (including discussion on age restrictions)	Influences and attitudes to money; money and financial risks (including gaming addiction)	What affects mental health and ways to take care of it; managing change, loss and bereavement (including isolation and loneliness) and managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the media

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

TOPIC: Families and people who care about me

PUPILS SHOULD KNOW:

- 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: Caring friendships

PUPILS SHOULD KNOW:

- 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, conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC: Respectful relationships

PUPILS SHOULD KNOW:

- 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: Online relationships

PUPILS SHOULD KNOW:

- 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 importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure
 - 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
-

TOPIC: Being safe

PUPILS SHOULD KNOW:

- 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
- The importance of online privacy and location settings
- 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
- Understanding that being a victim is never the child's fault

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			