Clavering Primary School
RSE Policy

September 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) are to:

- Provide a framework in which sensitive, age-appropriate discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development, health and hygiene.
- Help pupils develop self-respect, confidence, empathy and positive identity.
- Create a positive culture around issues of sexuality, relationships and respect.
- 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 inclusive ideas of identity and self-worth.
- Ensure pupils understand online influences, risks and reporting mechanisms, in line with the **DfE RSHE statutory guidance (July 2025 update)** and **Essex Healthy Schools Programme priorities**.

Our RSE curriculum supports the school's core values, British Values and the wellbeing principles promoted through the **Essex Healthy Schools Programme**.

2. 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 beyond the science curriculum, but we choose to deliver age-appropriate sex education as part of our PSHE curriculum.

In teaching RSE, we follow:

- **DfE Statutory RSHE Guidance (2025 update, effective September 2026)**
- **Education Act 1996 (Section 403)**
- **Children and Social Work Act 2017**
- **Equality Act 2010**
- **SEND Code of Practice (2015)**
- **Essex Healthy Schools Programme guidance and updates**
- **Ofsted expectations for safeguarding, curriculum intent and personal development**

This policy is reviewed annually and published on the school website, alongside all teaching materials, in line with DfE transparency requirements and Essex Healthy Schools recommendations.

3. Policy Development

- Parent consultation (initially adapted during Covid-19).
- Draft policy shared with parents, staff and governors.
- Ongoing engagement with parents before curriculum changes.
- Parents may request to view all lesson materials at any time.
- Policy informed by the PSHE Association, Essex Healthy Schools, The Key, NSPCC and updated RSHE guidance (2025).
- Policy reflects Ofsted's expectations for a curriculum that is inclusive, age-appropriate and safeguarding-led.

4. Definition

RSE is lifelong learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

RSE aims to:

- Build skills for positive, respectful, non-exploitative relationships.
- Support pupils to stay safe on and offline.
- Develop self-esteem, confidence and healthy attitudes.
- Teach pupils how to identify, resist and report inappropriate or harmful behaviour.
- Reinforce that being a victim of abuse is never the child's fault, in line with safeguarding guidance.

5. Curriculum

Our curriculum (Appendix 1) follows the PSHE Association programme and meets:

- **DfE statutory RSHE requirements (2025 update)**
- **Essex Healthy Schools Programme expectations**
- **Ofsted's personal development and safeguarding criteria**

Primary sex education focuses on:

- Preparing pupils for puberty.
- Understanding how a baby is conceived and born.
- Teaching content before key developmental stages.
- Age-appropriate teaching about online influences, unrealistic body images, pornography awareness, privacy, consent and reporting mechanisms.
- Reinforcing that victims of abuse are never to blame and help is always available.

Curriculum sequencing ensures knowledge builds progressively and safely.

6. Delivery of RSE

RSE is taught through PSHE, with biological content delivered in science and some aspects in RE.
Pupils also receive stand-alone sex education sessions at an age-appropriate level.
From early years onwards, pupils learn:

- Personal boundaries
- Respect
- Consent
- Safe and unsafe behaviours
- How to seek help

Relationships education covers:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Teaching is inclusive of all families, including single-parent families, LGBT parents, adoptive families, kinship care, looked-after children and young carers.
Staff challenge discriminatory, sexist or homophobic language and model respectful relationships, in line with Ofsted expectations for behaviour and attitudes.
External visitors follow safeguarding protocols and agree procedures for disclosures before sessions.

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

- Weekly PSHE lessons, with additional time for sex education and responsive teaching.
- All materials comply with statutory guidance, Essex Healthy Schools standards and age-limit rules (2025).
- Staff receive annual training on RSHE, online harms, safeguarding disclosures and handling sensitive questions.

7. Roles and Responsibilities

7.1 Governing Body

- Approves the RSE policy.
- Ensures compliance with statutory guidance and Essex Healthy Schools standards.
- Oversees transparency and parental access to materials.

7.2 Headteacher

- Ensures consistent delivery of RSE.
- Manages withdrawal requests.
- Ensures staff training and safeguarding compliance.
- Ensures RSE contributes to Ofsted's personal development and safeguarding judgements.

7.3 Staff

- Deliver RSE sensitively and inclusively.
- Model positive attitudes.
- Monitor progress and respond to individual needs.
- Follow safeguarding procedures.
- Cannot opt out of teaching RSE.

7.4 Pupils

- Engage respectfully and sensitively.
- Uphold school values in discussions.

8. Parents' right to withdraw

Parents **cannot withdraw** their child from relationships education.
Parents **can withdraw** their child from non-statutory sex education.
Requests must be made in writing using Appendix 3.
The headteacher will meet with parents (and pupils where appropriate) to discuss:

- Curriculum content
- Benefits of participation
- Possible effects of withdrawal

Alternative work will be provided.

9. Training

Staff receive annual RSHE training, including:

- Online harms
- Safeguarding disclosures
- Handling sensitive questions
- Recognising signs of abuse or exploitation
- Updated RSHE content requirements (2025)
- Essex Healthy Schools wellbeing priorities

Visitors may support training but must follow safeguarding protocols.

10. Monitoring Arrangements

The RSE subject lead monitors impact through:

- Planning checks
- Learning walks
- Lesson observations
- Pupil voice
- Safeguarding feedback on safety and inclusivity

Monitoring evaluates how effectively teaching:

- Promotes respect
- Prevents prejudice
- Supports safeguarding outcomes
- Meets updated RSHE requirements
- Aligns with Essex Healthy Schools standards
- Contributes to Ofsted's personal development judgement

Policy reviewed annually by the subject lead and approved by the headteacher and governing body.

11. Links with other policies

This policy links with:

- PSHE
- Science
- RE
- Safeguarding (Child Protection)
- Behaviour
- Equality
- Online Safety
- Essex Healthy Schools Programme documentation

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 grownups 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	