



Relationships and Sex Education Policy

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The difference between try and triumph is UMPPHHH!

Relationships and Sex Education Policy

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What is Relationship and Sex Education?

We acknowledge that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life, a key part of this relates to relationships and health education.

Relationships Education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health, and relationships. It is lifelong learning about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes. It is a key part of our Life Skills provision and is an important aspect of preparing our children for life in Modern Britain.

Relationship and Sex Education at primary school is also about ensuring that children are prepared for learning at secondary school – as well as for the information which they are receiving through the media, online and ‘everyday life’ – delivered in an age-appropriate manner.

All pupils must be taught the aspects of sex education outlined in the science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in plants and animals.

*Importantly, pupils will be reviewed for maturity and some of the learning opportunities will be based on children’s questions and readiness.

The curriculum considers the views of teachers, pupils and parents and is informed by issues in the school and the wider community. We consult with parents, pupils, and staff in the following ways:

- Questionnaires and surveys
- Friday Flyer
- Training & information sessions
- Parent drop ins

Our Life Skills’ programme has been developed and adapted to reflect this. It should be read in conjunction with the following:

- Keeping Children Safe in Education, 2025
- Relationships Education: Relationships and Sex Education (R.S.E. and Health Education - Statutory guidance 2025
- Equalities Act 2010
- Children and Social Work Act, 2017
- DfE (Department for Education) (2013) Science programmes of study: key stages 1 and 2.

This policy operates in conjunction with the following school policies:

- Child Protection policy
- Good Behaviour policy
- S.E.N.D. policy
- Equal opportunities policy
- Child on child abuse policy

Aims

We aim to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions. To prepare pupils for an adult life in which they can do the following:

- feel confident to ask questions, seek answers and be interested in themselves.
- develop positive values and a moral framework that will guide their decisions, judgements, and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- be aware of the changing adolescent body with a growing awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Context

While relationships and sex education in our school means that we give children information about puberty, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach relationships and sex education in the belief of the following:

- Relationships and sex education should be taught in the context of love, respect and care, family commitment and family life, (family is a broad concept and includes a variety of types of family structure and acceptance of different approaches).
- Relationships and sex education is part of a wider social, personal, spiritual and moral education process.
- children should be taught to have respect for their own bodies.
- children should learn about their responsibilities to others and be aware of the consequences of their actions.
- it is important to build positive relationships with others, involving trust and respect.
- children need to learn the importance of self-control.
- it is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

Organisation

We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching as part of our Life Skills curriculum, we also teach some S.R.E. through other subject areas (for example, Science and P.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Example of a link to the Science Curriculum: In the Primary National Science Curriculum Programme of Study on Living things and their habitats and Animals, including humans, a statutory requirement states that Y5 children "Should be taught to describe the changes as humans develop to old age. They should describe the life process of reproduction in some plants and animals." Guidance suggests "Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty."

In Life Skills we teach children about relationships, and we encourage children to discuss issues during weekly lessons. A cornerstone of this provision is that it takes place within a safe learning environment during a weekly stand-alone lesson with an adult they know. Children revisit concepts and topics several times, going deeper each time, across their time at primary school.

- In Foundation Stage, children learn to feel safe and secure, and form friendships with other children. They are taught to name body parts.
- In Key Stage 1, children learn to appreciate the similarities and differences between male and female and how to show respect for each other. As part of the Science Curriculum, children identify, draw, name and label the basic parts of the human body. They notice that animals, including humans, have offspring which grow into adults.
- In Key Stage 2, children understand and accept the similarities and differences between male and female and show respect for each other. We teach about the life process of reproduction in plants, and the main stages of the human life cycle in greater depth, describing the changes as humans develop to old age. In Year 5 and 6 we place a particular emphasis on growing and changing. As many children experience puberty at this age, we revisit/ teach naming the parts of the body and how these work. The School nurse comes into school talk to the students about what will happen to their bodies during puberty. For example, we explain to the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Any S.R.E. lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate information being requested or disclosed. When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the ground rule established at the start of the sessions. It is felt that answering a specific question would involve information inappropriate to the age and development of the rest of the pupils, the question would be dealt with individually at a different time. An 'ask it basket' would be employed when content might be a little embarrassing eg puberty.

Inclusion

Ethnic Cultural & Religious Groups

We aim to be sensitive to the needs of different ethnic, cultural & religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

Pupils With Special Needs

We will ensure that all pupils receive sex and relationships education and we will offer provision appropriate to the needs of all of our pupils, taking specialist advice where necessary. Children with significant S.E.N.D. needs are expected to understand the concepts of S.R.E. at a 'stage appropriate'.

Sexual Identity, Gender Identity & Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate questions and offer support. We aim to deliver a fully inclusive curriculum, underpinned by an understanding of healthy relationships. Pupils, whatever their developing sexuality need to feel that sex and relationships education is relevant to them.

Parents

We are well aware that the primary role in children's S.R.E. lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will do the following:

- inform parents about the school's S.R.E. policy and practice.
- answer any questions that parents may have about the sex education of their child.
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- Share the life skills curriculum on the website

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and will provide alternative activities for their child.

Confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when discussing ground rules. The curriculum is underpinned with key safeguarding elements throughout- teaching children about privacy, right and responsibilities in relation to themselves and others.

Monitoring and Review

The Headteacher and Senior Leadership Team oversee and organise the monitoring and evaluation of Life Skills in the context of overall school plans. The full governing body is responsible for the approving, overseeing, reviewing and organizing the policy and curriculum. The policy review is built into the annual cycle of key policies.

The governing body ensure the following:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request their child to be withdrawn.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

OFSTED is required to evaluate and report on personal, spiritual, moral, social and cultural development of pupils. This include evaluating and commenting on the school's sex and relationship policy curriculum and on support and staff development, C.P.D. and delivery