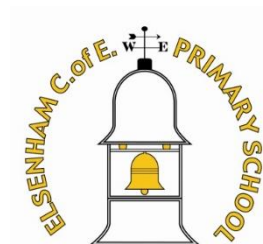


# Elsenham C. of E. Primary School



## Relationships and Sex Education Policy (RSE)

Policy updated:  
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### Sex and Relationships Education at Elsenham C of E Primary School

At Elsenham C of E Primary School we want to provide pupils with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society.

High quality PSHCE and age-appropriate RSE teaching are essential to keeping pupils safe and healthy, inside and outside the school gates.

Relationships and Sex Education (RSE) is planned to provide all children with knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning sex and relationships as they grow up.

Children learn to appreciate what it means to make responsible decisions in order to foster positive relationships and to become confident individuals who are able to live safe, healthy and fulfilling lives.

The RSE Policy is based on the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction 1 September 2026).

## **1. Aims**

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

- Provide a framework in which sensitive discussions can take place
- know and understand what constitutes a healthy lifestyle (including fitness and healthy eating)
- be aware of safety issues
- understand what makes for caring and respectful relationships with others
- develop self-confidence and self-esteem, and make informed choices regarding personal and relationship issues
- 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
- understand how best to support their own physical and mental wellbeing
- be aware of the harms of drugs, tobacco and alcohol
- teach pupils the basics for first aid
- teach pupils the correct vocabulary to describe themselves and their bodies.
- teach about healthy, loving relationships and family life.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

As our school is a Church of England school, we aim to teach RSE within a framework of Christian values. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions (we have taken account of the guidance provided in teaching materials supplied by the Diocese). Sensitivity and respect is shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

## **2. Statutory Requirements**

As of September 2020, in line with the DfE guidance, it was made statutory to teach Relationships and Sex Education.

All Church of England and Methodist schools within the Diocese of Chelmsford are therefore statutorily required to teach Relationships Education. The legislation makes it clear that all schools should approach RSE in a faith sensitive and inclusive way. The Church of England Education Office supports the approach taken by the government, including recommending an age-appropriate provision of sex education at primary level.

At Elsenham C. of E. Primary School we teach RSE as set out in this policy.

### **3. Policy Development**

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance and the changes in preparation for September 2026.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents, and any interested parties, were invited to look at the policy and suggest recommendations.
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.

### **4. 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.

### **5. Content and Delivery of RSE**

All children are entitled to discrete and integrated teaching of RSE. Detailed in the table below is an outline of what may be covered throughout the year by the class teacher using the Jigsaw PSHE scheme. However, teachers respond to arising needs for discussion, guidance and clarification which may be dealt with at class, group or individual level at any given point, outside of the plan below.

Teaching of RSE is delivered through the teaching of science and PSHE where possible, with more discrete teaching of RSE taking place more regularly as children progress through Key Stage 2. Biological aspects of RSE are taught within the science curriculum, and other aspects may be included in religious education (R.E.). On occasion, the teaching may involve support from health service professionals such as the School Nurse or trained professional.

There is a large overlap between the programme of study for RSE and the aims of PSHE. We teach RSE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching RSE we take into account the targets set for SEND children in their Individual Education Plans – “One Plans”.

The importance of communication, respect for self and others and listening to each other’s views will be reflected in our teaching and learning. Our approach to RSE is based upon an ethos of listening and responding to young people in order to strengthen their confidence

and self-esteem. Pupils have the opportunity to have questions and concerns addressed privately as needed. We will ensure that all pupils know how to access members of staff to talk to them and that this is welcomed.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

**These skills are taught within the context of family life, using Jigsaw's PSHE scheme.**

| Year      | Content Summary                                                                                                                                        |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception | Growing up: how we have changed since we were babies                                                                                                   |
| Year 1    | Boys' and girls' bodies; naming body parts, life cycles and growing up.                                                                                |
| Year 2    | Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is) and assertiveness.                    |
| Year 3    | How babies grow, how boys' and girls' bodies change as they grow older and personal hygiene. Family relationships and challenging family stereotypes.  |
| Year 4    | Biological differences between boys and girls during puberty, menstruation, personal hygiene, family relationships and challenging gender stereotypes. |
| Year 5    | Puberty for boys and girls, and conception, body image and teenage representation.                                                                     |
| Year 6    | Puberty for boys and girls and understanding conception to birth of a baby, self-image and different peer relationships.                               |

## **6. Roles and Responsibilities**

### **6.1 The Governing Body**

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

### **6.2 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-science components of RSE (see section 7).

### **6.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way, in line with our Christian values
- 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-science 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.

#### **6.4 Pupils**

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

### **7. Parents' right to withdraw**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and where it is agreed that the child should be withdrawn from RSE, alternative work will be given to pupils. There is no right to withdraw from Relationships Education or Health Education.

Parents are given access to the content of all PSHE lessons each half term through the use of Jigsaw parent portal. This outlines the lessons that will be taught, key vocabulary introduced in each year group and also provides a document with ideas of how parents can support their child at home. We encourage parents to discuss the content of these lessons at home and welcome any questions they may have in relation to these in school.

### **8. Equality**

All schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). The teaching of RSE will be fully inclusive and will foster good relations between all pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

Schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Students also have access to a range of supportive literature, covering LGBTQ+ and bodily changes, which will support any questions they may have.

### **9. Monitoring and Review**

The delivery of RSE is monitored by the Senior Leadership Team through: reviewing planning, work scrutinies, learning walks etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHE and R.E. Subject Leader in consultation with the Senior Leadership Team. At every review, the policy will be approved by the Curriculum and School Improvement Committee. When the policy is updated or rewritten it will be subject to ratification by the full Governing Body.