



Sex and Relationships Education Policy

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TRUST

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Statement of intent

1. Aims

At St Mary's C of E Primary School, we welcome every child as a special individual loved by God. We celebrate children's awareness of their local, national and global community, supported in their development at home and at school.

In our Church of England school, we are inclusive of others and promote respect for the dignity and worth of each individual. We aim to nurture caring and self-regulating citizens.

We help each child to fulfil their potential physically, academically, socially, morally culturally and spiritually, without fear of discrimination.

The aims of relationships and sex education (RSHE) at 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Children have self-respect as unique, self-regulating individuals and are responsible in their attitudes towards others, within their Christian community and beyond.

2. Statutory requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At St Mary's C of E Primary School, we teach RSHE as set out in this policy, abiding by relevant information set out in the Diocese of Sheffield Academies Trust funding agreement and articles of association and follow the Sheffield Local Authority Policy for RSHE.

3. Policy development

This policy has been developed in consultation with parents/carers and shared with staff so that it can be delivered to the children.

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

5. Curriculum

Our Relationships and Sex Education (RSE) curriculum is delivered through the Sheffield Local Authority policy.

It is fully aligned with the statutory guidance from September 2026 and is designed to provide pupils with the knowledge and skills they need to make informed decisions about their health, wellbeing and relationships. The curriculum develops pupils' understanding progressively over time, while giving them opportunities to discuss, question and reflect on a wide range of topics and experiences. By following the statutory guidance, we ensure that all content is accurate, age-appropriate and delivered by knowledgeable and well-informed staff.

For more information about our curriculum, please follow this link:

<https://www.st-marys.sheffield.sch.uk/curriculum/>

The curriculum will ensure all of our pupils, including those with SEND and children who are, or have been, looked after are well prepared for their lives as fulfilled future



citizens, respect themselves and others and have strategies to make positive and healthy life choices.

5.1 Pupil's Questions:

The school appreciates that pupils may ask their teachers or other adults questions about sex or sexuality which goes beyond the school's curriculum. The school's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

6. Delivery of RSHE

Our curriculum follows the statutory guidance for Relationships and Sex, Education and Health Education (RSHE), ensuring that learning is relevant, accurate and appropriate for pupils' ages and stages of development. It covers key areas such as mental health and wellbeing, online safety, and healthy, respectful relationships. We also support pupils' social and emotional development by helping them recognise, understand and manage their emotions. Fundamental British Values are woven throughout the curriculum, encouraging pupils to develop respect, responsibility and an understanding of life in modern Britain. The nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) are also woven through our whole curriculum.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).



Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Primary-age children are taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- On-line clips
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

Reasonable adaptations are made to ensure pupils with SEND are able to access the curriculum.

The school will provide sanitary disposal bins in appropriate toilets to break taboos around menstruation and will have a supply of menstruation products for pupils to address period poverty and any unforeseen circumstances arising from menstruation.

The guidance writes that 'schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated.' At St Mary's C of E Primary School, children will learn about how stereotypes can be unfair as well as the importance of permission-seeking and giving in relationships.

We promote mental health and wellbeing among all stakeholders, particularly pupils throughout the curriculum. This includes the harms of spending too much time online. The school promotes positive mental wellbeing through Zones of Regulation, ELSA support (Emotional Literacy Support Assistant), Mighty Minds, Lego Therapy and Learning Mentor time.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them



- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

Are aligned with the teaching requirements set out in the statutory RSHE guidance

- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers and we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8 Roles and responsibilities

8.1 The Local School Board

The local school board will note the RSHE policy, and hold the headteacher to account for its implementation. The LSB will hold the headteacher to account for the implementation of this policy. The DSAT trustees have delegated the approval of this policy to individual schools.

8.2 The Headteacher will

The Headteacher, along with subject leaders, is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from any teaching from parental requests.

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes



- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

8.4 Pupils

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

9 Parents' right to withdraw

Parents can withdraw their children only from the sex education elements of Relationships, Sex and Health Education (RSHE) and not from Relationships Education, Health Education or Science lessons.

10. Training

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by the Assistant Heads in school through learning walks, pupil interviews and work scrutiny where appropriate.

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

This policy will be noted by the local school board, annually.