Mellers Primary School

Policy for relationships and sex education

‘Every opportunity to educate everyone forever’

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Intent

At Mellers Primary School, we believe RSE is important for our pupils and school because it equips children with the knowledge, skills, and attributes they need to build positive relationships, understand their bodies, make informed choices, and stay safe online and offline.

Inclusivity and equality

- We ensure RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND), by adapting teaching approaches, resources, and support.
- We ensure RSE fosters equality by representing diverse families, relationships, and experiences and challenging stereotypes.
- We comply with the Equality Act 2010 by ensuring that teaching actively promotes respect, prevents discrimination, and reflects the protected characteristics within the law.

Intended outcomes

Through our RSE programme, pupils will:

- Know and understand positive, healthy relationships and their bodies.

- Know how to seek support
- Understand they have a responsibility to treat others with empathy and respect.
- Develop the skills of communication, empathy, critical thinking, and decision-making.
- Develop the attributes of confidence, resilience, respect, and inclusivity.

Summary of statutory content

The Department for Education requires all primary schools to teach the following statutory content:

Relationships Education (statutory)
Pupils must be taught about:

- Families and the people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe, including how to seek help and report concerns

Health Education (statutory)
Pupils must be taught about:

- Mental wellbeing, including recognising and expressing feelings
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (puberty)

Science curriculum (statutory)
Pupils must learn:

- The basic stages of the human life cycle
- How humans change and grow
- The biological facts of human reproduction (this cannot be withdrawn)

Sex Education (non-statutory in primary)

Schools may choose to teach additional content (e.g. human reproduction beyond the science curriculum).

At Mellers Primary School this is limited to **Year 6 – Making a Baby**. Parents have the right to withdraw their child from this lesson only.

Roles and responsibilities

Policy development

This policy was produced by Joe Nottingham**,** in consultation with staff, pupils, parents/carers and the governing body/trustees. It reflects statutory guidance and The Story Project curriculum used at Mellers Primary School.

Leadership of RSE

RSE education is led by Joe Nottingham who is responsible for:

- Overseeing curriculum planning and sequencing
- Ensuring fidelity to The Story Project curriculum
- Delivering staff training and ongoing professional development
- Monitoring the quality of teaching and learning
- Evaluating impact and reporting to senior leaders and governors

RSE education is taught by class teachers, who receive training and support to deliver the curriculum confidently and effectively.

Senior leadership and governance

RSE education is supported in the:

- **Senior Leadership Team**, who provides strategic oversight
- **Governing body/trustees**, who ensures statutory compliance and policy approval

Teacher training and professional development

Teachers responsible for teaching RSE receive:

- **Initial induction training** to The Story Project curriculum and pedagogy
- **Online top-up training** to revisit key statutory and pedagogical elements
- Access to **The Story Project Lead Teacher Network Groups** for subject-specific development, resource updates and professional collaboration.

Class teachers

Class teachers are trained to deliver high-quality RSE lessons through The Story Project's structured lesson sequence:

- **Settle:** enabling children to settle into learning and develop self-regulation skills
- **Training:** explicit teaching of emotional literacy and wellbeing skills
- **Objective:** introducing the lesson objective and key language
- **Read:** sharing the carefully chosen story that anchors the learning
- **You:** exploring the objective through discussion, reflection and application in the children's own contexts

Teachers ensure lessons are inclusive, safe, and responsive to the needs of all pupils. Resources (including books) are carefully selected to ensure they are age-appropriate, inclusive and compliant with the Equality Act.

Visitors and external contributors

Visitors are used only to complement, not replace, the PSHE curriculum.
Teachers always:

- Remain responsible for the lesson
- Lead all safeguarding and follow school procedures
- Ensure external input aligns with school policy and PSHE learning intentions

Implementation - Curriculum design

We follow The Story Project's story-led, spiral curriculum, which:

- Covers all statutory RSE requirements
- Meets additional non-statutory PSHE outcomes
- Embeds safeguarding, consent, online safety, and emotional wellbeing
- Ensures children revisit key themes with increasing depth
- Is fully inclusive, age-appropriate, and matched to the needs of all pupils

How RSE is taught
RSE is an integral part of our whole-school PSHE provision and is embedded throughout The Story Project units covering:

- Families
- Friendships
- Respectful relationships
- Boundaries and consent
- Body autonomy
- Online behaviour
- Bullying (including online)
- Puberty
- Reproduction (Year 6)
- Mental wellbeing

Our RSE programme is planned and delivered through a sequenced curriculum that revisits key themes each year, with increasing depth, ensuring age-appropriate learning and differentiation to meet the needs of all pupils, including those with SEND. Lessons link to and complement learning in other areas of the PSHE curriculum.

Inclusivity
We ensure RSE is inclusive of all pupils by:

- Reflecting diverse families and communities
- Representing protected characteristics through literature
- Adapting activities for SEND needs
- Ensuring all teaching upholds the Equality Act (2010)

Assessment

Teachers assess learning through discussion, activities, and observation. Assessment informs future planning and ensures that learning is matched to the needs of our pupils. An overview of learning in each key stage and year group is available for reference.

A safe learning environment

We ensure a safe learning environment by:

- Establishing ground rules collaboratively with pupils at the start of lessons, so everyone understands expectations for respect and confidentiality
- Using distancing techniques through stories and literature to explore sensitive topics safely, allowing children to engage without personal disclosure
- Ensuring pupils' questions are answered factually, sensitively, and in an age-appropriate way
- Allowing pupils to ask questions anonymously, for example through question boxes or written notes, to support engagement and confidence

If a pupil's question goes beyond the sex education covered by the school, or relates to sex education from which they have been withdrawn, our policy is for the teacher to explain that the question will be answered privately or directed to a trusted adult at home.

If a child is withdrawn from Sex Education, teachers provide alternative supervised activities and ensure the child still receives all required science curriculum content.

Safeguarding

Safeguarding is central to our approach to Relationships and Sex Education (RSE). Our RSE policy supports the school's wider safeguarding framework and is informed by statutory guidance, including *Keeping Children Safe in Education* (DfE, 2025), as well as other relevant school policies and guidance on child protection, online safety, and wellbeing.

Safe and effective practice

- Child protection, safeguarding, and confidentiality protocols ensure that RSE is delivered safely and that pupils are supported appropriately.
- Teachers are aware that discussions in RSE lessons can sometimes lead to disclosures of safeguarding concerns. In such cases, they will follow the school's safeguarding procedures and consult the designated safeguarding lead (DSL) immediately.
- Pupils considered to have particular vulnerabilities or who may be at risk are supported according to individual safeguarding plans and the school's safeguarding policies.

Visitors and external agencies

- External visitors and agencies supporting RSE are briefed on the school's confidentiality and safeguarding protocols before the lesson.

- They are required to follow the school's approach to RSE and will not be left alone with pupils.
- If a visitor or external agency receives a disclosure from a pupil, they must report it immediately to the class teacher or DSL in line with the school's safeguarding procedures.
- Protocols for inviting visitors include prior approval from the PSHE/RSE lead and the DSL, with clear guidance on safeguarding responsibilities and expectations.

Links to other policies

Our RSE policy complements and links to other school policies, including:

- Safeguarding and child protection policy
- Online safety policy
- Anti-bullying policy
- Health and wellbeing policy

By embedding safeguarding within RSE, we ensure that pupils can explore sensitive topics in a safe environment, receive support if needed, and understand how to seek help both in school and beyond.

Openness with parents and carers

We work in close partnership with parents and carers to ensure they are fully informed about our RSE programme.

- The RSE policy is available to parents through the school website and on request from the school office.
- Parents are informed when RSE units will be taught and of the books and materials used.
- We provide opportunities for parents to view lesson plans and resources in school, and offer additional guidance and support where needed.
- We are committed to openness with parents through regular communication, parent meetings, and information sessions.
- Governors contribute to the RSE policy and are kept informed about the curriculum through reports and consultations.
- Pupil voice is used to review and tailor our RSE programme to match the different needs of pupils.

We consult with parents on any policy changes and provide opportunities for discussion to ensure they understand and support what is being taught.

Right to withdraw

Parents have the legal right to withdraw their child from **Sex Education** (Year 6 *Making a Baby* lessons) but not from Relationships or Health Education.

Requests should be submitted in writing to the Headteacher. Parents will be invited to discuss the request.

Clarification of what is not part of Sex Education

The Department for Education makes a clear distinction between what is statutory and what parents may request to withdraw their child from.

Puberty
Learning about puberty is part of **statutory Health Education**. All pupils must learn:

- the changes that happen to the body during puberty
- how to manage these changes
- how to maintain physical and emotional wellbeing

Parents **cannot withdraw** their child from these lessons.

Science curriculum
The national curriculum for science requires pupils to learn:

- the basic stages of the human life cycle
- how humans grow and change
- the biological facts of human reproduction

These lessons are part of **statutory science** and therefore **cannot be withdrawn**.

Sex Education (non-statutory)
At Mellers Primary School, the only non-statutory Sex Education content is taught in Year 6 (our “Making a Baby” lesson). Parents do have the right to request withdrawal from this lesson only.

Impact - Review

This policy will be reviewed **by November 2027** or sooner if:

- National guidance changes
- The Story Project curriculum is updated
- Significant feedback arises from stakeholders
- Monitoring identifies the need for revision

This will ensure the policy remains up to date, reflects best practice, and continues to meet the needs of pupils, families and the wider school community.

DOCUMENT ORIGINS			
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