



Chorlton C of E Primary School Relationship and Sex Education (RSE) Policy

Approved by:	Chorlton C of E Governing Body	Date: September 2025
Date of last consultation with parents to inform policy	May 2023	
Last reviewed on:	September 2025	
Next review due by:	September 2026	

***The smallest of seeds,
grow to become trees,
in which the birds make nests***

cf Matthew 13. 31-32

At Chorlton CE Primary, we believe that our values of **curiosity, community, courage, nurture** and **respect** create the environment that all of our pupils require to support their physical, personal and moral **growth**. These values are central to all aspects of our school life and recognise our aim that every child should be supported to not only grow to their own full potential, but to support others around them to do the same. We are here to give our pupils an excellent education with a rich and inspiring curriculum, at the same time providing nurture and care for their spiritual/emotional, moral, social and cultural wellbeing. When they leave Chorlton CE they will be prepared for life, with resilience, compassion and having developed courageous advocacy.

1) This policy has been developed through consultation with:

- Headteacher
- Parents
- Staff
- Pupils
- Governing body

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from the PSHE Association [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

All school staff, parents and carers have been made aware of this policy, which is available to view via the schools' website; paper copies are also available at the school office.

2) Rationale

RSE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'.

Our RSE curriculum adopts an holistic approach that promotes positive health and wellbeing, encompassing the faith ethos of our school and its status as a Rights Respecting School.

This policy is informed by the UN Convention on the Rights of the Child, with specific reference to:

- Article 17: Every child has the right to reliable information from a variety of sources
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them.
- Article 19 (protection from violence, abuse and neglect)

3) Definition of RSE:

Relationships education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- How to stay safe on and offline in the digital world in which they live.
- Learn how our bodies change and grow during adolescence.

Sex education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made.

4) Our school setting

Chorlton C of E Primary School is a single form entry school with approximately 230 pupils on roll. Whilst the number of pupils receiving free school meals is low, we do have a greater number of pupils than average with SEN, EHCPs and who are Post LAC. We are proud to have many different and diverse family structures represented in the school community. We are a Rights Respecting school and are committed to ensuring that relationships and sex education represents and meets the needs of all children within our community.

Article 2 (non-discrimination): The UN Convention applies to every child without discrimination, regardless of their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

5) Aims and Objectives of this Policy

The overall aim of this RSE policy is to enable effective planning, delivery and assessment of RSE.

Our RSE programme aims to equip our pupils with skills to prepare students for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.

- Understand the concept of personal privacy and permission seeking and giving.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them, both within the diverse school community and the wider world around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse, including peer on peer abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Teaching staff within our school will be confident in planning, delivering and assessing the RSE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

6) Morals, Values, and Equalities Framework

RSE strives to promote acceptance and end discrimination in line with the Equalities Act, 2010. Chorlton C of E Primary School is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The RSE curriculum (Appendix 2) will reflect the values of our school/PSHE programme and will be taught within the context of relationships.
- The RSE programme at Chorlton C of E Primary reflects our Christian ethos, and encourages children to explore faith and cultural perspectives in a respectful way.
- RSE will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

7) Delivery of Relationships and Sex Education

RSE is carefully mapped out as part of the school PSHE curriculum which is regularly updated and monitored by the PSHE Lead.

RSE is delivered within discrete PSHE lessons that take place at least once a week in class with the class teacher and/or Key Therapist. These lessons are enhanced by drop down days, whole school events and celebrations and through cross curricular learning opportunities across the full curriculum. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child and respond in a timely manner to questions that may arise from these lessons to reinforce learning. For these specific sessions, we use the Manchester Healthy Schools IMatter RSE lesson plans and resources (see appendix 2). Prior to these lessons, a letter and email are sent home inviting parents and carers to view the lesson content and resources.

Ground rules are used in all PSHE and RSE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school child protection / safeguarding procedures must be followed.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

Pupils are able to ask anonymous questions by writing a note for the class worry / question box.

We use resources that are quality assured by Healthy Schools and the PSHE Association which are flexible in order to meet the needs of the pupils and curriculum. Lessons are adapted to ensure they are accessible to all and where appropriate pupils with SEND are supported using specific SEND IMatter lesson plans and resources.

Correct medical/ scientific and inclusive language will be used throughout the RSE and PSHE curriculum in order to safeguard all pupils and ensure that they are equipped with the confidence and vocabulary to share their thoughts, feelings, experiences and concerns.

RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and small groups and whole class discussions. Occasionally, whole school tasks may be set via our home learning platform in order to support further discussion at home. In these instances, information will be shared with parents and carers in advance.

External agencies can be invited to support or enhance the delivery of RSE.

These include: the school nurse, voluntary sector, theatre and the police.

External agencies and visitors must make themselves familiar with and understand the school's RSE policy, confidentiality, Child Protection and safeguarding policy and work within these policies.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff and this evaluation informs future planning. Co-delivery with teaching staff is encouraged and in years 4, 5, and 6 lessons are co-delivered with the school nurse wherever possible; consideration to this is given at the planning stage.

8) Parental involvement

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. In developing this policy, parents were invited to share their priorities for RSE and the wider PSHE curriculum and have had the opportunity to give feedback before the draft policy is finalised.

To promote effective communication and discussion between parents and their children, our PSHE curriculum document, which includes both the statutory and non-statutory elements of RSE, is shared on our school website. This is regularly updated by staff to ensure that all resources and core texts are available to be viewed by parents at any point in the year. Termly newsletters will also highlight any themes or topics that will be covered throughout the term so that parents can support with further discussion at home and resources for the RSE iMatter units will be shared in advance with parents via email. We encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.
- To ensure school work is in line with the Equality Act (2010) and the RSE Statutory Guidance (2019).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

9) Parents right to withdraw

Those parents/carers wishing to exercise the right to withdraw their child can do so from the one additional sex education lesson 'How is a Baby Made', which is taught in Year 6 (see Appendix 2). However, it is required that all children attend relationships and health education lessons, this includes puberty and menstruation. You should make your request of withdrawal in writing to the Head Teacher. Parents/ carers will then be invited in to see the Head Teacher and/or PSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.

Provision will be made for those children withdrawn from the sex education lesson via an alternative PSHE lesson with a familiar adult. Please note that withdrawal from sex education in RSE **does not** withdraw your child from these elements in the statutory National Curriculum for Science (Appendix 3).

10) Menstruation and Period Poverty

Period poverty is estimated to affect around 1 in 10 women or people who menstruate in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school.

Pupils are beginning to menstruate as early as in Year 4.

Pupils who are menstruating can obtain sanitary products from any member of staff and from the school office and/ or the Year 6 classroom. Sanitary bins are provided in all junior school and disabled toilets. Sanitary products can also be obtained to take away from the school office as part of the DfE free period products campaign (2020).

11) Evaluating and monitoring learning

To ensure that the curriculum content and teaching is effective, the delivery of RSE will be assessed and evaluated in the classroom. Pupil evaluation of RSE is carried out via surveys and discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, pre- and post-topic mind maps, discussion and through learning walks.

RSE is monitored on an annual basis by the PSHE Coordinator in the school to ensure that the content is relevant for the pupils and resources are updated on a termly basis and uploaded on to the school website.

12) Pupil Involvement

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views. As part of our consultation process, pupils were given the opportunity to share their feedback about what they consider to be important to know as they grow up. Pupil voice is an integral part of PSHE subject monitoring.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

13) Accessibility / Equalities Act

The RSE policy reflects, and is in line with, the schools' equal opportunities policy and in line with the Equality Act (2010) the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school and wider community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.

Inappropriate actions and bullying are not tolerated at Chorlton C of E Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see the anti-bullying policy).

Chorlton C of E Primary School is a Unicef Rights Respecting School and Article 17 from the UN Convention on the Rights of the Child states 'the right to get information that is important to your well-being'.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice. Where gaps in pupil understanding are identified, for example in the case of LAC or PLAC pupils who may have missed periods of time in school, the school will work closely with parents and carers to provide a bespoke catch up programme. Where appropriate, they may be offered support from the school Therapeutic Lead.

Resources used are specific to each pupil based on their cognitive ability and understanding. Our school ensures that high quality RSE is accessed by all pupils, including SEND and EAL.

14) Confidentiality and Child Protection Issues

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made this will be reported to the appropriate professional as per ground rules. RSE discussions or lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If this occurred or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must discuss with the named Designated Safeguarding Lead and follow the procedure set out in the Safeguarding/ Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding/ Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

15) Process of professional development for Staff

Staff are updated via email and staff meetings of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying.

Regular staff training is provided at staff meetings and INSET days by quality assured external organisations, such as Healthy Schools. Should any staff identify any training needs this should be reported to the PSHE Lead or member of SLT.

16) This RSE Policy is supported by and links to the:

PSHE Policy

Safeguarding/Child Protection Policy

Behaviour Policy

Equalities Policy and Plan

Anti-bullying Policy

Relationship and Sex Education Guidance – DfE (2019)

Health and Safety Policy

E-Safety Policy

Visitor and Volunteer Agreement

Joint Policy Statement: Human development and reproduction in the Primary Curriculum- Association for Science Education and PSHE Association (2016)

17) Review of this policy and consultation with wider community

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

A note on the updated DfE Statutory RSHE guidance:

New guidance has been released for the teaching of RSE, which must be implemented and followed from September 2026. It is the school's intention to re-consult with the wider school community, including pupils, staff and parents over the course of the 2025-26 academic year with a view to the new updates being fully integrated into policy from September 2026.

This policy has written in conjunction with Cat Chester (*Health Improvement Practitioner - Relationships & Sex Education, Manchester Healthy Schools Programme School Health Service*)

Appendix 1

Chorlton C of E Primary School letter to parents

Dear Parent/Carer

Re: Sessions on

As part of the school's Personal, Social and Health Education programme, your child will soon receive relationship and sex education. This will include a unit of lessons on **self-esteem, healthy relationships, personal safety and growing up.**

There is a vast amount of, and sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc. which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

The purpose of the upcoming unit is to provide your child with the knowledge and skills to keep them safe in the modern world. The unit will develop attitudes which will help pupils form relationships in a responsible and healthy manner, based on love and respect.

If students are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and hopefully grow into confident and healthy adults able to make positive choices.

The session in school may reinforce what you are already speaking to your child about at home. The school is committed to working in partnership with parents and is keen to hear your views about what pupils should be taught and share with you the RSE policy and resources. Please see the attached resources which outline the content of these sessions.

Please do take the time to look at the resources so that you are able to support any further questions or discussions that your child may raise following the sessions in school. If you have any questions or need any further support, please don't hesitate to contact the school via the school office to arrange a discussion with your child's class teacher and/or Mrs Foreman as PSHE Lead.

Yours faithfully

Appendix 2

Primary Curriculum Relationships and Sex Education Sessions (IMatter Curriculum for RSE)

Year 1

Who are the special people in my life? (family)

What are the differences and similarities between people?

What are the similarities between girls and boys? (body parts)

Year 2

What is private? (body parts)

What happens when the body grows young to old?

What is fair, unfair, kind and unkind? (friendship)

Year 3

What is personal space? (unwanted touch)

What does a healthy relationship look like? (friendship)

Why is being equal important in relationships? (trust)

Year 4

What is diversity? (inc. LGBT+)

Do boys and girls have different roles? (gender stereotypes)

What changes happen to my body?

Year 5

What are the different relationships in my life?

What is unwanted touch?

What is puberty?

Year 6

What changes happen in my life?

What happens in a loving relationship (incl. marriage) and what is forced marriage?

How is a baby made?*

*non statutory, additional sex education content.

Appendix 3 - Statutory Provision in Science Curriculum

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those which specifically mention relationships and sex education. There are other relevant sections, which could create opportunity to discuss relationships and sex education further.

Key Stage 1

Children should learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Children should learn to:

- Describe the changes as humans develop to old age

Notes and guidance: Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty.

- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Notes and guidance: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals

Further Guidance

Recommendations from the Association of Science Educators clarify best practice in their joint statement with the PSHE Association, *Human development and reproduction in the Primary Curriculum* (March 2016):

Year 5 teachers should cover development to maturity in humans and sexual reproduction in some animals, e.g. mammals (which should include humans), amphibians, insects or birds, to give a broader picture of the variety of life.

Teaching about sexual reproduction within the life cycles of different animals should include:

- *the joining of a sperm from the male and an egg from the female to enable an offspring, which has characteristics of both, to grow, (knowledge of cells and genetic material is not required in KS2 science),*

- *the differences between internal and external fertilisation (although not the mechanics), e.g. in terms of the larger number of eggs and sperm produced in external fertilisation and the greater risks from predators than internally fertilized young.*
- *viviparous and oviparous species (animals that have live births and those that lay eggs)*

Understanding what pregnancy and birth are (in the context of mammals in general) is a key aspect of learning both in terms of classification and for differentiating the life cycles of mammals from egg laying species – part of the progression between Y4 and Y6 classification statements. Knowledge of the process of sexual reproduction, including the passing of inherited characteristics to offspring, will also support pupils in understanding the basics of inheritance and evolution, which is covered in Year 6.

As with all teaching of the Science National Curriculum, correct scientific vocabulary should be taught and its use encouraged. The naming of internal parts and the process of internal fertilisation would be covered in KS3 science, but the correct naming of external parts should be included at KS1 and KS2.

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Appendix 4	
External Contributor Checklist	
Time and Place	

Date	From hrs to hrs
Venue	External contributor arrival time hrs
	Welcome/reception arrangements
Furniture layout	
Equipment: TV/Video/Sound/Flip-chart/OHP/Projector/Screen	
People	
<i>School</i>	<i>External contributor(s)</i>
	Name
Organiser	Introduce as
Class teacher (if different)	Specialism
Other teacher(s)	Agency
Additional staff	
Number of pupils	Have you discussed the visit and the schools' safeguarding, RSE and PSHE policies? Yes/No
Class(es)	Have you discussed materials or resources that the external contributor(s)/partnership(s) will give to the pupils? Yes/No
Age of pupils	Have you discussed any gender, racial, cultural or special educational needs or issues and how these may be addressed? Yes/No
Learning	
<i>Session title</i>	<i>Subject area</i>
Most relevant policies	Lesson context (previous work covered)
Learning outcomes	Level of teacher involvement
Lesson outline (overleaf)	Special needs
Evaluation, including involvement of external contributor	Any follow up with external contributor
Agreements	
<i>Expenses:</i> Have you discussed and agreed any relevant expenses and fees? Yes/No/NA	<i>Agreement:</i> Have you and your external contributor signed an agreement for this visit? Yes/No
<i>Service Level Agreement (SLA):</i> In the case of an on-going partnership with the external contributor/agency have you both created a SLA? Yes/No	<i>Quality standards:</i> Has the school and partner/agency signed any joint agreement to ensure quality standards (see Sex Education Forum) Yes/No