

The Curzon C of E Primary School



Relationships and Sex Education (RSE) Policy

July 2026

Review July 2029

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1.Our Vision and School Values

Our Vision

Inspiring all to

‘Aspire Believe Care’

“Let Your Light Shine” Matthew 5:16

At The Curzon Church of England Primary School, we ASPIRE to be the best we can be and reach our full potential. We BELIEVE in our abilities to learn and flourish together. We CARE for one another as the Curzon family.

Our School Values

We have six core Christian values which permeate through the life of the school and underpin our vision;

Truthfulness

Compassion

Forgiveness

Friendship

Respect

Perseverance

2.Introduction

This policy sets out our approach to Relationships and Sex Education, (RSE) and includes information about our approach to Personal Social and Health Education. The provision for RSE at The Curzon CofE Primary School is based upon ‘*The Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers July 2025*’.

Schools have a legal requirement to provide compulsory relationships and health education under the Children and Social work Act 20217. Sex education is not compulsory in primary schools, but in line with DfE recommendations, we teach sex education in years 5 and 6, in line with content about conception and birth, which forms part of the national curriculum for science.

3.What is RSE?

Effective RSE plays an important role in promoting and protecting the wellbeing of all children. It aims to provide children and young people with the age-appropriate knowledge and skills needed to make informed and responsible decisions about their health, wellbeing, and relationships. RSE also supports pupils in developing positive personal qualities such as resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.

RSE is an important part of our safeguarding provision. It helps prevent harm by enabling young people to recognise when situations are unsafe or inappropriate, understand how to seek support, and know how to report concerns or abuse. Our positive approach helps pupils develop an understanding of safe and healthy relationships, which acts as a protective factor for all children and young people. As outlined in *Keeping Children Safe in Education*, this preventative education is delivered through a whole-school approach.

RSE is also a key part of our personal development programme and supports the teaching of British values and our equality objectives. The aims of RSE reflect our school values and vision of encouraging children to aspire to be the best they can be, believe in themselves, and care for others. We aim to prepare our children for their future lives by helping them to respect themselves and others and understand how to keep themselves and others safe. We believe that high-quality RSE contributes to a safe and supportive school community where pupils can grow, learn, and develop positive, healthy behaviours for life.

Aims

Our RSE curriculum is designed to:

- Provide all pupils with accurate, age-appropriate information.
- Teach the essential skills and knowledge needed to build healthy, positive relationships.
- Encourage children to become kind, caring, and respectful members of society.
- Foster respect and understanding for people from different faiths, cultures, and backgrounds.
- Help pupils understand their rights and responsibilities within different types of relationships.
- Support children in learning how to keep themselves and others safe, both online and offline.
- Help children recognise and manage a range of emotions within friendships and relationships, including disappointment and anger.
- Develop pupils' self-regulation skills, resilience, and overall wellbeing.
- Equip children with the knowledge to assess and manage risk safely, both online and offline.
- Help children recognise and report abuse, including online abuse, and know how to seek help and support, while understanding that abuse is never the fault of the child.
- Promote understanding of the importance of physical activity, healthy eating, and adequate sleep.
- Prepare children for the physical and emotional changes that take place during puberty.
- Reduce stigma surrounding physical and mental health issues and discourage the negative use of language linked to ill health.
- Highlight the connection between physical health and mental wellbeing, while encouraging healthy lifestyle choices.
- Prepare girls to manage menstruation confidently, including understanding the support and facilities available in school.
- Provide children with an age-appropriate understanding of human reproduction and birth.

Guiding Principles

Our approach to RSE is informed by the Guiding Principles outlined by the Department for Education (July 2025). These principles are:

a. Pupil Engagement

We use pupil voice to help evaluate how relevant and engaging RSE is to children's lives throughout the programme. Pupils are encouraged to share their views and experiences on the range of topics and issues covered within RSE.

b. Engagement and Transparency with Parents and Carers

Parents and carers are recognised as important partners in their child's RSE education. They are consulted on the RSE policy and provision and are supported in discussing RSE topics at home. Further information can be found in section 11 below.

c. Positivity

Our RSE curriculum promotes positive attitudes, behaviours, and skills, helping pupils develop healthy relationship norms and a positive sense of self.

d. Careful Sequencing

We recognise that children begin developing relationship skills and healthy behaviours from the earliest stages of school life. Our curriculum is carefully sequenced so pupils gain the knowledge and understanding needed to manage experiences positively before they arise and to help prevent harm.

e. Relevant and Responsive Curriculum

We ensure the curriculum is relevant, age-appropriate, and accessible to all pupils. Where appropriate, we work with local partners and other agencies to understand local issues and respond effectively to pupils' needs.

f. Skilled Delivery of Participative Education

RSE is delivered by trained and knowledgeable staff using engaging, participative teaching approaches.

g. Whole-School Approach

RSE is delivered as part of a whole-school approach that promotes wellbeing, positive relationships, and a safe learning environment for all pupils.

4. Curriculum Provision

RSE at The Curzon CofE Primary School is delivered predominantly through the Christopher Winter Project (CWP) scheme. From September 2026, this will be made up of four lessons for each year group across the Summer 1 term. It is also integrated into the rest of the school year as part of Personal, Social, Health and Economic (PSHE) lessons. The scheme of work that we follow is PSHE Matters. This covers health, wellbeing and economic education too. These schemes of work are taught through a balanced, progressive and broadly-based curriculum delivered within a whole school approach. The RSE and PSHE curriculum is taught in every year group, and topics are revisited to build pupils knowledge and skills.

Provision includes:

- Dedicated curriculum time for PSHE/RSE – 1 hour per week
- Visiting speakers, which are planned into the curriculum, including the school nursing team, Derbyshire fire service, as well as the local Police Community Support Officer (PCSO)
- Other subjects/curriculum areas for example: science – reproduction and life cycles, computing – online safety, PE – physical wellbeing
- Enrichment activities including online safety day, mental health week, SMILERS and RSE day

- Worships
- Pastoral care and guidance – well-being drop ins, nurture provision

As outlined in the DfE statutory guidance, our Relationships and Health Education includes teaching about:

Relationships Education (this is statutory for all pupils)

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being Safe

Health education (this is statutory for all pupils)

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection & prevention
- Personal safety
- Basic first aid
- Developing bodies

Science (this is statutory for all pupils)

Some elements of the RSE are taught through National Curriculum Science. In year 2, pupils are taught to notice that animals, including humans have offspring which grows into adults, and about the importance of hygiene.

In year 5 pupils should be taught to describe the changes as humans develop to old age.

Sex education

At The Curzon CofE Primary School, we teach non-statutory sex education in Year 5 and Year 6 during the Summer 1 Term (see the curriculum overview below in appendix 1). Our sex education comprises of lessons about how babies are conceived and born. It is taught in an age-appropriate, factual way within the context of a healthy, loving and safe relationships.

We consult with parents about the content of sex education. This process will include:

- Questionnaires being sent out via Class Dojo
- Support in talking to their children about sex education through documents on the school website including answering sensitive and awkward questions and information around periods (see the link below)
- Parents' evening stalls displaying the curriculum content and opportunities to ask questions
- Well-being drop-in sessions

- Advice on how parents have the right to request withdrawal from sex education

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Parents have a right to withdraw their child from non-statutory sex education lessons (see section 10); they do not have the right to withdraw their child from the statutory relationships and health education or national curriculum science lessons.

Resources

A range of resources will be used to support learning in RSE. They will be carefully selected by teachers and overseen by the RSE lead. They will be up to date, relevant to children and young people and consistent with the aims and values of the school. All selected resources will be age appropriate and will be available for parents and carers to view on request and/or at parents' evenings throughout the academic year.

We use 'The Christopher Winter Project: Teaching RSE with Confidence in Primary Schools' scheme for our RSE curriculum and 'PSHE Matters' alongside this, as part of PSHE lessons. This flexible framework is adapted where necessary to meet the needs of our pupils.

Our curriculum provision aims to be responsive and agile to meet the needs of our pupils. We may at times include new content to address any new safeguarding needs that may arise. We will inform parents in advance and share any relevant materials with parents on request.

More information about our PSHE and RSE curriculum is available on our website.

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5.How we teach RSE

A Safe Environment

In RSE, we create a safe and supportive learning environment where lessons are guided by shared ground rules. This helps children feel comfortable, respected, and confident when asking and answering questions about important and sometimes sensitive topics.

To support this, teachers:

- Help create a school culture where pupils feel confident seeking help, support, and information about sensitive issues.
- Avoid making assumptions or showing prejudice about children and young people's backgrounds, experiences, abilities, or identities.
- Use distancing techniques such as stories, characters, puppets, scenarios, and depersonalised discussions when exploring sensitive topics.
- Establish clear expectations about appropriate behaviour and language through agreed class ground rules.
- Model a calm, matter-of-fact approach and encourage discussions that are sensible, respectful, and mature.

- Support pupils who may have lived experience of topics being discussed and provide appropriate ways for them to access the learning.
- Use a strengths-based approach and avoid shock tactics, fear-based teaching, or glamourisation of sensitive issues.
- Regularly signpost pupils to sources of support available both in and outside school, including parents/carers, school staff, trusted adults, Childline, and class question boxes or worry monsters.

Correct scientific vocabulary for private body parts is used during RSE lessons. As part of statutory Health Education, the Department for Education states that pupils should be taught the terms: vulva, vagina, penis, scrotum, testicles, and nipples. Using accurate terminology supports healthy understanding of the body, reduces stigma around sensitive topics, and helps pupils develop the confidence and vocabulary needed to report concerns or abuse.

Answering Pupils' Questions

When answering pupils' questions, our priority is to support children appropriately. We recognise that unanswered questions may lead children to seek information from unreliable or unsuitable sources, including online.

When responding to questions, teachers will:

- Reassure pupils that all questions are valid and foster a non-judgemental environment where children feel safe to ask questions and discuss sensitive topics.
- Where appropriate, ask pupils about their current understanding to identify the most suitable starting point for an answer.
- Encourage pupils to submit questions anonymously using a class question box or worry monster, allowing teachers time to prepare appropriate responses.
- Recognise that questions do not always need to be answered immediately and may be discussed later following consultation with the RSE lead if necessary.
- Ensure responses remain age-appropriate and avoid providing unnecessary or overly detailed information.
- Share themes or trends in pupils' questions with the RSE lead to support the ongoing development of the curriculum.
- Carefully consider whether a question is too explicit, inappropriate for the whole class, or raises safeguarding concerns. In such cases, the teacher will acknowledge the question and respond to it later, on an individual basis where appropriate. Any safeguarding concerns will be dealt with in line with the school's safeguarding procedures.

Occasionally, pupils may ask questions that go beyond the school's RSE curriculum or relate to sex education content from which they have been withdrawn. In these situations, teachers will provide clear, factual, and age-appropriate information that remains within the statutory curriculum and the school's policy.

Safeguarding and Confidentiality

As RSE covers a range of sensitive topics, staff understand that pupils may make disclosures during or after lessons. Pupils are regularly reminded about where they can seek support and report concerns.

If a child makes a disclosure, or if a contribution raises a safeguarding concern, staff will respond sensitively and appropriately. Concerns will be recorded and managed in line with *Keeping Children Safe in Education* guidance and the school's safeguarding policy.

Through the use of agreed ground rules, pupils are made aware of the limits of confidentiality and understand what may happen if they choose to share a concern or make a disclosure. Where external visitors support the delivery of RSE lessons, safeguarding procedures and reporting expectations are agreed in advance.

Teaching Methods

We use a wide range of interactive and participative teaching approaches in RSE to ensure learning is engaging, inclusive, and accessible to all pupils. Teaching methods may include stories, scenarios, discussions, active learning games, outdoor learning activities, and other pupil-centred approaches. These methods are informed by pupil voice and consultation.

6. Equality

Our school complies with the requirements of the Equality Act 2010 which sets of the duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex, and sexual orientation. We recognise that all pupils have a right to equal access to RSE, and to see themselves represented in the curriculum.

We ensure RSE fosters equality by using range of resources that reflect the diversity in our community and beyond, in modern Britain. At times we explore faith and cultural perspectives in our RSE.

We ensure that all pupils learn about male and female body changes regardless of their gender.

We are sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children. Our teaching and learning resources illustrate the wide range of family structures include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers.

7. Making RSE accessible to pupils with SEND

The RSE lead, SENDCo and DSL work closely together to ensure that provision for pupils with SEND is appropriate and accessible. This will include liaison with parents to support identification of specific

RSE related learning needs and suitable approaches that can be supported at home. Parents will also be guided to information and support on the [Derbyshire Local Offer RSE page](#).

All teachers are teachers of pupils with SEND and are trained to support learners in their classroom through high-quality teaching, clear language and adaptive teaching strategies. In RSE, these adaptations may include, but are not limited to:

- Use of social stories
- Sample objects/images
- 1:1 or small-group teaching
- Pre-teaching and over-learning of key vocabulary
- Visual timetables and step-by-step visual prompts
- Simplified language and chunked instructions
- Additional processing time
- Supported discussion frameworks such as sentence starters or structured conversation prompts
- Alternative methods of recording, such as drawing or use of symbols

[8. Local Issues and External Agencies](#)

Using the *2025 Area Summary Profile Quilt for Electoral Divisions and District for Duffield, Amber Valley*, the school recognises that the highest-ranked local concerns include: travel time to the nearest GP, road traffic casualties, and the proportion of pupils with a statement of SEN or an EHCP.

As a result, external agencies support the school in response to these local needs, with involvement from:

- Derbyshire's Public Health team including delivering targeted Year 6 sessions and providing an information stall at parents' evening
- PCSO visits addressing priority topics such as road safety
- Derbyshire County Council's bikeability programme for Years 4, 5 and 6

To address the higher proportion of pupils with SEN or an EHCP, the school ensures robust identification, targeted intervention, and ongoing provision through its graduated response, with specialist staff, personalised support plans, and close collaboration with external professionals to meet pupils' individual needs effectively.

[9. How RSE is monitored and evaluated](#)

The RSE lead regularly monitors and evaluates the quality of RSE provision to maintain high standards and support ongoing improvement. This is carried out through learning walks, lesson observations, floorbook reviews, pupil voice activities, assessment wheels completed at the beginning and end of each unit, and staff feedback. These quality assurance processes are consistent with those used across other curriculum areas within the school.

Feedback gathered through these monitoring activities is used by the RSE lead to review, adapt, and develop the curriculum to ensure pupils receive appropriate and timely support. Feedback from parent questionnaires is shared with governors, who also monitor pupils' achievement and progress in RSE.

Staff Training

Our quality assurance procedures, alongside opportunities for staff to identify their own professional development needs, help ensure that all staff feel confident in their planning and delivery of RSE. The RSE lead provides regular training, guidance, and ongoing support to develop staff knowledge, teaching approaches, and confidence in delivering high-quality RSE lessons. This supports a continuous cycle of reflection, development, and improvement within RSE provision.

10.Roles and responsibilities

Governors are responsible to make sure that:

- all pupils make progress in achieving the expected educational outcomes.
- teaching is accessible to all pupils with SEND.
- curriculum content and teaching materials are aligned with this statutory guidance.
- clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education.

Head Teacher is responsible to make sure that:

- The RSE lead is given appropriate subject leadership time to carry out their duties, and staff training time to keep staff appraised of RSE developments, and curriculum and assessment provision.
- Liaising with governors and RSE lead to agree the RSE Policy with parents.

RSE Lead Teacher is responsible to make sure that:

- There is a progressive spiral RSE curriculum for all pupils in school and a consistent approach to quality teaching in RSE.
- The development and delivery of effective RSHE across the school is up to date with latest developments in the subject including links to other areas such as safeguarding, equality and personal development.
- They work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in national curriculum subjects such as citizenship, science, computing and PE.
- Staff are trained to develop a secure knowledge and understanding of the RSE curriculum, the language used, and the themes covered in each year group.
- Pupils report that their RSE provision is helping them at the right time in their daily lives and meets the evolving societal needs in which they find themselves.
- RSE is monitored and evaluated in line with all other subjects in the school.
- RSE support for parents is maintained in line with governor requirements.
- Where external visitor contributes to the RSE provision in school via workshops or workshops, that their approach and content is age-appropriate and in line with our RSE and

safeguarding policies. At this school this includes sessions from the Fire Service, NSPCC, Police Community Support Officers and Public Health nurses.

Teachers are responsible to make sure that:

- They plan, deliver and assess RSE lessons in line with the scheme of work for their year group.
- They monitor pupil progress in RSE and adapt lessons in line with the teaching and learning policy.
- Pupils requiring targeted or differentiated RSE are identified and supported.
- They engage with the RSE lead on staff development (whole school and/or individual as identified).
- They remain aware of the RSE Policy, and their responsibilities within this.

External providers

Our lessons are mostly taught by class teachers; however, some lessons may be taught by the local PCSO, fire service, school nurses etc. Where this happens, the class teacher and, where appropriate, RSE lead will liaise with the provider to ensure that their approach and content is age-appropriate and in line with our RSE and safeguarding policies.

11.Engaging with Parents and Carers

We believe that parents are the first educators in the teaching of RSE and that it is a critical joint venture between school and home, to secure strong healthy relationships and to support successful learning.

By listening and responding to the views of pupils and parents we aim to ensure that RSE meets our pupils' needs and that topics are taught at the right time to keep our children healthy and safe, and to support them to build positive relationships and avoid harms before they occur.

We are committed to supporting our parents and carers to engage with their child's RSE.

We do this by:

- Consulting parents and carers on RSE policy development
- Providing an overview of the RSE curriculum on our website and via Class Dojo before the lessons are taught
- Offering parents and carers support in talking to their child about sex education through documents on the school website
- Giving parents and carers the opportunity to view RSE lessons and resources at parents' evenings and at their own request
- Sharing relevant posts on Class Dojo.

Most of this information is available on our dedicated PSHE and RSE page on our website:

[The Curzon CofE Primary School - We are wellbeing champions of the future \(PSHE and RSE\)](#)

How to view curriculum materials

Parents are invited to school twice annually to view our curriculum materials. These opportunities are at parents' evening.

Parents can also contact us to:

- Arrange a suitable, mutually convenient time to view our RSE policy and resources.
- Seek support around RSE topics being taught in school.

We will consult with parents about the content that will be taught within the non-statutory sex education. This process will include parents' right to request withdrawal from sex education.

Please note: Where our curriculum as stated in section 4 and section 8 above is adjusted to meet emerging local need, i.e. needs based on local data or local events, we will inform you of this adjustment in advance.

Right to withdraw from non-statutory content

Parents and carers cannot legally withdraw their child from any aspect of Relationships Education or Health Education. Parents and carers have the right to withdraw from Sex Education apart from content that is taught within the Science National Curriculum.

Sex education is not compulsory in primary schools however, we follow the DfE recommendation that primaries teach sex education in years 5 and 6, in line with content about conception and birth, which forms part of the national curriculum for science.

To request that your child is withdrawn from sex education lessons, parents should contact their child's class teacher in the first instance so that they can take time to address parental concerns and allay any fears they may have. If parents still decide to withdraw their child, we ask that they put this request in writing and send it via email to info@curzon.derbyshire.sch.uk.

12.How this policy has been produced

This policy has been produced through consultation with staff, governors, parents and pupils. It has been informed by national research, national and local safeguarding issues, local data and context, and pupil need, alongside legislation. Following consultation, it has been approved by governors.

13.Links to other policies

Keeping Children Safe in Education
Subject curriculum policies including science.
Health and safety
Behaviour
Equality
British Values
Special Educational Needs and Disabilities

Appendix 1 – The Christopher Winter Project RSE Scheme of Work – Curriculum Overview from September 2026

TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW



Reception: My body, my relationships

- Lesson 1:** Caring Friendships
- Lesson 2:** Being Kind
- Lesson 3:** Different Families
- Lesson 4:** My Body My Choices

Year 1: Growing up, staying safe

- Lesson 1:** Different Friends
- Lesson 2:** Growing and Changing
- Lesson 3:** Body Safety (Online and Off)
- Lesson 4:** Families and Care

Year 2: Differences

- Lesson 1:** Gender Stereotypes
- Lesson 2:** Male and Female
- Lesson 3:** Naming Body Parts
- Lesson 4:** My Body Belongs to Me

Year 3: Valuing difference and keeping safe

- Lesson 1:** Body Differences
- Lesson 2:** Personal Space and Consent
- Lesson 3:** Families and People who Help Us
- Lesson 4:** Staying Safe and Getting Help Online

Year 4: Growing up with Respect

- Lesson 1:** Changes
- Lesson 2:** What is Puberty
- Lesson 3:** Healthy Friendships
- Lesson 4:** Valuing Difference

Year 5: Puberty and personal boundaries

- Lesson 1:** Talking about Puberty
- Lesson 2:** The Reproductive System
- Lesson 3:** Puberty Help and Support
- Lesson 4:** Respect Boundaries and Being an Upstander

Year 6: Puberty, relationships and reproduction

- Lesson 1:** Puberty and Reproduction
- Lesson 2:** Communication and Consent in Relationships
- Lesson 3:** Families, Conception and Pregnancy
- Lesson 4:** Communication and Respect in Relationships and Online