Palfrey Junior School Relationships and Sex Education Policy 2026



Approved by: Palfrey Governors

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1. Aims

The aims of relationships and sex education (RSE) 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 their physical 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 relationships, equality and respect
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To try to help pupils stay safe from the harms of alcohol, tobacco and illegal substances

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per **section 34 of the Children and Social work act 2017.**

However, we are not required to provide sex education and we will not do so. But we do need to teach the elements of sex education contained in the science curriculum i.e. Puberty in Year 5.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined **statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996, contained in Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2025**

At Palfrey Junior School we teach RSE as set out in this policy.

3. Policy development

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

1. **Review –** Heads of School mapped the previous curriculum and examined all relevant information including the new RSE national guidelines. They then created new programmes of study that met all legal requirements.

2. **Staff consultation** – all school staff were given the opportunity to look at the policy and schemes of work and make recommendations

3. **Governors' consultation** – all Governors were given the opportunity to look at the policy and schemes of work and make recommendations

4. **Parent/stakeholder consultation** – parents and any interested parties were given half a term to ask questions about the scheme of work, express their feelings and suggest recommendations

5. Ratification – once amendments were made, the policy was shared again 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 or particular personal choices.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, governors and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on preparing boys and girls for the changes that adolescence brings which will be delivered in Year 5.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE). There will also be two stand-alone weeks where the lessons taught in the new scheme of work (see Appendix 1) will be taught. These will be delivered in the first and second halves of the summer term respectively in order to ensure

the maximum maturity of the pupils in each year group and as a safeguarding measure to help empower children to resist any outside influences met with during the summer holiday or on transition to secondary school.

Pupils also receive stand-alone puberty sessions in Year 5, taught in single sex classes by experienced teachers.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2. Please also see the PHSE policy and schemes of work which cover the 2025 statutory changes to RSE teaching of:

- Online and financial harms and age restrictions
- Children understanding their bodies, staying safe and identifying the signs of abuse
- Personal safety and risk
- Assertiveness and personal boundaries
- Managing difficult feelings
- Resisting pressure to share online/sexting
- First aid
- Vaping
- AI and deep fakes
- Misinformation/disinformation/fake news
- Change and loss

The topic of bereavement will become statutory in September 2026 and our policies and schemes of work will change in line with this.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances.

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RSE policy, and hold the SLT to account for its implementation.

7.2 The Senior Leadership Team

The SLT are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents may have questions about the curriculum

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 SLT.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the legal right to withdraw their children from the non-statutory/non-science components of sex education within RSE. However the school will **not** be teaching any non-statutory/non science components of sex education within the RSE curriculum.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

10. Monitoring arrangements

The delivery of RSE is monitored by the SLT through:

- Observations
- Learning walks
- Work scrutinies
- Staff and pupils voice

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

This policy will be reviewed by the Governing Board every year or sooner should any changes in legislation occur. At every review, the policy will be approved by the Governing Board.

Appendix 1: Year Group Schemes of Work

Palfrey Junior School Health and Wellbeing Scheme of Work Year 3

Statutory Guidance	Lesson Title	Learning Intentions and Learning Outcomes
Core Theme 1: **Health and Wellbeing** 1. What is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 8. to identify different influences on health and wellbeing which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, how to make informed choices what positively and negatively affects their physical, mental and emotional health	**Lesson 1** Why People Smoke	**Learning Intention** To consider smoking and its effects **Learning Outcomes** To know how smoking affects people To consider why people smoke
	Lesson 2 Physical Effects of Smoking	**Learning Intention** To understand the impact of smoking and passive smoking **Learning Outcomes** To know some of the effects of smoking on the body To know about passive smoking
	Lesson 3 No Smoking	**Learning Intention** To know some strategies to prevent starting smoking **Learning Outcomes** To know the rules and laws to prevent smoking To be able to make the positive choice not to smoke

Palfrey Junior School RSE Scheme of Work Year 3

Statutory Guidance	Lesson Title	Learning Intentions and Learning Outcomes
Relationships Education Respectful relationships	**Lesson 1** Body Differences	**Learning Intention** To identify that people are unique and to respect those differences To explore the differences between male and female bodies (using pictures of new born babies) **Learning Outcomes** Know and respect the body differences between ourselves and others Name male and female body parts using agreed words (penis and vulva ONLY)
Relationships Education Caring friendships Respectful relationships	**Lesson 2** Personal Space	**Learning Intention** To consider appropriate and inappropriate physical contact and Consent (NSPCC Pants Rule) **Learning Outcomes** Understand that each person's body belongs to them Understand personal space and unwanted touch Please see Parent's Guide to NSPCC Pants Rule https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/pants-parents-guide-online.pdf
Relationships Education Families and people who care for me Being safe (Stranger Danger)	**Lesson 3** Help and Support	**Learning Intention** To explore different types of families and who to go to for help and support **Learning Outcomes** Understand that all families are different and have different family Members (*What makes a family? Do families always live together? Are people always born into families? Do people always live with parents or other relatives? Are people in families always married? Do old and young people in families live together? Where do family members live?)* Identify who to go to for help and support

Palfrey Junior School Health and Wellbeing Scheme of Work Year 4

Statutory Guidance	Lesson Title	Learning Intentions and Learning Outcomes
Core Theme 1: Health and Wellbeing 1. What is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 8. to identify different influences on health and wellbeing which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, how to make informed choices what positively and negatively affects their physical, mental and emotional health	**Lesson 1** Effects of Alcohol	**Learning Intention** To understand the effect alcohol has on the body **Learning Outcomes** To know what alcohol is and how it affects the body To understand that everyone will be affected differently by alcohol
	Lesson 2 Alcohol and Risk	**Learning Intention** To understand the risks related to drinking alcohol **Learning Outcome** To know there are risks to drinking alcohol
	Lesson 3 Limits to Drinking Alcohol	**Learning Intention** To consider how society limits the drinking of alcohol **Learning Outcomes** To know some laws about drinking alcohol To consider ways of persuading people to drink alcohol sensibly or not at all if stipulated by faith

Palfrey Junior School RSE Scheme of Work Year 4

Statutory Guidance	Lesson Title	Learning Intentions and Learning Outcomes
Health Education The changing body **Key Stage 2 Science** **- describe the life process of reproduction in some plants and animals**	**Lesson 1** Life Changes	**Learning Intention** To explore the human lifecycle (*baby, toddler, child, teenager, adult, elder*) **Learning Outcomes** Understand that humans change as they age and each stage has different characteristics
Relationships Education Caring friendships Respectful relationships	**Lesson 2** Gender Stereotypes	**Learning Intention** To begin to challenge gender stereotypes **Learning Outcomes** Understand that each person has different talents, abilities and interests regardless of gender To begin to challenge discrimination and respect differences
Relationships Education Caring friendships Respectful relationships Online relationships	**Lesson 3** Healthy Relationships (Good friends, respectful relationships and respect online)	**Learning Intention** To explore respect in a range of relationships To discuss the characteristics of healthy relationships **Learning Outcomes** Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.

Palfrey Junior School Health and Wellbeing Scheme of Work Year 5

Statutory Guidance	Lesson Title	Learning Intentions and Learning Outcomes
Core Theme 1: **Health and Wellbeing** 2. how to maintain physical, mental and emotional health and wellbeing 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 8. to identify different influences on health and wellbeing - which, why and how, commonly available sustances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, -to differentiate between the terms 'risk', 'danger' and 'hazard' -that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media	Lesson 1 Legal and Illegal Drugs	**Learning Intention** To explore a range of legal and illegal drugs, their risks and effects **Learning Outcomes** To know about a range of legal and illegal drugs To have some understanding of the effects and risks of illegal drugs
	Lesson 2 Attitudes to Drugs	**Learning Intention** To have considered the children's attitudes and beliefs about drug use and drug users **Learning Outcomes** To explore attitudes to drug use To understand that all sorts of people may misuse drugs To challenge myths about drug use
	Lesson 3 Peer Pressure	**Learning Intention** To have considered strategies to resist drug use **Learning Outcomes** To know a range of skills to resist peer pressure To develop some assertiveness skills

Palfrey Junior School RSE Scheme of Work Year 5

Statutory Guidance	Lesson Title	Learning Intentions and Learning Outcomes
Health Education Mental wellbeing **Health Education** Changing adolescent body **Key Stage 2 Science** **- describe the life process of reproduction in some plants and animals** **-describe the changes as humans develop to old age**	**Lesson 1** What is Puberty?	**Learning Intention** To explore what puberty is **Learning Outcomes** Know about some of the physical and emotional changes that happen in Puberty (*hormones, age that changes occur, facial and body hair, hygiene and body odour, spots and mood swings)*
Health Education Changing adolescent body Menstruation	**Lesson 2** How will puberty affect me? SPLIT LESSON BOYS:To understand male puberty changes in more detail GIRLS:To understand female puberty changes in more detail	**Learning Intention** Understand how puberty affects the body **Learning Outcomes** Describe what happens during menstruation for girls (*including uterus, vagina, fallopian tubes, ovaries and menstrual cycle, sanitary protection, hygiene, development of private parts and breasts);* and in puberty for boys (*including Adam's Apple and voices breaking, sweating, development of private parts, hair, growth, height, hormone. The words penis, scrotum and testicles will be used)*
Health Education Mental wellbeing Changing adolescent body Menstruation	**Lesson 3** Puberty Help and Support SPLIT LESSON	**FOR BOYS AND GIRLS:** **Learning Intention** To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty **Learning Outcomes** Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty

Palfrey Junior School Health and Wellbeing Scheme of Work Year 6

Statutory Guidance	Lesson Title	Learning Intentions and Learning Outcomes
Programmes of Study **Core Theme 1:** **Health and Wellbeing** 2. how to maintain physical, mental and emotional health and wellbeing 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an Emergency 8. to identify different influences on health and wellbeing which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety to differentiate between the terms 'risk', 'danger' and 'hazard' that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media	**Lesson 1** Cannabis	**Learning Intention** To understand the effects, risks and law relating to cannabis **Learning Outcomes** To know what effect cannabis can have on your health and life To know the legal consequences of using cannabis
	Lesson 2 Volatile Substance Abuse & Getting Help	**Learning Intention** To understand the risk of volatile substance abuse (VSA) **Learning Outcomes** To know the effects and risks of volatile substance abuse To know how to get and to give help
	Lesson 3 Help, Advice and Support	**Learning Intention** To be aware of the options for getting help, advice and support **Learning Outcomes** To have practised communicating with adults To know how to access help and support

Palfrey Junior School RSE Scheme of Work Year 6

Statutory Guidance	Lesson Title	Learning Intentions and Learning Outcomes
Relationships Education Families and people who care for us Caring friendships Respectful relationships Being safe	**Lesson 1** Communication in Relationships	**Learning Intention** Exploring the importance of communication and respect in relationships **Learning Outcomes** Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important
Relationships Education Online relationships Being safe Mental wellbeing	**Lesson 2** Online Relationships	**Learning Intention** To explore positive and negative ways of communicating in a relationship **Learning Outcomes** To have considered when it is appropriate to share personal/private information in a relationship and online To know how and where to get support if an online relationship goes wrong
Relationships Education Families and people who care for me Caring Friendships Respectful relationships	**Lesson 3** Respect and Equality	**Learning Intention** Explore practical steps that could be taken in a range of contexts to support respectful relationships **Learning Outcomes** Explain the importance of respecting others, even when they are very different to us Know that we can all take positive steps to support equality (*including disability rights and equality, racism, religious hatred, gender equality and LGBTQ equality. There are scenarios that the children briefly discuss to help them to understand how to respect others and the choices they make, even though they may differ from themselves or what they believe.)*

Appendix 2 : What pupils should know by the end of primary school

Palfrey Junior School RSE and Health and Wellbeing Curriculum

Listed below are the aspects of RSE, Health and Wellbeing that the must be taught by the end of Primary school and where we will teach it in our additional lessons. Many of the things that the pupils should know will also be reinforced across the curriculum in our existing lessons for RE, PHSE (Personal, Health and Social Education), Literacy, SMSC (Spiritual, Moral, Social and Cultural) and British Values.

Aspect	**Pupils should know by the end of Primary School (section 62** statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996)	**Palfrey Junior School Curriculum**
Families and People Who Care for Me	that families are important for children growing up because they can give love, security and stability.	**RSE Year 3 lesson 3** **Year 6 lesson 2**
	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	**RSE Year 3 lesson 3** **Year 6 lesson 2**
	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	**RSE Year 3 lesson 3** **Year 6 lesson 3**
	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	**RSE Year 3 lesson 3** **Year 6 lesson 3**
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	**RSE Year 3 Lesson 3**

	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	**RSE Year 3 lesson 3** **Year 6 lesson 2**
Caring friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends.	**RSE Year 6 lesson 2**
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	**RSE Year 3 lesson 3** **Year 4 lesson 3** **Year 6 lesson 2**
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	**RSE Year 4 lesson 3** **Year 6 lesson 2&3**
	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	**RSE Year 4 lesson 3**
	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	**RSE Year 3 lesson 2** **Year 4 lesson 3** **Y6 lesson 3**
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	**RSE Year 3 lesson 2** **Year 4 lesson 3** **Year 6 lesson 2&3**
	the conventions of courtesy and manners.	**Embedded throughout school in Golden Rules**
	the importance of self-respect and how this links to their own happiness.	**RSE Year 3 lesson 2** **Year 4 lesson 3** **Year 6 lesson 2&3**
	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	**RSE Year 4 lesson 3** **Embedded in Golden Rules, Spiritual, Moral, Social and Cultural education and work on British Values**
	about different types of bullying (including cyberbullying), the	**RSE Year 3 lesson 2** **Year 4 lesson 3**

	impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	**RSE Year 4 lesson 2** **Year 6 lesson 3**
	the importance of permission-seeking and giving in relationships with friends, peers and adults.	**RSE Year 4 lesson 3** **Year 6 lesson 2**
Online relationships	that people sometimes behave differently online, including by pretending to be someone they are not.	**RSE Year 4 lesson 3** **Year 6 lesson 2**
	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	**RSE Year 4 lesson 3** **Year 6 lesson 2**
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	**Embedded into the school's online safety**
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	**RSE Year 4 lesson 3** **Year 6 lesson 2**
	how information and data is shared and used online.	**Embedded into the school's online safety**
Being safe	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	**RSE Year 3 lesson 2** **Year 4 lesson 3** **Year 6 lesson 2&3**
	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	**RSE Year 3 lesson 2** **Year 6 lesson 2**
	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.	**RSE Year 3 lesson 2** **Year 6 lesson 2**

	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	**RSE Year 3 lesson 2 & 3** **Year 6 lesson 2**
	how to recognise and report feelings of being unsafe or feeling bad about any adult.	**RSE Year 3 lesson 3** **Year 6 lesson 2**
	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	**RSE Year 3 lesson 3** **Year 6 lesson 2**
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	**RSE Year 3 lesson 2 & 3** **Year 6 lesson 2**
	where to get advice e.g. family, school and/or other sources.	**RSE Year 3 lesson 3** **Year 6 lesson 2**
Health Education		
Menstruation	The onset of menstrua on can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation on including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.	**RSE Year 5 all lessons**
Mental Wellbeing		
	that mental wellbeing is a normal part of daily life, in the same way as physical health	**RSE Year 5 lesson 3**
	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	**RSE Year 3 lesson 2** **Year 4 lesson 3** **Year 5 lesson 3** **Year 6 lesson 2**
	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	**Embedded in school's wellbeing provision**

	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	**Embedded in school's wellbeing provision**
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	**Embedded in school's wellbeing provision**
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	**RSE Year 3 lesson 3** **Year 4 lesson 2** **Year 5 lesson 3**
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	**Embedded in school's anti bullying and online safety provision**
	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	**RSE Year 3 lesson 3** **Year 5 lesson 3** **Year 6 lesson 2**
Drugs, Alcohol and Tobacco		
	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	**Health Education** **Year 3 Smoking** **Year 4 Alcohol** **Year 5 Illegal Drugs** **Year 6 Preventing Early Use**
Changing adolescent body		
	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle	**RSE Year 5 lesson 1,2&3**
		RSE Year 5 lesson 1,2&3