



**Buxton Primary School**

# **Relationships, health and sex education policy**

## **December 2025**

<b>Formally adopted by the Governing Body:</b>	<b>Buxton Primary School</b>
<b>On:-</b>	<b>8<sup>th</sup> December 2025</b>
<b>Chair of Governors:</b>	<b>Kathryn Corder</b>
<b>Last updated:</b>	<b>December 2025</b>
<b>Review Date:</b>	<b>September 2026</b>

## Contents

1. Aims .....	2
2. Statutory requirements .....	3
3. Policy development .....	3
4. Definition .....	3
5. Curriculum .....	4
6. Delivery of RSE / RSHE .....	4
7. Use of external organisations and materials .....	7
8. Roles and responsibilities .....	7
9. Parents' right to withdraw .....	8
10. Training .....	8
11. Monitoring arrangements .....	8

---

### 1. Aims

The aims of relationships, sex and health education (RSHE) and PSHE (Personal, Social, Health and Economic Education) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- › Create a positive culture around issues of relationships and sexuality
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

At Buxton Primary school, our school aims include providing a safe, welcoming and inclusive environment where everyone is valued, listened to and respected and providing opportunities for the children to learn about the wider world, current worldly issues and our impact on the environment in order to give them a broad and accepting view of the world around them. This policy aims to support these ideals, alongside supporting our children to develop strong moral compasses by promoting positive behaviours that are upheld by British Values; these are known as the Buxton Core Values; ARCHER:

- › Acceptance: To show understanding and patience
- › Respect: To be kind and fair to all
- › Consideration: To think of others and work well as a team
- › Honesty: To be truthful and trustworthy
- › Excellence: To aim high in everything you do
- › Responsibility: Taking ownership for your actions

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education (this is 'recommended' by the DfE), but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE (Relationships and Sex Education), we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Buxton Primary School, we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. As per statutory DfE guidance, '*Schools must proactively engage and consult parents when they develop and review their policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children.*' And '*Schools should consult parents on the content of external resources on this topic in advance and make all materials available to them on request as set out in the section on openness with parents.*'

Therefore, the consultation and policy development process involves the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

For the purpose of this policy:

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

RSE/RSHE forms part of the school's PSHE (Personal, Social, Health and Economic Education) curriculum. We teach RSE/RSHE in the context of the school's aims and values framework. While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. As detailed in the DfE Statutory Guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education:

'Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum

for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.'

The RSE compulsory curriculum content is contained within, General Wellbeing, Wellbeing online, Physical Health and Fitness, Healthy eating, Drugs, alcohol, tobacco and vaping, Health protection and prevention, Personal Safety, Basic first aid, and Developing Bodies.

DfE statutory guidance also states, 'We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families.' And 'Schools should encourage young people to consider how to express their views while remaining respectful of the opinions of others.' At Buxton, this means that when we teach children about different types of families and relationships, we do so sensitively and ensure that children are taught how to demonstrate and show respect to all.

## 5. Curriculum

The up-to-date PSHE and RSHE/RSE curriculum documents are available on the school's website.

We have developed the policy and/or curriculum in consultation with parents and carers and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We share all curriculum materials with parents and carers on request.

## 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).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Units of PSHE (including those of RSE) are taught throughout the year. Usually, RSE is taught in a term / in weeks where the pupils do not study some other elements of PSHE such as within Forest Schools, Votes for Schools or Safety week for example, are not occurring.

In Year 6, Sex Education is taught between November and February.

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, kind relationships
- Online safety and awareness
- Being safe

The statutory guidance recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory. To meet the needs of our pupils, Buxton Primary School has chosen to teach sex education in Year 6.

The following units are compulsory elements of the science curriculum that relate to our PSHE curriculum:

Puberty, Gestation, Reproduction (comparing different types of sexual reproduction in different animals including humans), Development of humans and Effects of drugs and lifestyle on the human body.

Non-compulsory Sex Education is taught at Buxton Primary School in Year 6 only. The children learn about how reproduction occurs in humans, and a wider range of gender and sexuality definitions. These sessions are taught in a way that shows everybody is different. Sessions are not taught as, 'this is normal' or, 'this is what you should think', but are taught as, 'this is what some people do/think'.

Primary sex education at Buxton Primary School will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born
- › Understanding the definitions of a range of terms used when talking about gender and sexuality.

When teaching PSHE, including RSE, throughout each year group we will use appropriate material to assist learning, such as:

- › Diagrams
- › Videos
- › Books
- › Games
- › Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils. When managing difficult questions, teachers will ensure any responses are in line with the school's agreed curriculum. Should pupils ask questions that go beyond what is covered by the school's curriculum, this may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

The school's programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

As stated in DfE statutory guidance, '*Teaching should be developed to ensure these subjects are accessible for pupils with SEND (Special Educational Needs and Disabilities) and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years. This applies to both mainstream and special schools.*'

Therefore, at Buxton, we adapt our teaching to the needs of the cohort, ensuring that particular attention is paid to children with SEND so that they receive clear understanding that that is age and stage appropriate.

Resources used for PHSE and RSE are reviewed carefully to ensure that they are in line with the school's agreed curriculum.

The school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

As per the school's assessment policy (available in our policies section on our website), there are various aims for assessment. In this subject, we assess children continually through observation and through the work they produce. Teachers use this information to inform future planning and adjustment to activities to support

children's individual learning needs. They carry out teacher assessment at the end of each term and parents are informed of progress throughout the year with formal reporting of achievement against age related expectations at the end of the year.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner.

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

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

For more information about our RSE curriculum, see curriculum documentation on our website.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

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

## 6.2 Use of resources

We will consider whether any resources we plan to use:

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

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

## 7. Use of external organisations and materials

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

We **will**:

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

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- › Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- › Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- › Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding leads (DSLs).

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 headteacher.

### 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents/carers **do not** have the right to withdraw their child from relationships or health education.

Parents/carers have the right to withdraw their Year 6 child from the non-statutory components of sex education within RSE.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

We would recommend that all Year 6 pupils attend sex education lessons in order to prevent the likelihood of the pupil hearing their peers' version of what was said in the lessons, rather than what was directly said by the teacher.

Requests for withdrawal must be sent to the school by the end of September of the year their child starts Year 6 and put in writing and addressed to the headteacher either via email or letter. The headteacher will respond to these requests within 2 weeks of receipt and well before any lessons in this topic are due to take place.

## 10. Training

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

## 11. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through learning walks and planning scrutinies.

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

This policy will be reviewed every two years by the headteacher / PSHE coordinator. At every review, the policy will be approved by the governing body.