Corinthian Primary School

Relationships and Sex Education Policy

Version Number	Author	Approved by	Date of Approval	Implementation Date	Next review Date	Summary of any changes
v1	M. Williams	J. Cliffe	22/09/26	Sept 2026	Sept 2027	

Overview

Corinthians' approach to, and the content of, its sex and relationships teaching will be adapted appropriately to reflect the different ages and levels of maturity of the pupils being taught. At Corinthian the effective sex and relationship education is seen to be essential if young people are to make responsible and well-informed decisions about their lives. It will be part of lifelong learning about physical, moral and emotional development. It will be about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. We are not advocating one type of relationship or sexual orientation; we are acknowledging the world that we live in (which is our duty under the Equality Act 2010). It will also cover the teaching of puberty and human science.
Following guidance produced by the DfE (2026), we ensure that Relationships Education and Health Education is carefully designed to safeguard and support all pupils/students for life in modern Britain.

The Purpose

The aims of relationships and sex education (RSE) are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Prepare pupils for puberty, and give them an understanding of how bodies change and the importance of health and hygiene.
- Teach pupils the scientific anatomical names for parts of the body.

Statutory Requirements

Corinthian Primary School must provide relationship education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

Policy Development

Corinthian Primary will consult with their staff, pupils and parents. The consultation and policy development process will involve the following steps:

1. Review – PSHE Subject Lead will review all relevant information, including relevant national and

local guidance.

2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties will be given the opportunity to contribute.
4. Pupil consultation – pupils' views will be considered and adaptations made if appropriate.
5. Published on GVO and on the Corinthian Primary School website.

Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, 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.

Delivery of RSE

RSE is taught within the Personal, Social, Health, Citizenship & Economic Education (PSHE) curriculum and will be delivered through discrete PSHE lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Corinthian Primary School will make sure that:

- 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

Our RSE will ensure that content is relevant to the age, experience and maturity of pupils.
Relationship's 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.

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).

Effective sex and relationship education/relationships and health education will be achieved through a whole-school approach which will ensure that Corinthian Primary School's policy and educational programme is tailored to the age and physical and emotional maturity of the children. Staff will be given appropriate training and support to carry out their work sensitively. Corinthian Primary School will review the content and materials that will be taught to ensure that they are appropriate for our pupils.

All children will have access to the Relationships and Health education curriculum through weekly PSHCE sessions. The impact of these sessions will be monitored through half termly pupil voice sessions.

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.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Primary sex education will focus on:

How a baby is conceived and born.

This will be an additional lesson for Year 6 pupils that will take place in the summer term and parents/carers will be informed before the lesson is delivered. Parents have the right to withdraw their child from this lesson.

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. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

At Corinthian Primary 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.

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 and able to engage with the key messages
- Give careful consideration to the level of differentiation needed

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

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.

Use of external organisations and materials

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

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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; Teachers' Standards, Equality Act 2010, Human Rights Act 19, Education Act 1996 and this policy.

- 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
- 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
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- 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

Equal Opportunities

At Corinthian Primary School, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

All pupils have access to the RSE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, adapted curriculum.

Roles and Responsibilities

The Local Academy Council

The Local Academy Council will approve the RSE policy for Corinthian Primary School, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher at Corinthian Primary School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory/non-science components of RSE.

Staff

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.

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 wish them to be withdrawn from the non-statutory/non-science components of RSE.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.
Parents have the right to withdraw their children from the non-statutory/non-science components of sex education.
Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.
Alternative work will be given to pupils who are withdrawn from RSE.

Monitoring arrangements

The delivery of RSE is monitored by the PSHCE Lead through: learning walks, staff and pupil consultations, planning scrutinies and questionnaires.
Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
This policy will be agreed annually and reviewed every three years.

Resources

www.stonewall.org.uk
www.pshe-association.org.uk
www.medway.co.uk
www.unicef.org.uk
www.ecpublishing.co.uk
www.twinkl.co.uk
www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-relationships
www.hhkids.co.uk

https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/

Appendix 1: Primary RSE & Health Statutory Content Map
Key Stage 1 (Years 1 & 2)

Year Group	Lesson Title	Summarised Statutory Objective Cover
Year 1	Is every family the same?	To understand that families look different but are all characterised by love, security, and care.
Year 1	Friendships	To know how healthy friendships make us happy and what to do

		if feeling lonely or excluded.
Year 1	Are secrets and surprises the same?	To understand privacy and know it is not right to keep secrets if they relate to being safe.
Year 2	How do my special people care for me?	To recognise the characteristics of healthy, trustworthy friendships and how they support us.
Year 2	How do people's feelings and bodies hurt?	To understand that each person's body belongs to them and the difference between safe and unsafe physical contact.
Year 2	What are my body parts called?	To learn the correct names for private body parts (penis, vulva, vagina, testicles) and express personal boundaries.

Lower Key Stage 2 (Years 3 & 4)

Year Group	Lesson Title	Summarised Statutory Objective Cover
Year 3	Is everything we see online real?	To take a critical approach to online information and understand that people can pretend to be someone else online.

Year 3	Why is personal space important?	To identify appropriate boundaries in friendships and how to express needs and preferences safely.
Year 3	How do boys' and girls' bodies change?	To introduce the concept of growth, how bodies change as we grow up, and the basics of physical health.
Year 4	How can change, loss and bereavement affect me?	To understand that change and loss provoke grief, that everyone experiences grief differently, and how to seek help.
Year 4	Online safety inc. age restrictions	To know why platforms have age restrictions and evaluate the risks of excessive screen time or device use.
Year 4	How do our bodies change as we grow?	To introduce the initial physical and emotional changes associated with the onset of adolescence and puberty.

Upper Key Stage 2 (Years 5 & 6)

Year Group	Lesson Title	Summarised Statutory Objective Cover
Year 5	How will puberty affect me?	To explore the human lifecycle, details of puberty, personal hygiene routines, and physical changes.

Year 5	Why is consent important?	To understand permission-seeking and giving in relationships with friends, peers, and adults.
Year 5	The facts about the menstrual cycle	To learn the facts and emotional/physical signs of menstruation before the average age of onset to prevent distress.
Year 6	What is a stable, loving relationship?	To understand lifelong commitments, including marriage and civil partnerships, and their legal/formal role in families.
Year 6	How can drugs and tobacco affect my health?	To explore the impacts of tobacco, vapes, and other substances on health, alongside the facts on immunisations.
Year 6	How can I protect my body from harm? (inc. FGM)	To understand legal rights over one's body, recognizing peer-on-peer abuse or harassment, and how to report harm.

Appendix 2

Handling Unexpected and Sensitive Questions in Primary PSHE

This guidance note outlines practical strategies for handling unexpected, sensitive, or complex pupil questions during PSHE lessons. Based on best practice from the PSHE Association, these techniques are designed to protect pupil well-being, maintain safe professional boundaries, and keep the classroom environment secure.

Establishing the Ground Rules

Managing difficult questions effectively relies on having a robust framework of safety in place before any

sensitive topic is introduced.

- **The Class Working Agreement:** Establish clear ground rules with your class at the start of the year and review them before sensitive lessons. Essential rules include: know that they can talk to a trusted adult at any time, no personal questions, questions might not be answered straight away, everyone has the right to be heard and speak for themselves and don't refer to others by name.
- **The 'Ask-it Basket' (Anonymous Question Box):** Always provides a way for pupils to ask questions anonymously. This removes the pressure of peer group reactions and prevents sudden, inappropriate disclosures. Crucially, it also gives you time to consider your response or consult with the PSHE Lead before the next lesson.

Using 'Distancing' Techniques

Distance is a core principle of safe PSHE delivery. By depersonalising the subject matter, you protect vulnerable pupils who may have personal experience of the topic, and prevent children from sharing private information in front of their peers.
The Golden Rule: Always focus discussions on fictional characters, case studies, or scenarios rather than the lived experiences of the pupils or yourself.

How to put this into practice:

- **Fictional Personas:** Use storybooks, illustrations, or puppets to explore a topic (e.g., *"This is Sam. Sam is feeling worried because..."*).
- **Hypothetical Framing:** Introduce scenarios using generalised language: *"Imagine a child of a similar age who lives in a community like ours. If they found themselves in this situation, what might they do?"*
- **Third-Person Questioning:** Frame your follow-up questions in the third person. Instead of asking, *"What would you do?"*, ask, *"What actions could Sam take to resolve this, and who could they go to for help?"*

A Four-Step Protocol for Unexpected Questions

When a pupil asks a challenging or unexpected question mid-lesson, use this step-by-step approach to manage the moment calmly:

1. **Maintain a neutral response:** Avoid showing shock, amusement, or discomfort. An overly expressive reaction can inadvertently symbolise that a topic is taboo or shameful, which may discourage children from seeking help in the future.
2. **Clarify the intent:** Children often ask big questions using terms they don't fully understand. Before answering, check what they are actually asking. You can ask: *"To help me give you the best answer, what do you think that word means?"* or *"What made you think of that question today?"*
3. **Keep it factual and age-appropriate:** Stick strictly to objective, age-appropriate facts. Do not offer personal opinions or unnecessary detail. If you do not know the answer or need to check school policy, simply say so: *"That is an important question. I don't have the exact factual*

information with me right now, so I will find out and let you know in our next session."

4. **Use a script to pause or redirect:** You are never obligated to answer a tricky question on the spot. Having a few standard phrases ready allows you to pause the conversation safely.

Response Scripts for Common Scenarios

Scenario A: The question requires policy verification or consultation

"*That is a very important question. To make sure I give you the most accurate information possible, I am going to look into it properly and get back to you in our next lesson.*"

- **Why this works:** It validates the child's curiosity but safely buys you time to speak with your PSHE Lead or Senior Leadership Team (SLT).

Scenario B: The question breaches personal boundaries

"*Thank you for your question, but as we agreed in our class rules, we don't discuss our private lives or personal experiences during PSHE. Let's look back at what the characters in our story might do next.*"

- **Why this works:** It firmly re-establishes classroom boundaries without reprimanding or embarrassing the pupil.

Scenario C: The question is too mature for the rest of the class

"*That is a big question, but it isn't quite what we are focusing on in today's lesson. I will write it down, and you and I can have a quick chat about it at a convenient time later today.*"

- **Why this works:** It safeguards the rest of the peer group from information they may not be ready for, while ensuring the individual child's enquiry is not ignored.

Safeguarding Boundaries and Disclosures

Because PSHE covers real-life issues, it can occasionally prompt a pupil to make a sudden personal disclosure in front of the class.

- **Interrupting spontaneous disclosures:** If a child begins to share sensitive personal information during a whole-class discussion, intervene gently but swiftly to protect their privacy: "*Thank you for wanting to share that, but remember our rule about keeping our private lives private during the lesson. Let's hold that thought, and you can tell me about it privately.*"
- **Managing confidentiality:** If a pupil's question or disclosure gives you cause to worry about their safety or well-being, you must follow standard safeguarding procedures. Never promise secrecy: "*I am really glad you told me this. But as we've talked about before, if I am worried about your safety, I cannot keep that a secret. I will need to share this with (DSL) so we can make sure you get the right support.*"