

Bulwell St Mary's C of E Primary School

Relationships & Sex Education (RSE)

Policy

Reviewed: February 2026

Next review: September 2026 (or sooner if guidance changes)

Policy owner: Headteacher Mrs Burge & RSHE/PSHE Lead – Miss C Hornsby

Approved by: Governing Body

1. Our Christian vision and purpose

At Bulwell St Mary's, our RSE supports children to 'live life in all its fullness' (John 10:10), recognising the God-given dignity of every person made in God's image (Genesis 1:27). We commit to a faith-sensitive, inclusive approach that teaches factual content with respect for diverse beliefs, fosters virtues like kindness and faithfulness, and equips pupils to build healthy relationships and stay safe on- and offline. This reflects the Church of England RSHE Charter and anti-bullying guidance for Church schools.

2. Statutory framework and related guidance

- Relationships Education is statutory in primary schools; Health Education is statutory in all state-funded schools. Schools may choose to teach additional sex education beyond the science curriculum following consultation. Parents/carers cannot withdraw from Relationships or Health Education but can request withdrawal from sex education not required by science.
- This policy has regard to DfE statutory RSHE guidance (2019; updated December 2025) and will be reviewed to ensure full alignment from 1 September 2026.
- Safeguarding is governed by Keeping Children Safe in Education (KCSIE) 2025; RSHE sits within our whole-school approach to safeguarding and equality.

3. Curriculum model and resources (SCARF)

We deliver RSHE through SCARF (Safety, Caring, Achievement, Resilience, Friendship)—a whole-school PSHE framework mapped to statutory RSHE, Ofsted personal development, and the PSHE Association Programme of Study. Units spiral from EYFS to Year 6 with planning, assessment and SEND adaptations.

SCARF half-termly themes we use:

- Me & My Relationships (friendships, conflict resolution, help-seeking)
- Valuing Difference (respect, diversity, anti-bullying, including faith perspectives)
- Keeping Myself Safe (on/offline safety, boundaries, consent in context)
- Rights & Responsibilities (community, environment, digital citizenship)
- Being My Best (health, resilience, growth mindset, mental wellbeing)
- Growing & Changing (bodies, puberty, body image, managing change)

4. What we teach at primary (overview)

By the end of primary, pupils learn the building blocks of positive relationships (families, friendships, respectful relationships, online behaviour, and being safe) and content on physical and mental wellbeing (sleep, hygiene, exercise, nutrition, emotions, early puberty education).

Science curriculum (statutory)

We teach the human body, growth and puberty (including menstruation) as part of science and health. Parents cannot withdraw from statutory science.

Sex education (non-statutory in primary)

With Governing Body oversight and parent consultation, we deliver an age-appropriate Year 6 lesson sequence (within SCARF's Growing & Changing) covering: conception and birth at a basic biological level, responsible decision-making, and where to seek help. Parents may request withdrawal from this non-statutory sex education component; the Headteacher will meet with parents to discuss content and alternative provision.

5. A faith-sensitive, inclusive approach

- We teach factually and respectfully, acknowledging that families and faiths may hold different convictions; we explain these fairly and do not promote one viewpoint. We uphold the Equality Act and Church guidance that there is no hierarchy of protected characteristics.
- We are committed to anti-bullying, including tackling prejudice-based bullying (e.g., HBT, racism, SEND), drawing on Church guidance and best practice.
- Nottingham faith perspectives on RSHE inform planning where appropriate to our community context.

6. Safeguarding, confidentiality and teachers' responsibilities

RSHE is a safeguarding context. If disclosures arise, staff follow KCSIE 2025 and our Child Protection policy (no promises of confidentiality; timely referral to the DSL). Teaching about online risks reflects current guidance (e.g., misinformation/disinformation, harmful content).

7. Working with parents and carers

- We publish this policy and medium-term overviews; parents can view all RSHE teaching materials on request— including external resources—consistent with DfE expectations.
- Parents may request withdrawal from the non-statutory sex education element (not Relationships or Health Education). The Headteacher meets with parents to explain curriculum, address concerns, and agree alternative supervised activities.

8. Inclusion, SEND and vulnerability

Lessons are differentiated, accessible and trauma-informed; additional pre-teaching, visuals, social stories and repetition are used where helpful. SCARF provides structured adaptations and assessment tools used by staff. We make reasonable adjustments to include pupils with SEND.

9. Teaching methods, training and external visitors

RSHE is taught through interactive, age-appropriate lessons (discussion, scenarios, stories, quizzes, reflection journals), with a safe-question protocol and question boxes. Teachers receive regular RSHE/SCARF CPD. External contributors (e.g., Coram Life Education educators) are used to enhance, not replace, the curriculum; materials are reviewed in advance and shared with parents if requested.

10. Right to request withdrawal (process)

1. Parents/carers may request withdrawal only from non-statutory sex education.
2. Requests should be made in writing to the Headteacher. A meeting will clarify content, share resources, discuss beliefs/culture, and agree the alternative supervised activity. A record of the decision is kept.

11. Monitoring, evaluation and review

SLT & Subject Lead monitor planning, pupil work and (where appropriate) pupil voice; governors receive an annual RSHE report. We will review this policy no later than September 2026 to ensure full compliance with the DfE's updated RSHE guidance (implementation from 1 September 2026).

12. Overview of learning by phase (indicative)

- EYFS–KS1: friendships; families; feelings; simple consent/body boundaries; early digital manners; basic self-care; introduction to body names with safeguarding context.
- Lower KS2: respect, difference and anti-bullying; help-seeking; safety (on/offline); habits that support mental and physical health; early puberty awareness (as appropriate).

- Upper KS2: managing change and emotions; puberty (including menstruation management); body image; online safety (harmful content, reporting); Y6: basic biological conception and birth (non-statutory sex education) + reinforced science content; seeking help.

All mapped and resourced through SCARF.

13. Linked policies and documents

- Safeguarding & Child Protection
- Behaviour & Anti-Bullying (including prejudice-based incidents)
- Online Safety
- SEND and Equality
- Curriculum and Science
- PSHE/RSHE Schemes of Work (SCARF)

14. Communication statement for our community

Bulwell St Mary's will teach RSHE professionally and transparently, rooted in Christian values and inclusive of all pupils. We welcome constructive dialogue with parents/carers, publish our policy and overviews, and ensure that every child receives high-quality Relationships and Health Education—preparing them to thrive now and in the future.

References (key national and faith guidance)

- Department for Education (DfE). Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance (updated 19 Dec 2025; implementation 1 Sept 2026).
- Keeping Children Safe in Education (KCSIE) 2025 – statutory safeguarding guidance for schools.
- Church of England Education Office. RSHE Charter for faith-sensitive and inclusive RSHE (2019).
- Church of England. Valuing All God's Children – anti-bullying guidance (2019).
- Coram Life Education – SCARF programme (PSHE/RSHE) overview.