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Boxgrove Primary School

Boxgrove Lane, Guildford, Surrey GU1 2TD

Headteachers:
Mrs A Fitch BA (Hons) QTS NPQH & Mrs R Stacey BA (Hons) QTS NPQH

Relationship and Sex Education policy (RSE)

At Boxgrove we want every child to:

- **Love learning**
- **Find their strengths and talents**
- **Achieve more than they thought possible**

Approved by Boxgrove Governing Body on: 30 September 2026

1. What are the RSE aims at Boxgrove?

At Boxgrove Primary School, we believe that PSHE education, which includes Relationships Education and, where taught, Sex Education, helps pupils develop the knowledge, skills, attitudes and confidence they need to lead safe, healthy and fulfilling lives.

The revised Department for Education (DfE) statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education comes into force on 1 September 2026. This policy has been updated to reflect that guidance. Relationships Education is compulsory for all pupils receiving primary education. Health Education is also compulsory in state-funded schools. Sex Education is not compulsory in primary schools, although the DfE recommends that primary schools consider teaching age-appropriate sex education in Years 5 and/or 6 alongside the relevant science curriculum.

At Boxgrove, RSE is delivered as part of a wider PSHE curriculum and is complemented by learning in science, computing, safeguarding, behaviour, online safety and other curriculum areas.

The aims of Relationships Education and, where applicable, Sex Education at our school are to:

- encourage pupils to value themselves and others and to develop self-respect, confidence, empathy and kindness
- help pupils recognise and build healthy, caring and respectful relationships
- help pupils understand boundaries, privacy, consent and personal autonomy in age-appropriate ways
- teach pupils how to recognise risks, unsafe situations, harmful behaviour and abuse, and how to seek help
- help pupils understand that being a victim of abuse or harm is never their fault
- support pupils to manage feelings, disagreements, peer pressure and conflict
- teach accurate, age-appropriate vocabulary for the body and relationships
- help pupils understand how to keep themselves safe online and offline
- help pupils appreciate difference and diversity and challenge bullying, stereotypes and discriminatory behaviour
- prepare pupils for puberty and, where taught, age-appropriate learning about human reproduction, conception and birth
- provide a safe framework in which pupils can ask questions and receive accurate, age-appropriate information
- ensure teaching is accessible and responsive to pupils' age, stage, circumstances, needs, religious background and SEND.

2. Statutory requirements

As a primary school, we must provide Relationships Education to all pupils receiving primary education. The school must have regard to the DfE statutory guidance on Relationships Education, RSE and Health Education.

Health Education is compulsory for state-funded schools and is delivered through the school's wider PSHE/health education provision. This RSE policy focuses specifically on Relationships Education and any Sex Education taught at Boxgrove.

Sex Education is not compulsory at primary level. The elements of reproduction that form part of the National Curriculum for Science remain compulsory and parents cannot withdraw pupils from statutory science teaching.

Where Boxgrove provides Sex Education beyond the science curriculum, the content will be clearly identified in the school's curriculum planning and parents will be informed in advance. Parents have the right to request withdrawal from some or all Sex Education delivered as part of RSE, but not from Relationships Education, Health Education or statutory science.

In teaching RSE, the school must also comply with relevant requirements of the Equality Act 2010 and Public Sector Equality Duty, and must ensure that teaching does not discriminate against or harass pupils.

3. Definition and scope

Relationships Education focuses on the knowledge and skills that form the building blocks of positive relationships, including relationships with family, friends, peers and adults, respectful behaviour, online relationships and personal safety.

Sex Education, where taught, is distinct from Relationships Education. It does not form part of the compulsory primary Relationships Education content. At Boxgrove, any Sex Education beyond statutory science will be age and stage appropriate, clearly identified to parents and taught in accordance with this policy.

RSE is not about promoting sexual activity. It is about helping children develop safe, respectful relationships and understand how to protect themselves and others.

4. How RSE is delivered at Boxgrove

RSE is a broad area of learning and is mainly taught through PSHE. Relevant learning is reinforced across the curriculum, including science, computing and safeguarding education.

Boxgrove uses the Christopher Winter Project 'Teaching RSE with Confidence' (6th Edition) as a key resource for its RSE curriculum. The school will ensure that the version and lesson materials used remain aligned with the current DfE statutory guidance and the school's published curriculum.

The curriculum is sequenced so that pupils develop knowledge and skills progressively and are prepared for experiences before they are likely to encounter them. Lessons will be age- and stage-appropriate, participative and supportive rather than alarming.

Core areas of Relationships Education include:

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

Key expectations for the end of primary are set out in Section 5 of this policy. The school will use these statutory expectations to review and map its curriculum.

Parent communication and access to materials

Parents will be given clear information about what is taught, when it is taught and whether content is Relationships Education, Sex Education or statutory science.

Before an RSE unit is delivered, vocabulary information and representative materials may be shared through year-group communications. Parents may request to view curriculum materials used to teach RSHE, subject to copyright requirements.

Parents cannot veto statutory curriculum content. Where the school makes a significant change or introduces content in response to an emerging issue that is outside the published policy, parents will be informed in advance where practicable and relevant materials will be made available on request.

Accessibility and SEND

RSE will be accessible to all pupils. Teachers will consider differentiation, resources, access needs, communication needs, sensory needs, overcoming barriers to learning and appropriate adjustments.

Pupils with SEND should, wherever appropriate, access the same curriculum as their peers. Teaching will be adapted where necessary in consultation with the SENCO and, where appropriate, parents/carers. Particular care will be taken because some pupils with SEND may be more vulnerable to bullying, abuse, exploitation, harmful sexual behaviour and other risks.

Support and safeguarding

Children will be reminded of trusted adults they can talk to in school. Safeguarding concerns or disclosures arising during RSE will be dealt with in line with the school's safeguarding and child protection procedures. Staff should not promise confidentiality.

Teaching will make clear that abuse or harm is never the child's fault and that pupils should keep asking for help until they are heard.

5. Curriculum content – statutory expectations by the end of primary

The following is a school-friendly summary of the revised DfE statutory Relationships Education expectations. The school's curriculum map will show how and when these are covered.

Families and people who care for me

- understand that families can provide love, security and stability and help children grow up safe and happy
- recognise characteristics of safe and happy family life, including care, protection, commitment and spending time together
- understand that families may look different and that different family structures should be respected
- understand that stable, caring relationships support children's security
- understand that marriage and civil partnerships are formal, legally recognised commitments
- recognise when a family relationship makes them unhappy or unsafe and know how to seek help.

Caring friendships

- understand why friendships can support happiness and security and how friendships are formed
- know that healthy friendships are welcoming and inclusive
- understand that loneliness is something many people experience and that there is no shame in talking about it
- recognise qualities such as respect, honesty, trust, loyalty, kindness, generosity and support
- understand that friendships can have difficulties and can often be repaired
- know how to manage conflict and that violence is never an appropriate response
- recognise when a friendship is making them unhappy or uncomfortable and know how to seek support.

Respectful, kind relationships

- pay attention to the needs and preferences of others and consider how different needs and wishes can be balanced
- understand and practise healthy boundaries with friends, family, peers and adults
- communicate effectively, manage conflict respectfully and express needs and boundaries assertively
- understand the difference between being assertive and being controlling, and between kindness and neglecting one's own needs
- show respect for people who are different or who have different choices, preferences or beliefs
- develop practical skills to improve and maintain relationships
- understand courtesy and manners and the importance of self-respect and self-esteem
- recognise different types of bullying, including online bullying, understand the role of bystanders and know how to get help
- understand stereotypes and how they can be unfair, harmful or contribute to bullying
- know how to seek help when concerned about violence, harm or uncertainty about who to trust.

Online safety and awareness

- understand that respectful behaviour applies online as well as face-to-face

- recognise pressure to share information or images and develop strategies for resisting peer pressure
- understand that people can misrepresent themselves online, including pretending to be someone else or a child
- recognise harmful content and harmful contact and know how to report concerns
- know that social media platforms have minimum age requirements (currently 13) and understand why age restrictions exist
- understand the importance of privacy and location settings
- understand that material shared online can be copied or circulated and may not be removable everywhere
- know where to seek help if something online is worrying, upsetting or unsafe.

Being safe

- understand appropriate boundaries in friendships and relationships, including online
- understand privacy and that it is not always safe or appropriate to keep a secret
- understand that each person's body belongs to them and recognise appropriate, inappropriate and unsafe physical contact
- know how to respond safely to adults they encounter, online and offline
- recognise harmful or dangerous relationships and develop skills for identifying who can be trusted
- know how to report abuse, concerns and feelings of being unsafe, using appropriate vocabulary
- know how and where to ask for advice and keep asking until they are heard.

Age-appropriate protective content

Relationships Education may include age-appropriate protective content that helps children recognise and avoid harms, including sexual abuse, grooming, pressure to share images, harmful online content and inappropriate contact. Such teaching will not describe sexual activity in unnecessary detail and will be planned carefully to avoid causing unreasonable alarm.

If an emerging issue affecting pupils requires content that is not already reflected in the published curriculum, the school will consider the age, stage and needs of pupils, inform parents of any significant deviation from the policy where practicable, and share relevant materials on request.

6. Sex Education at Boxgrove

Sex Education is not compulsory in primary schools. The DfE recommends that primary schools consider teaching age-appropriate Sex Education in Years 5 and/or 6, in line with science content about conception and birth.

Boxgrove will clearly distinguish statutory science content from any additional Sex Education. Any additional Sex Education will be identified in the curriculum map and communicated to parents in advance.

Where Sex Education is taught, it will be factual, age-appropriate, sensitive and consistent with the school's safeguarding responsibilities. It will support pupils to understand puberty, reproduction and relationships in preparation for secondary education, without unnecessary detail.

Parents will be supported to understand the content and how to talk to their children about it. Parents have the right to request withdrawal from some or all additional Sex Education, but not from statutory science.

7. Equality, diversity, religion and belief

Boxgrove will teach RSE in a way that is inclusive, respectful and consistent with the Equality Act 2010. Pupils will learn that people and families can be different and that difference must not be used as a reason for bullying, exclusion or disrespect.

When discussing families, teaching will positively reflect a range of family structures, including single-parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive families and foster families.

Primary teaching should promote healthy, loving relationships and include same-sex parents alongside other family arrangements when discussing families.

Teaching will be sensitive to pupils' religious and cultural backgrounds. Where faith perspectives are discussed, the school will make clear when a statement reflects a particular religious belief or tradition.

Where pupils encounter disagreement about a topic, they will be encouraged to express views respectfully. Bullying, discriminatory language and disrespectful behaviour are never acceptable.

8. Teaching about the law

Where relevant to age and stage, pupils will be taught factual information about laws and rights connected with the topics being studied. This may include laws relating to consent, marriage and civil partnerships, online safety and image sharing, abuse, harassment, exploitation, discrimination and protected characteristics.

The school will not introduce legal detail that is inappropriate for primary pupils. Teachers will use professional judgement and the school's safeguarding procedures when deciding how legal concepts should be explained.

9. Roles and responsibilities

9.1 Governing Body

- approve the RSE policy
- ensure the policy and curriculum meet statutory requirements
- hold the headteachers to account for implementation
- ensure parents receive clear information about content, materials and withdrawal arrangements.

9.2 Headteachers

- oversee implementation of the policy
- manage parental requests to withdraw from additional Sex Education
- ensure safeguarding concerns arising through RSE are handled appropriately
- ensure staff and external providers are suitably prepared.

9.3 PSHE Leader

- ensure the curriculum is mapped against the current DfE statutory expectations
- ensure teaching is consistent across the school
- monitor curriculum delivery and staff training needs
- coordinate appropriate resources and review the Christopher Winter materials used by the school
- support staff with difficult questions, disclosures and sensitive issues.

9.4 Staff

- deliver RSE sensitively and age appropriately
- create a safe and respectful classroom environment
- follow agreed ground rules and safeguarding procedures
- respond appropriately to questions and disclosures
- adapt teaching for individual needs and SEND
- record and report safeguarding concerns in accordance with school procedures.

9.5 Pupils

Pupils are expected to participate respectfully, listen to others, use appropriate language and respect personal boundaries and confidentiality within the limits of safeguarding.

9.6 External providers

Where external visitors or organisations are used, Boxgrove remains responsible for the content and quality of teaching. The school will check credentials, resources, lesson plans and age/stage appropriateness in advance. External providers will be required to follow the school's safeguarding procedures and understand how disclosures will be managed. Parents will be able to view materials used.

10. Ground rules and difficult questions

At the beginning of RSE sessions, teachers will remind pupils of agreed ground rules, including respectful listening, no personal questions about pupils or staff, the right to pass on a question and the importance of using appropriate vocabulary.

Children should feel safe to ask questions. Staff will answer accurately and at an age-appropriate level. If a question concerns content the school does not teach, or content from which a pupil has been withdrawn, the teacher may explain that it is not part of the lesson and seek advice from the PSHE Leader or headteacher. Staff will not provide inappropriate detail.

If a member of staff is unsure how to respond, they may pause the discussion and seek advice from the PSHE Leader, Designated Safeguarding Lead (DSL) or Headteacher.

11. Parents' right to request withdrawal

Parents do not have the right to withdraw children from Relationships Education, Health Education or statutory science, including science content relating to puberty or sexual reproduction.

Where Boxgrove teaches additional Sex Education as part of RSE, parents have the right to request that their child is withdrawn from some or all of that additional Sex Education.

Before granting a withdrawal request, it is good practice for the headteacher to discuss the request with the parent and, where appropriate, the child. This discussion should clarify what the school teaches, the purpose and benefits of the teaching, and the possible social and emotional implications of withdrawal. The school will keep an appropriate record of the discussion and decision.

In primary school, a request to withdraw from additional Sex Education will be granted automatically, except for content that forms part of the National Curriculum for Science.

Where a child is withdrawn from additional Sex Education, the school will provide appropriate and purposeful alternative education.

12. Training

The PSHE Leader will monitor staff training needs and coordinate appropriate professional development. Training will include confidence in delivering RSE, age-appropriate content, safeguarding, handling disclosures, responding to difficult questions and supporting pupils with SEND.

External specialists may be invited to support staff training or curriculum delivery where appropriate.

13. Monitoring, assessment and evaluation

The delivery of RSE is monitored by the PSHE Leader through:

- lesson drop-ins
- learning walks
- planning scrutiny
- book/work scrutiny where appropriate
- staff questionnaires and feedback
- pupil voice/questionnaires
- review of curriculum mapping against statutory expectations
- review of parent feedback and requests to view materials.

Pupils' development is monitored by class teachers through the school's internal assessment and PSHE assessment approaches. Assessment will focus on pupils' knowledge, understanding and ability to apply skills rather than personal disclosure.

The policy will be reviewed annually by the PSHE Leader and approved by the Governing Body. The school will also review the policy when statutory guidance or relevant legislation changes.

14. Policy development and consultation

This policy has been developed with reference to the current DfE statutory guidance and relevant national and local guidance.

1. The PSHE Leader reviews relevant national and local guidance and the school's curriculum.
2. Staff are given opportunities to review the policy and suggest amendments.
3. Parents are consulted when the policy is developed or reviewed, with opportunities to ask questions and view curriculum materials.
4. Pupil voice is considered when reviewing the relevance and accessibility of the curriculum.
5. The final policy is approved and ratified by the appropriate governing body.

The policy will be published on the school website and made available free of charge to anyone who requests a copy.

15. Key curriculum coverage check

As part of the September 2026 review, the PSHE Leader will check the Christopher Winter programme and Boxgrove's wider PSHE curriculum against all revised statutory expectations, including the strengthened focus on:

- loneliness and talking about loneliness
- healthy boundaries and balancing needs and preferences
- assertiveness versus controlling behaviour
- self-respect, self-esteem and identity
- stereotypes and challenging them
- online pressure to share information or images
- privacy and location settings
- the minimum age for social media (currently 13)
- online circulation and permanence of images/information
- recognising harmful relationships and abuse
- recognising and reporting unsafe situations
- including a range of family structures positively
- accessible teaching for pupils with SEND
- proactive parent engagement and access to teaching materials.

Parent form: request to withdraw from additional Sex Education within RSE

FAO the Headteacher, Boxgrove Primary School

This form is for parents/carers requesting withdrawal from Sex Education taught as part of RSE beyond statutory National Curriculum Science. It does not apply to Relationships Education, Health Education or statutory Science.

Name of child	
Class	
Name of parent/carer	
Date	
Lesson/content from which withdrawal is requested	
Reason for request	
Any other information you would like the school to consider	
Parent/carer signature	

For school use

Date of discussion with parent/carer	
Headteacher/authorised senior leader	
Agreed actions / alternative education	
Decision and date communicated	

Relationships Education Statements By the end of Key Stage 1

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • The conventions of courtesy and manners • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive

Relationships Education Statements

By the end of Key Stage 2

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships ☐ The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

	• How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Parent form: withdrawal from sex education within RSE

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FAO The Headteacher
Boxgrove Primary School

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

