



Relationships and Sex Education Policy (from March 2026)

Approval date: March 2026
Review date: March 2028

Our Christian Vision

Learning, Loving, Living in God's Family.

“But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever.” Psalm 52:8

Our Christian Vision is that as part of God's faithful and fruitful family, we start as seeds, and from our roots in learning, loving and living we branch out and grow into flourishing trees.

Our vision mirrors that of the Parable of the Sower (Matthew 13:1-13). In the story the seed is God's word. The seed takes root and grows in the fertile soil. We are like the seeds flourishing in our rich learning at St Nicholas School.

At St Nicholas we strive to unlock the hidden treasures within each child in a happy, safe and caring Christian environment. Through nurturing and motivation, we strive to shape confident, creative and independent learners, who embrace Christian values, and who will become responsible, compassionate and inspirational members of society.



Contents

- **Statutory Relationships, Relationships and Sex Education (RSE) and Health Education**
- **What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?**
- **Sex Education**
- **Parents' right to request their child be excused from Sex Education:**
- **Monitoring and Review:**
- **Equality:**
- **Inclusion:**
- **Dealing with Sensitive Issues:**
- **Child Protection and Confidentiality:**

Appendix 1: Curriculum map

Appendix 2: No Outsiders map

Statutory Relationships, Relationships and Sex Education (RSE) and Health Education:

All schools must have in place a written policy for Relationships, Relationships and Sex Education and Health Education.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025, made under sections 34 and 35 of the Children and Social Work Act 2017, made Relationships Education compulsory for all pupils receiving primary education. They made Health Education compulsory in all schools except independent schools.

In the foreword of the 2025 DfE guidance document the Secretary of State for Education said:

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also

challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

On page 32 of the same guidance it states that:

"Schools have significant freedom to implement this guidance in the context of a broad and balanced curriculum. Effective, high-quality teaching will break down core knowledge and skills into manageable and well-sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations. The curriculum should build knowledge and skills sequentially, with regular feedback provided on pupil progress".

At St Nicholas School, we include the statutory Relationships and Sex Education (RSE) and Health Education within our whole school PSHE curriculum for Key Stage 1 and Key Stage 2 and PSED for EYFS. To ensure clear progression across the key stages we use a scheme of work from 1 Decision and tailor this curriculum to our school's needs as well as individuals within each class. For Nursery we have mapped the PSED objectives across the year.

Our curriculum long term plan can be found on our school website:
<https://www.stnicholas120.herts.sch.uk/page/?title=PSHE&pid=44>

Relationships Education in primary schools will be delivered through the following themes:

- Living in the wider World
- Relationships Education
- Health and Wellbeing

From Year 1 onwards, we deliver PSHE through the 1 Decision scheme. 1 Decision have created a spiral approach to teaching statutory content, ensuring that key themes such as relationships, diversity, health, and safety are revisited and deepened through age-appropriate lessons across the year. This structure enables pupils to build knowledge and skills progressively and confidently, in line with statutory RSHE guidance. We also supplement this with No Outsiders texts which support learning about diversity and inclusion.

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Health Education in primary schools will be delivered through the following themes:

- Mental wellbeing
- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Teaching children about puberty is a statutory requirement which sits within the Health Education part of the DfE guidance under 'Developing bodies' strand.

Sex Education:

The DfE Guidance 2025 (p.12) states "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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.”

At St Nicholas School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction and we teach this as part of PSHE.

Parents’ right to request their child be excused from Sex Education:

The DfE Guidance 2025 (p.7) states that “Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE..”

We conclude that sex education refers to human reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this in Year 6.

The school will inform parents of this right at the beginning of the term Sex Education will be taught.

However, the teaching of reproduction in a mammal that is covered by the Science curriculum is statutory - parents cannot withdraw children from Science.

Monitoring and Review:

The Governing Board monitors this policy on a bi-annual basis. This board reports its findings and recommendations to the full Governing Board as necessary if the policy needs modification. The effectiveness of RSE will be monitored by the Senior Leadership Team and PSHE Leader(s) through:

- Learning Walks
- Work scrutiny
- Feedback from pupils, staff and parents/carers
- Observations
- Planning Scrutiny

Equality:

The DfE Guidance 2025 (p.37) states, “Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149), when teaching RSHE. Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment. Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary

education. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.”

At St Nicholas School we promote respect for all and value every individual. We respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Inclusion:

To ensure that pupils make worthwhile progress in lessons, teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class. All pupils cover the same core objectives. Teachers provide suitable ways for pupils of different abilities to access the lessons by increasing the degree of support, by using relevant resources, or by the use of other adults.

Dealing with Sensitive Issues:

We will continue to answer children’s questions, as they arise, in an appropriate manner. There may be occasions when a teacher will respond to a question on a one-to-one basis, or when children are referred to their parents for further information or discussion. Due to the sensitive content, RSE lessons will be delivered to the children by their class teacher where possible.

Child Protection and Confidentiality:

Teachers are clear about their legal and professional roles regarding confidentiality. Children are told that teachers cannot offer unconditional confidentiality and also that if confidentiality had to be broken, they will be informed first and supported appropriately. If a teacher is concerned about possible sexual abuse or the sexual activities of a child, the schools’ child protection procedures will be followed.

Staff who teach RSE are expected to:

- Provide RSE in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- Participate in training to provide Sex Education in line with the school curriculum policy
- Implement the agreed scheme of work
- Draw to the attention of the Headteacher any materials which they consider to be inappropriate
- Respond appropriately to those pupils whose parents wish them to be withdrawn from Sex Education

This statement will be reviewed in line with the school’s policy review programme. A record will be kept of children withdrawn from lessons and of any parental complaints or issues raised.

This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Child Protection Policy
- E-Safety / Online Safety Policy

Additional information for parents/carers on understanding Relationships and Sex Education can be found on [1Decision Parent/Carer Zone](#).



St Nicholas C of E (VA) Primary School and Nursery

Appendix 1: Curriculum map Relationships and sex education curriculum map

	Autumn Term	Spring Term	Summer Term
Year 1	Baseline Assessment – Keeping/ Staying Safe Road safety Baseline Assessment- Keeping / Staying Healthy Washing hands	Baseline Assessment – Relationships Friendships Baseline Assessment- Being responsible Water spillage Baseline assessment- Feelings and Emotions Jealousy	Baseline Assessment – computer safety Online bullying Baseline Assessment -Our world Growing in our world
Year 2	Tying Shoelaces Staying Safe Healthy Eating Brushing Teeth	Bullying Body Language Practice makes Perfect Helping Someone in Need Worry Anger	Image Sharing Computer Safety Living in our world Working in our world
Year 3	Learning out of windows Summative assessment -Keeping/ Staying Safe Medicine Summative assessment- Keeping / Staying Healthy	Touch Summative assessment - Relationships Friendships Stealing Summative assessment- Being responsible Grief	Making Friends Online Summative assessment – computer safety Looking after our world Summative assessment-Our world Hazard Watch

Learning, Loving, Living in God's Family

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St Nicholas C of E (VA) Primary School and Nursery

		Summative assessment- Feelings and Emotions	
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	Autumn Term	Spring Term	Summer Term
Year 4	Baseline Assessment – Keeping/ Staying Safe Cycle Safety Baseline Assessment- Keeping / Staying Healthy Healthy Living	Baseline Assessment – Relationships Appropriate Touch Baseline Assessment- Being responsible Coming Home on Time Baseline assessment- Feelings and Emotions Jealousy	Baseline Assessment – computer safety Online bullying Baseline Assessment -Our world Chores at Home Baseline Assessment – A World without Judgement Breaking Down Barriers First Aid
Year 5	Peer Pressure Adult and Children's Views Smoking Adult and Children's Views	Puberty Adult and Children's Views Looking out for Others Adult and Children's Views Anger Adult and Children's Views	Image Sharing Adult and Children's Views Enterprise Adult and Children's Views Inclusion and Acceptance Adult and Children's Views
Year 6	Water Safety Summative assessment -Keeping/ Staying Safe Alcohol	Conception Summative assessment - Relationships Friendships	Making Friends Online Summative assessment – computer safety IN-App Purchases

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St Nicholas C of E (VA) Primary School and Nursery

	Summative assessment- Keeping / Staying Healthy	Stealing Summative assessment- Being responsible Worry Summative assessment- Feelings and Emotions	Summative assessment-Our world British Values Summative Assessment – A World without Judgement
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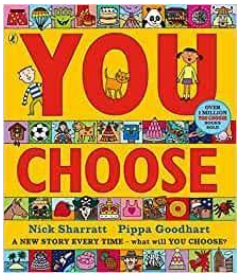
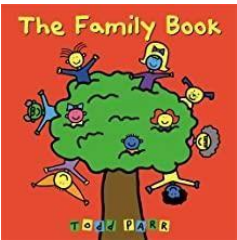
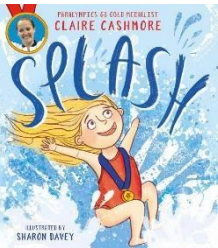
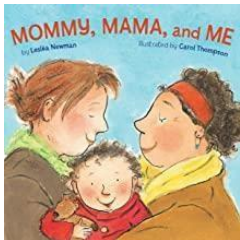
Appendix 2: No Outsiders Overview

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever." Psalm 52:8



St Nicholas C of E (VA) Primary School and Nursery

Year Group	EYFS					
Book						
Title	You Choose	The Family Book	Hello Hello	Splash	Mommy, Mama and me	Blue Chameleon
Author	Nick Sharratt and Pippa Goodheart	Todd Parr	Brendan Wenzel	Claire Cashmore	Leslea Newman and Carol Thompson	Emily Gravett
Learning Objective	I can choose what I like	All families are different	Saying hello	To keep going, even if something is tricky.	Celebrating our own family	Making new friends
Theme	People like different things and that's ok.	Different families.	We can all say hello differently but it means the same thing.	Fulfilling your dreams	Families are different but the love is the same.	We don't need to change ourselves to make friends.

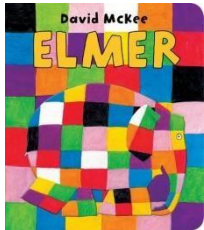
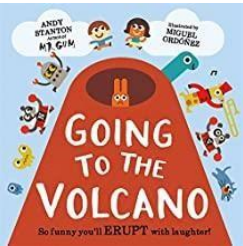
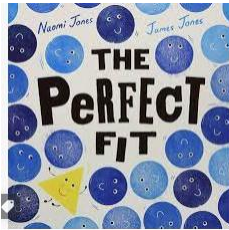
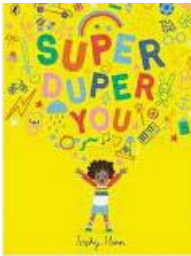
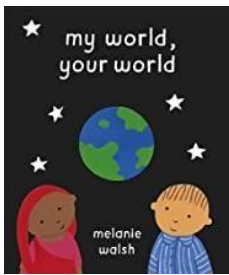
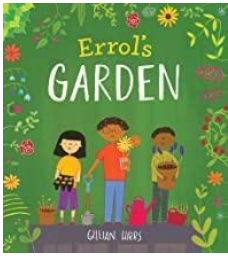
Year Group	Year 1
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Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever." Psalm 52:8



St Nicholas C of E (VA) Primary School and Nursery

Book						
Title	Elmer	Going to the Volcano	The Perfect Fit	Super Duper You	My World, Your World	Errol's Garden
Author	David McKee	Andy Stanton	Naomi Jones James Jones	Sophy Henn	Melanie Walsh	Gillian Hibbs
Learning Objective	I like the way I am	To join in	Finding ways of playing together.	We are all unique	I share the world with lots of people	To work together
Theme	Don't feel you need to change yourself just to fit in.	Everyone can join in and we don't leave anyone out.	We can play together, even if we are different	A celebration of different, uniqueness and the importance of not fitting into boxes	Everyone is welcome, wherever they are from, whatever their faith.	We can work with everyone, even if they are different from ourselves.

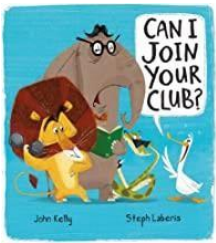
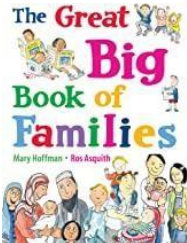
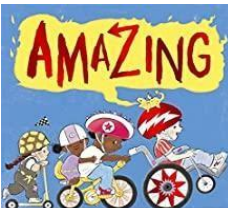
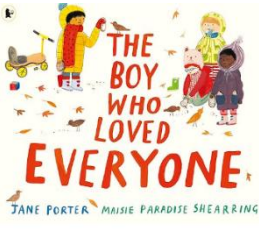
Year Group	Year 2
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Learning, Loving, Living in God's Family

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St Nicholas C of E (VA) Primary School and Nursery

Book						
Title	Can I Join Your Club?	How to Be a Lion	The Great Big Book of Families	Amazing	The Boy Who Loved Everyone	The Odd Egg
Author	John Kelly and Steph Laberis	Ed Vere	Mary Hoffman and Ros Asquith	Steve Antony	Jane Porter and Maisie Paradise Shearring	Emily Gravett
Learning Objective	To welcome different people	To have self confidence	To understand what diversity is.	To think about what makes a good friend.	I understand how to show love and friendship to others.	I know what adoption is/ I know there are different families
Theme	Everyone can join in, finding similarities, rather than differences.	Sometimes it's hard to be different but it's important to be proud of who you are.	People differ in the UK. This can include: transport, celebrations, jobs, families homes and religion.	We can have fun with all types of people – celebrating diversity.	The different ways we communicate love.	Sometimes we don't don't look like their families

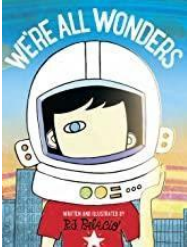
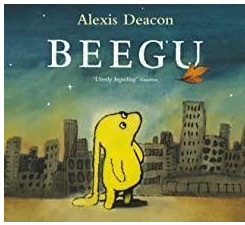
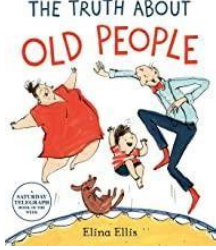
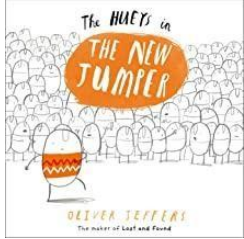
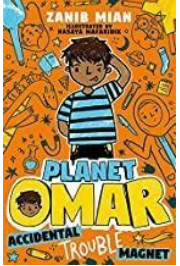
Year Group	Year 3
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Learning, Loving, Living in God's Family

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St Nicholas C of E (VA) Primary School and Nursery

Book						
Title	This Is Our House	We're all Wonders	Beegu	The Truth About Old People	The Hueys in the New Jumper	Planet Omar: Accidental Trouble Magnet
Author	Michael Rosen	FJ Palacio	Alexis Deacon	Elina Ellis	Oliver Jeffers	Zanib Mian
Learning Objective	To understand what discrimination is.	To understand what a bystander is.	To be welcoming	To recognise a stereotype	To recognise and help an outsider	To consider living in Britain today
Theme	What is an 'outsider'? Discrimination based on looks.	Bullying of those who are different	To understand how our own behaviour can make someone from another place feel like an outsider.	Not judging people by their appearance (age, skin colour, gender)	Supporting someone who feels different, even if it means you might also become an outsider.	Britain is a great place to live. Everyone is different but we are all welcome.

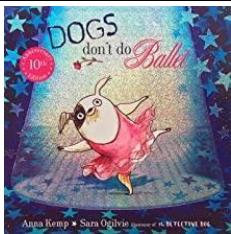
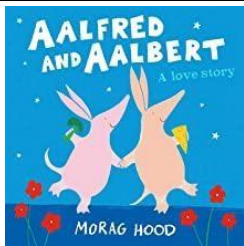
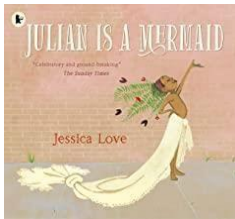
Year Group	Year 4
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Learning, Loving, Living in God's Family

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St Nicholas C of E (VA) Primary School and Nursery

Book						
Title	Along Came a Different	Dogs Don't Do Ballet	Red: A Crayon's Story	Aalfred and Aalbert	When Sadness Comes to Call	Julian Is a Mermaid
Author	Tom McLaughlin	Anna Kemp and Sarah Oglivie	Michael Hall	Morag Hood	Eva Eland	Jessica Love
Learning Objective	To help someone accept difference.	To choose when to be assertive.	To be proud of who I am.	To find common ground.	To look after my mental health.	To show acceptance.
Theme	Realise that mixing with others who are different is actual beneficial.	Being brave about our differences. Standing up for ourselves... and others.	What we look like on the outside, might not be what we are feeling on the inside. One person who accepts you, can make all the difference.	Mixing with those who we see as 'different' can actually bring happiness.	Not hiding our true feelings of sadness. How can we try and improve our mental health.	To accept difference – no questions asked.

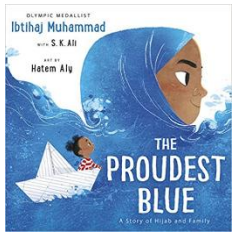
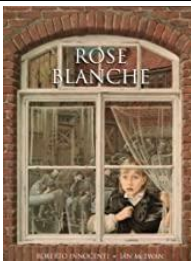
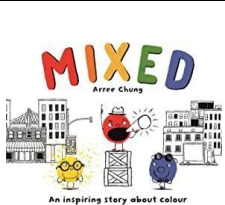
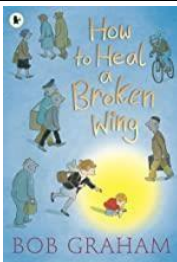
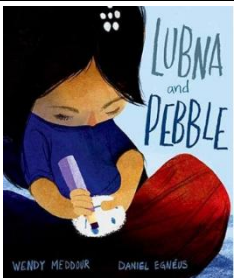
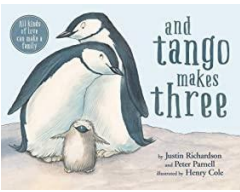
Year Group	Year 5
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Learning, Loving, Living in God's Family

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St Nicholas C of E (VA) Primary School and Nursery

Book						
Title	The Proudest Blue	Rose Blanche	Mixed	How to Heal a Broken Wing	Lubna and The Pebble	And Tango Makes Three
Author	Ibtihaj Muhammed	Ian McEwan and Roberto Innocenti	Arree Chung	Bob Graham	Wendy Meddour and Daniel Egneus	Justin Richardson and Peter Parnell
Learning Objective	I can show respect to people different to me	To justify my actions.	To consider responses to racist behaviour.	To recognise when someone needs help.	To explore friendship	To exchange dialogue and express an opinion
Theme	“don’t carry around the hurtful words that others say. Drop them. They are not yours to keep.”	A child’s perspective of people being transported to Jewish concentration camps.	Racism does not work. It is better when we mix.	Amnesty International – people who have been imprisoned because of speaking up about wanting certain freedoms.	Girls – leading very different lives but still maintaining a friendship	A family with two dads. Why are some books banned? Equality around the world.

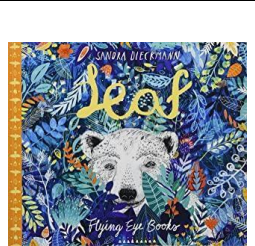
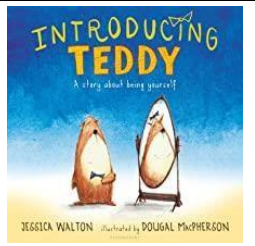
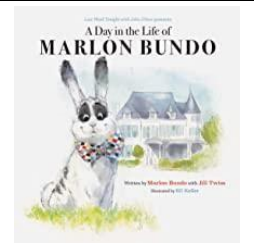
Year Group	Year 6
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Learning, Loving, Living in God’s Family

“But I am like an olive tree flourishing in the house of God; I trust in God’s unfailing love forever and ever.” Psalm 52:8



St Nicholas C of E (VA) Primary School and Nursery

Book						
Title	King of the Sky	The Only Way is Badger	Leaf	The Island	Introducing Teddy	A Day in the Life of Marlon Bundo
Author	Nicola Davis	Stella J. Jones and Carmen Saldana	Sandra Dieckmann	Armin Greder	Jessica Walton and Dougal MacPherson	Marlon Bundo and Jill Twiss
Learning Objective	To consider responses to immigration.	To consider language and freedom of speech.	To overcome fears about difference.	To consider causes of racism.	To show acceptance	To consider democracy
Theme	Immigration. Why might people immigrate? How might they feel? How can we welcome immigrants?	Freedom of speech. How we can be influenced by what others say. Is it always ok for people to say what they think?	Prejudice against those we don't know or understand.	Immigration and racism. Our attitude and behaviour to those who look different and speak a different language.	Transgender – We are assigned a gender at birth. What happens if we don't agree with the gender we have been given?	LGBT rights. Arguments for and against- what do we agree and disagree with?

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