



Safety ★ **Commitment** ★ **Aspirations**

Relationship and Sex Education (RSE) Policy

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At Mapledene, we are more than a school — we are a family. Rooted in our core values of

'Safety, Commitment, Aspirations'

We create a positive, inclusive, and ambitious learning environment where every child, staff member, and family feel safe, valued, and supported.

We believe children thrive when they feel secure, respected, and inspired. Through strong relationships and a nurturing culture, we build emotional security and mutual respect, enabling children to grow with confidence.

Our RSE Policy fosters a safe and supportive environment, reflecting our commitment to guiding pupils' personal growth and aspirations, so everyone feels respected, informed, and empowered to make positive choices and succeed.

Working closely with parents, carers, and external partners, we ensure every child, regardless of background or need, has the right support to flourish. We celebrate diversity and promote kindness, teaching children to embrace differences and recognise their unique strengths. Every child is encouraged to contribute, helping us build a caring, inclusive community.

Our broad, creative curriculum is designed to spark curiosity, foster independence, and prepare children for life as responsible global citizens. With personalised support, enrichment opportunities, and access to the full National Curriculum, every child is empowered to achieve their academic, social, and emotional potential.

We promote a *Growth Mindset*, celebrating effort, resilience, and achievement, while encouraging children to take ownership of their learning journey. High expectations and aspiration give children the confidence, character, and skills they need to thrive—both now and in the future.

Our ethos is reflected in our motto:

BELONG, BELIEVE, BE YOU; ACHIEVE.

1. Aims

Our school values of 'Safety, Commitment, Aspirations' are at the heart of our approach to Relationships and Sex Education (RSE). We provide a safe and respectful framework in which sensitive discussions can take place, ensuring children feel protected, listened to and valued. Through our commitment to high-quality teaching, we prepare children for puberty and physical development, promote understanding of health, hygiene and wellbeing, while helping them to develop self-respect, confidence and empathy for others. By fostering aspiration, we encourage children to build positive, healthy relationships, use correct and appropriate vocabulary to describe themselves and their bodies, and develop the knowledge and attitudes they need to thrive now and in the future.

The aims of RSE at Mapledene are to:

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

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all children under 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.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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 Mapledene, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, children and parents/carers. The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all 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. Child consultation - we investigated what exactly children want from their RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

Mapledene believes it is important to give children some sex education alongside the science lessons they already have to do as part of the national curriculum. In Year 6, the programme will include two lessons about how conception, pregnancy and birth happen. Parents will be told in writing before these lessons take place and will have the option to let the school know if they would prefer their child not to take part.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is delivered through the Kapow scheme of learning which can be accessed at <https://www.mapledene.bham.sch.uk/pshe/>

You can also find a RSE curriculum map set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have consulted on the curriculum with parents/carers, children and staff, and considered the age, developmental stage, needs and feelings of our children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

We deliver our Relationships and Sex Education (RSE) topics through Kapow Primary, a carefully structured scheme of work designed to support progressive, age-appropriate learning. Kapow provides clear lesson plans, resources, and guidance that allow teachers to cover sensitive topics in a safe and inclusive way.

Through Kapow, children will:

- Engage in structured discussions to explore feelings, relationships, and personal boundaries in a supportive environment.
- Learn about physical development, puberty, health, and hygiene at a level appropriate to their age.
- Develop empathy, confidence, and self-respect through activities that encourage reflection, role-play, and respectful dialogue.
- Build a positive understanding of relationships and how to communicate effectively, using the correct vocabulary to describe their bodies and feelings.

By embedding RSE within our wider curriculum using Kapow, we ensure a consistent, progressive, and safe approach that aligns with our school values of Safety, Commitment, and Aspiration.

When teaching RSE, we ensure children with SEND can fully access and benefit from lessons. This includes using differentiated resources, visual aids, simplified language, and extra support where needed. Key concepts are reinforced through repetition and practical activities, and individual needs are considered to help every child feel safe, confident, and included while learning about relationships and personal development. 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).

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 relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Floor books are used in PSHE to support the subject's process-based, reflective nature better than traditional written work.

Use of Floor Books in PSHE:

Floor books are used to record and evidence PSHE learning that is discussion-based and reflective in nature. They capture pupils' ideas, questions, and developing understanding through adult scribing, drawings, and group

outcomes, ensuring all pupils can contribute regardless of writing ability. Floor books promote pupil voice, inclusivity, and shared ownership of learning, while providing meaningful evidence of progression and coverage in PSHE. They also support reflection over time and align with the exploratory, process-led pedagogy of the subject.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that children 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 children in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our children
- 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 children's experiences and won't provoke distress

7. Use of external organisations and materials

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

The school remains responsible for what is said to children. This includes making sure that any speakers, tools and resources used don't 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 children's 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
- 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
- Share all external materials with parents and carers

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

8. Roles and responsibilities

8.1 The Governing Board

The Governing Board will approve the RSE policy, and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw children from components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents/carers wish them to be withdrawn from components of RSE

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.

RSE is taught by class teachers with support from our Learning Mentor and Teaching Assistants as appropriate.

8.4 Children

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

8.5. Disclosures

As a school, we take any disclosure made by a pupil during Relationships and Sex Education (RSE) seriously and respond with care, sensitivity, and professionalism. If a pupil shares a personal concern, staff will listen calmly, avoid making promises of confidentiality, and reassure the pupil that they have done the right thing by speaking up. The information will be recorded factually and passed on promptly to the Designated Safeguarding Lead in line with our safeguarding and child protection policies. We will ensure the pupil feels supported throughout the process, and any further action will be taken with the child's welfare as the central priority, working with appropriate agencies where necessary.

9. Parents' right to withdraw

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative school work will be given to children who are withdrawn from sex education.

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.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Headteacher, in collaboration with the Senior Leadership Team and PSHE Lead, through a combination of formal and informal learning walks, planning scrutinies, and pupil voice, ensuring lessons are effective, inclusive, and meet the needs of all children. Children's development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher and PSHE Lead. At every review, the policy will be approved by Governing Board.

Appendix 1: Curriculum map

Relationships and Sex Education (RSE) curriculum map

Please refer to the 'RSE Guidance for parents' on our policies page:

<https://www.mapledene.bham.sch.uk/policies/>

Within this document you will find details on how RSE is taught through PSHE and RSE in each year group.

In respect of Sex Education, children in Year 6 will:

- Further develop their understanding of the physical and emotional changes that happen during puberty.
- Learn about the biology of conception. (Parents have the right to withdraw their child from the 'Main event' part of this lesson.)
- Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from the lesson.)

Appendix 2: By the end of primary school children should know

TOPIC	CHILDREN 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	CHILDREN 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • 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

TOPIC	CHILDREN SHOULD KNOW
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

Appendix 3: Parent/Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of Parent/Carer		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/Carers	