



Relationship Sex Education Policy





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1. Aims

The aims of Storyybrook's Relationships and Sex Education (RSE) at our school are to:

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies

Relationship and Sex Education (RSE) is a major component of Storyybrook's comprehensive programme of Social, Moral, Spiritual and Cultural Education (SMSC) and PSHE (Personal, Social, Health Education), as well as promoting fundamental British Values.

In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made - human sexuality is no exception.

It is vital that pupils receive effective RSE that supports their understanding of relationships, personal safety and emotional development, equipping them with the knowledge and skills to make safe and informed choices as they grow. It is also vital to correct prejudice and misinformation that may affect relationships with others both now and in the future.

The importance of sexual relationships in all our lives is such that RSE has a crucial role to play in preparing children for their lives now and in the future as adults and parents.

RSE learning information about the physical aspects of sex must be complemented by learning about family life, relationships and the exercise of personal responsibility towards other individuals and the broader community.

2. Statutory requirements

At Storyybrook, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum in its exact form, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

At Storyybrook we teach RSE as set out in this policy.





Our policy is informed by existing DfE guidance:

- Keeping Children Safe in Education - statutory guidance
- Respectful School Communities: Self Review and Signposting Tool - a tool to support a whole school approach that promotes respect and discipline
- Behaviour and Discipline in Schools - advice for schools, including advice for appropriate behaviour between pupils
- Equality Act 2010 and Equality Act 2010: advice for schools
- SEND code of practice: 0 to 25 years - statutory guidance
- Alternative Provision - statutory guidance
- Mental Health and Behaviour in Schools - advice for schools
- Preventing and Tackling Bullying - advice for schools, including advice on cyberbullying
- Sexual violence and sexual harassment between children in schools - advice for schools
- The Equality and Human Rights Commission Advice and Guidance - provides advice on avoiding discrimination in a variety of educational contexts
- Promoting Fundamental British Values as part of SMSC in schools - guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools - guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development

3. Policy development

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

- Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation - all employed school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation - parents and any interested parties will be invited to attend a meeting about the policy, once the school is open and prior to the content of the policy being delivered
- Pupil consultation - we have used our joint experience of supporting primary-aged children, particularly those with SEMH needs, to ascertain what pupils may want from their RSE; once the school is established, we will consult with our specific cohort and tailor our curriculum and policy to this





4. Definitions

RSE is about the emotional, social and cultural development of pupils, 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. RSE is not about the promotion of sexual activity.

5. Curriculum

Our HeartSmart curriculum covers the RSE outcomes as per Appendix 1. Curriculum information is available on the PSHE Page of the school website; however, it is important to note that content may need to be adapted as and when necessary to ensure compliance with statutory guidance and the specific needs of the pupils attending Storybrook.

Key Features of HeartSmart RSE

- **Core Principles:** Based on building emotional resilience and educating the heart alongside the mind.
- **Boris the Robot:** Uses a mascot to teach HeartSmart High Five phrases and concepts.
- **Content:** Covers emotional and mental health, managing friendships, anti-bullying, and digital resilience.
- **Statutory Compliance:** Designed to meet statutory requirements for Relationships and Health Education in primary schools.
- **Themed Units:** Common units include "Don't Forget to Let Love In" and "Too Much Selfie Isn't Healthy".

HeartSmart is frequently used as a, or part of a, whole-school approach to personal development, often focusing on teaching children how to love themselves and others. More information on the development of SmartHeart RSE can be found here: <https://www.heartsmartv.com/videos/biblical-roots>. HeartSmart ensure that their work on RSE covers the statutory guidance, set out by the DfE, found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>.

Please note: While the HeartSmart programme has origins that reference Christian values, Storybrook delivers all RSE content in a fully inclusive, non-faith-based manner. Teaching focuses on universal values such as respect, empathy, self-worth and positive relationships, which are relevant to all pupils regardless of background, belief or culture.

All materials are carefully reviewed and adapted by school leaders to ensure they are appropriate for our SEMH cohort, aligned with statutory guidance, and free from religious instruction. The school maintains full ownership of the RSE curriculum and ensures that content reflects the diverse needs and experiences of our pupils and families.





We have developed the curriculum with consideration to our pupils, families and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond accordingly.

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 appendix 1 and our PSHE Page on the Storybrook website.

In addition to statutory content on puberty and reproduction, Storybrook's RSE curriculum places a strong emphasis on safeguarding, personal boundaries and pupil safety, reflecting the needs of our SEMH cohort.

Teaching includes explicit, age-appropriate learning about:

- body autonomy, including the understanding that each person's body belongs to them
- the right to say no to unwanted touch, and the importance of respecting others' boundaries
- consent, taught through clear and simple language (e.g. asking permission, recognising refusal, and understanding that consent must always be given freely)
- the difference between appropriate and inappropriate physical contact, including identifying private body parts
- recognising unsafe situations, including those involving peers or adults, and how to seek help
- understanding that some secrets should not be kept, particularly if they relate to safety or wellbeing

Given the specialist SEMH context, the curriculum also supports pupils in developing an understanding of appropriate social and sexual behaviours. Staff are trained to recognise and respond to harmful or developmentally inappropriate sexual behaviour, and teaching is adapted to reinforce safe, respectful interactions.

All content is delivered in a clear, consistent and sensitive manner, using correct anatomical language where appropriate, and is carefully differentiated to meet pupils' developmental, emotional and cognitive needs.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

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Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in religious education (RE). At Storybrook, we have created an integrated curriculum so many of these topics will be carefully planned in together to ensure our pupils have an accessible and engaging way to learn.

Storybrook's RSE learning is carefully sequenced to build progressively across the primary phase, revisiting key concepts such as safety, boundaries and relationships at increasing levels of depth in line with pupils' developmental readiness.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

In Key stage 2, 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

These areas of learning are taught within the context of family life taking care to ensure 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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: children looked after, or young carers).

7. Inclusion and Equality

Storybrook is an inclusive, specialist SEMH school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy





- Behaviour and Relationships Policy
- Confidentiality Policy
- Equality and Accessibility Policy and Objectives
- Health and Safety Policy
- Peer on Peer Abuse Policy
- E-Safety Policy
- RE Policy
- Safeguarding and Child Protection Policy
- SMSC Policy
- Special Educational Needs and Inclusion Policy
- SEMH Policy

SEND and SEMH

Storybrook is a specialist provision for learners with a primary need of SEMH. Therefore, we adapt our curriculum accordingly, considering emotional regulation difficulties, social communication difficulties and cognition and learning challenges. We will aim to always include key quality-first teaching aspects throughout the delivery of our RSE lessons including (but not limited to) the use of visuals, vocabulary work, small group teaching, concise use of language, and concrete/ practical teaching (where appropriate).

8. Roles and responsibilities

The Governing Body

The governing Body will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

All Staff

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-

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statutory 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.

Lead staff with responsibilities for planning, delivery and monitoring of RSE include:

- Mrs Rachel Tetchner (Deputy Headteacher and PSHE Lead)
- Mrs Rachel Burbridge (Headteacher)
- TAs and HLTAs who support with behaviour, and all staff who support the delivery of RSE.

PSHE Lead

Our PSHE Lead will:

- develop a differentiated curriculum
- work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils
- ensure that the teaching delivered by a specialist teacher fits with the planned programme
- provide strategic leadership and direction
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- ensure appropriate coverage of the curriculum
- provide support and advice
- monitor pupil progress in this area
- ensure sufficient and up to date resources are in place
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises regarding
- make effective use of relevant research and information to improve this policy
- keep up to date with new developments and resources
- undertake risk assessments when required





- review and monitor the implementation of the policy and curriculum
- annually report to the Governing Body on the success and development of this policy

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. As an SEMH setting, we are aware that pupils may find the topics covered uncomfortable, or they may wish to avoid these lessons; therefore, we will always aim to support them in participating and will consider individual and cohort needs when planning and delivering these sessions.

To do this, Storyybrook staff will ensure careful:

- trauma-informed teaching strategies (e.g. opt-out regulation spaces, pre-teaching, safe adults)
- handling of triggers (e.g. abuse, sexualised behaviour, past trauma)
- guidance on managing disclosures during lessons

Staff are trained to respond to disclosures in a calm, supportive and non-leading manner, ensuring pupils feel heard while making clear that information cannot be kept confidential if it relates to safeguarding. All concerns are recorded and reported in line with the school's safeguarding procedures.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education at Storyybrook. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

Please note: We would encourage all pupils to be actively involved in these lessons and would like to work in collaboration with their families to do this in a way that is best suited to them.

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 (where appropriate), to provide support and training to staff teaching RSE.





11. Monitoring arrangements

The delivery of RSE is monitored by Mrs Rachel Tetchner (Deputy Headteacher and PSHE Lead) and Mrs Rachel Burbridge (Headteacher) via:

- learning walks
- pupil voice
- formal conversations with staff
- work scrutines
- lesson Observations
- drop ins

When considering pupil voice, Storybrook believe this to be a key element in shaping and adapting RSE at Storybrook. As a specialist SEMH setting, we recognise that pupils may communicate their views in a range of ways, including verbally, through behaviour, or through supported communication approaches.

We gather pupil voice on an ongoing basis through:

- structured pupil discussions and circle time
- individual check-ins with trusted adults
- observation of engagement, behaviour and emotional responses during lessons
- use of visual tools, prompts and alternative communication methods where appropriate

Staff use this information to adapt the content, pace and delivery of RSE to meet the needs of individuals and cohorts. This may include revisiting key concepts, modifying language, increasing focus on specific safeguarding themes, or adjusting groupings and delivery methods.

Following the establishment of the school, pupil voice will continue to inform the ongoing development of the RSE curriculum, ensuring it remains relevant, accessible and responsive to the lived experiences and needs of our pupils.

Pupils' development in RSE is monitored by Class Teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher, in conjunction with the Deputy Headteacher and PSHE Lead, annually. At every review, the policy will be approved by the governing body.

The HeartSmart programme that support delivery of RSE is robustly quality assured for content and statutory compliance by the Headteacher and Deputy Headteacher.





12. Safeguarding

Safeguarding is Storyybrook's number one priority; the golden thread that runs through everything we do and all of our policies, procedures and processes. We are committed to creating a safe, respectful, and inclusive environment where our children and adults feel protected, valued, and confident to speak up. Our child-centred approach ensures that decisions are made in the best interests of the child, with a focus on removing barriers, raising aspirations, and improving outcomes.

Storyybrook is aware that RSE lessons could raise safeguarding concerns and therefore will ensure that all staff are aware and alert to this, raising and recording any disclosures or concerns to the Designated Safeguarding Lead (DSL) as soon as possible.

RSE forms part of the school's wider safeguarding curriculum and works alongside pastoral support, behaviour systems and safeguarding procedures to ensure pupils develop the knowledge, understanding and confidence to keep themselves safe.





Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
Respectful relationships	<ul style="list-style-type: none"> • 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





	<ul style="list-style-type: none"> • 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
<p>Online relationships</p>	<ul style="list-style-type: none"> • 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
<p>Being safe</p>	<ul style="list-style-type: none"> • 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 2 : Parent form: withdrawal from sex education within RSE

Parent Information Document (Please complete and return to the school office)			
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/ carer signature			
School action following on from parent/ carer and Storyybrook staff discussion			

