



LEAGRAVE PRIMARY SCHOOL

‘Striving for Excellence, Learning for Life’

Relationships Education Policy

Ratified by Governors

Date October 2026

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This Policy must be reviewed annually.

STATUTORY

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Relationships and Sex Education (RSE) Policy

Policy information	Details
School	Leagrave Primary School
Policy owner	Deputy Headteacher (Debbie Bastin) / RSE Lead (Ruksana Ali)
Approved by	Governing Body
Adoption date	5 October 2026
Review date	September 2027, or earlier if statutory guidance or school procedures change
Statutory guidance	DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective 1 September 2026

This policy should be read alongside the school's Safeguarding and Child Protection, Equality, SEND, Behaviour, Online Safety and PSHE policies.

1. Purpose and definition

At Leagrave Primary School, Relationships and Sex Education (RSE) forms part of our wider Personal, Social, Health and Economic (PSHE) curriculum and whole-school approach to pupils' personal development, safety, health and wellbeing.

RSE is concerned with pupils' emotional, social and cultural development. It includes learning about relationships, health, healthy lifestyles, diversity, personal identity, growing and changing, and how to keep themselves and others safe. RSE is not about promoting sexual activity.

The school has adopted the Christopher Winter Project (CWP) as its principal scheme for Relationships and Sex Education. The programme provides structured, progressive and age-appropriate learning from Reception to Year 6. Luton Council currently lists the Christopher Winter Project among its recommended primary Relationships and Health Education programmes.

2. Aims

Through our RSE curriculum we aim to:

- adopt a coherent whole-school approach and integrate RSE naturally within the curriculum, without isolating or over-emphasising it;
- provide a safe framework in which sensitive discussions can take place;
- provide accurate, age-appropriate and developmentally appropriate information;
- help pupils understand and value positive, caring and respectful relationships based on mutual trust and respect and free from abuse;
- develop self-respect, confidence, empathy and respect for others, including people whose families, backgrounds, beliefs or experiences differ from their own;
- prepare pupils for puberty and help them understand physical and emotional changes, health, hygiene and human development;
- give pupils the vocabulary and confidence to describe themselves and their bodies accurately;
- develop understanding of privacy, personal boundaries, permission-seeking and consent in an age-appropriate way;
- help pupils recognise appropriate and inappropriate behaviour, identify risks and know how and where to seek help;
- support pupils to keep themselves safe, including online;
- provide a positive, respectful culture for learning about relationships and growing up; and
- prepare pupils for the opportunities, responsibilities and experiences of later life.

3. Statutory framework

As a primary school in England, Leagrave Primary School must provide Relationships Education to pupils of compulsory school age receiving primary education and Health Education to pupils in state-funded provision. The school must have regard to the Department for Education's revised statutory guidance, which came into effect on 1 September 2026.

This policy has regard to the Children and Social Work Act 2017, the Education Act 2002, the Education Act 1996, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, the Equality Act 2010 and the current National Curriculum for Science.

Primary schools are not required to provide sex education beyond the statutory content of Relationships Education, Health Education and National Curriculum Science. Leagrave Primary School chooses to provide limited additional primary sex education in Year 6, as described in this policy.

Parents and carers do not have a right to withdraw their child from statutory Relationships Education, Health Education or National Curriculum Science. Where a primary school provides additional sex education, a parental request for withdrawal from that additional sex education must be granted. The school's arrangements are set out in section 10.

4. Policy development and consultation

This policy has been developed and reviewed in consultation with staff, pupils, parents/carers and governors. The process includes:

reviewing relevant national and local guidance and the school curriculum;
giving staff opportunities to review the policy and make recommendations;
consulting parents/carers and relevant stakeholders about the policy and RSE curriculum;
taking account of pupil voice in an age-appropriate manner; and
presenting the final policy to the Governing Body for approval and ratification.

The Governing Body will consult parents before making or revising the school's Relationships Education policy, in line with statutory requirements.

5. Curriculum and curriculum organisation

The school uses the Christopher Winter Project (CWP) to support the planning and delivery of RSE. The curriculum is progressive and is adapted where necessary to reflect pupils' age, maturity, needs and understanding. The curriculum overview is set out in Appendix 1.

RSE is primarily taught through PSHE. Relevant biological content is taught through National Curriculum Science, and complementary learning may also take place through Religious Education and other curriculum areas. PSHE is taught regularly in each class, with explicit CWP objectives taught at appropriate points across the year.

Relationships Education includes the fundamental building blocks and characteristics of positive relationships, including families and people who care for pupils, caring friendships, respectful relationships, online relationships and being safe. Health Education includes mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, harmful substances, health and prevention, basic first aid and the changing adolescent body. The school will ensure that its curriculum continues to meet the full statutory content in force from September 2026.

The curriculum is taught within the context of family life without stigmatising pupils because of their home circumstances. Pupils learn that families and caring relationships can take different forms and that people should be treated with dignity and respect.

6. Primary sex education at Legrave Primary School

In Year 6, the school provides additional primary sex education through a lesson concerning conception, pregnancy and birth. This is the school's identified additional sex education provision beyond statutory Relationships Education, Health Education and National Curriculum Science.

The school will be clear with parents about which Year 6 content is additional sex education and which content is statutory. Teaching about puberty, the changing adolescent body and any relevant National Curriculum Science content is not treated as withdrawable simply because it relates to reproduction or growing up.

Parents/carers will be informed before the additional conception lesson is taught and will be given information about the content and their right to request withdrawal. See section 10.

7. Teaching and learning

7.1 Teaching approach and questions

RSE will be taught sensitively, factually and in an age-appropriate and developmentally appropriate manner by appropriately prepared staff. Teachers will establish clear ground rules and create a classroom climate in which pupils can ask questions safely and respectfully.

Staff will use professional judgement when responding to questions. Where a question is not appropriate for whole-class discussion, staff may respond individually, consult the RSE Lead or a senior leader, or advise that the matter is best discussed with a parent/carer. Responses should help pupils access reliable, age-appropriate information rather than leaving them to seek potentially unsafe or inaccurate information online.

7.2 Pupil grouping

Pupils will generally be taught in mixed groups. Where there is a clear educational, cultural or pastoral reason, some learning may take place in single-sex or smaller groups, but pupils will have access to the same core curriculum information. Any planned departure from the usual year-group curriculum should be discussed with the RSE Lead in advance.

7.3 Assessment

Pupils' progress and learning will be assessed against relevant learning outcomes using appropriate methods. These may include self-assessment, peer assessment, discussion, scenarios or dilemmas, quizzes and more formal tasks. Teachers will also use ongoing observation of pupils' knowledge, understanding and skills to inform future planning.

7.4 Resources and external visitors

The Christopher Winter Project provides the principal scheme and resources. Additional materials may be used where they have been reviewed as appropriate, accurate and consistent with this policy. Parents/carers may contact the school to discuss or view curriculum materials in accordance with the school's arrangements.

Where an external visitor, such as a school nurse or health professional, contributes to RSE, the session must be planned in advance and the content and format agreed by the RSE Lead or Headteacher. Visitors supplement, rather than replace, the teacher's responsibility for the curriculum and classroom safeguarding.

8. Equality, inclusion and SEND

The school will comply with the Equality Act 2010 and will not unlawfully discriminate against pupils. RSE will be inclusive and respectful and will take account of pupils' age, development, religious background and the diverse families and communities represented in the school.

Pupils with special educational needs and/or disabilities (SEND) are entitled to Relationships and Health Education. They will not be withdrawn from statutory provision because of SEND. Reasonable adjustments, adapted resources, additional preparation, repetition or alternative teaching approaches will be used where appropriate so that pupils can access learning at a suitable level.

For pupils who may be particularly vulnerable, teaching will support understanding of acceptable and unacceptable behaviour, personal boundaries, communication, recognising risk and seeking help, with the aim of reducing vulnerability to abuse and exploitation.

9. Safeguarding and confidentiality

RSE is an important part of the school's safeguarding curriculum. It helps pupils understand safe and unsafe relationships, boundaries, privacy, appropriate and inappropriate contact, online safety, trusted adults and how to ask for help.

Staff must not promise confidentiality. Pupils will be reassured that adults will act in their best interests, and any disclosure or safeguarding concern arising during RSE will be managed in accordance with the school's Safeguarding and Child Protection Policy and reported to the Designated Safeguarding Lead (DSL) as appropriate.

Staff will encourage pupils, where appropriate and safe, to talk to parents/carers and will make pupils aware of appropriate sources of help, including trusted adults, health professionals and recognised child-support services such as Childline.

10. Parents and carers, including the right to withdraw

The school recognises parents and carers as important educators of their children in relation to relationships, health and growing up. We value learning that takes place at home, in families and in the wider community and aim to work openly and positively with parents/carers.

The school will provide information about the RSE curriculum and the Christopher Winter Project and will consult parents when developing or reviewing this policy. Parents/carers are welcome to contact the school if they wish to discuss the curriculum, resources or their child's needs.

What parents/carers may and may not withdraw from	Leagrave Primary School position
Relationships Education	No right to withdraw.
Health Education	No right to withdraw.
National Curriculum Science, including relevant puberty or sexual reproduction content	No right to withdraw.
Additional primary sex education: the Year 6 lesson concerning conception, pregnancy and birth.	Parents/carers may request withdrawal. A request will be granted.

Parents/carers wishing to withdraw their child from the additional Year 6 sex education lesson should make the request to the Headteacher, in writing. Before the lesson, the school will write to parents/carers to explain the content and remind them of the right to withdraw.

The Headteacher may invite the parent/carer to discuss the request so that the school can clarify the nature and purpose of the curriculum, explain which content is statutory and which is additional sex education, and answer any questions. The request to withdraw from the school's additional sex education will be granted.

A pupil who is withdrawn will receive appropriate, purposeful education during the period of withdrawal and will not be disadvantaged or made to feel excluded because the right of withdrawal has been exercised.

11. Roles and responsibilities

11.1 Governing Body

- approve and keep this policy under review;
- ensure statutory requirements are met and parents are appropriately consulted;
- hold the Headteacher to account for implementation; and
- oversee the implementation, review and evaluation of the policy.

11.2 Headteacher

- ensure RSE is taught consistently and in line with statutory requirements;
- ensure staff have appropriate information, support and training;
- manage requests for withdrawal from the school's additional Year 6 sex education lesson; and
- approve, with the RSE Lead, the use of external visitors and additional resources where appropriate.

11.3 RSE Lead

RSE is managed by the Deputy Headteacher / RSE Lead. The RSE Lead will oversee curriculum planning and progression, support staff in delivering the Christopher Winter Project, monitor coverage and quality, review resources and teaching approaches, and support communication with parents/carers.

11.4 Teaching staff

- deliver RSE sensitively and in accordance with the agreed curriculum and this policy;
- model positive, respectful attitudes;
- establish appropriate ground rules;
- monitor pupils' learning and respond to individual needs;

- make appropriate adaptations for SEND and other needs;
- respond appropriately to questions and to pupils whose parents have requested withdrawal from additional sex education; and
- follow safeguarding procedures whenever a concern arises.

Staff do not have a right to opt out of teaching statutory RSE content. Any member of staff who has concerns about teaching RSE should discuss these with the Headteacher or RSE Lead so that appropriate support or training can be arranged.

11.5 Pupils

Pupils are expected to engage with RSE learning and to treat others with respect and sensitivity when discussing personal or sensitive issues.

12. Staff training

RSE forms part of relevant staff induction and continuing professional development. Staff should feel confident and appropriately prepared to deliver the curriculum. Any member of staff who identifies a training need should discuss this with the RSE Lead or a senior leader. The Headteacher may invite suitable external professionals, including school nurses or health professionals, to support staff training where appropriate.

13. Monitoring, evaluation and review

The RSE Lead will monitor curriculum coverage and the quality of teaching through appropriate activities, which may include planning and curriculum reviews, learning walks, lesson observations, review of pupils' work, pupil voice and discussions with staff and parents/carers. Class teachers will monitor pupils' development as part of the school's internal assessment arrangements.

This policy will be reviewed annually by the Deputy Headteacher / RSE Lead and approved by the Governing Body at each review. It will also be reviewed earlier where statutory guidance, legislation, curriculum requirements or school procedures change.

14. Publication and implementation

This policy will be available on the school website and to all staff and parents/carers. A paper copy will be available on request from the school office. The Governing Body is responsible for ensuring that the policy is implemented, reviewed and evaluated.

This 2026 policy consolidates the school's existing RSE arrangements and reflects the Department for Education statutory guidance effective from 1 September 2026.

Appendix 1: Christopher Winter Project curriculum overview

Leagrave Primary School uses the Christopher Winter Project as its principal RSE scheme. The overview below records the school's planned progression. Teachers may adapt delivery to meet pupils' needs while preserving statutory curriculum entitlement.

Year	Theme	Christopher Winter Project content	Related / supporting content
Reception	Our Lives	Our Day Keeping Ourselves Clean Families	
Year 1	Growing and caring for ourselves	Keeping clean Growing and changing Families and care	
Year 2	Differences	Differences: boys and girls Differences: male and female Naming the body parts	
Year 3	Valuing differences and keeping safe	Differences: male and female Personal space Family differences	Managing feelings; respecting other people's feelings; keeping safe; hugs and touches; internet safety; asking for help; resisting peer pressure.
Year 4	Growing up	Growing and changing Body changes and reproduction What is puberty	Physical changes; body changes; periods; wet dreams; hygiene; emotional changes; feeling positive; different feelings for different people.
Year 5	Puberty	Talking about puberty Male and female changes Puberty and hygiene	
Year 6	Puberty, relationships and reproduction	Puberty and reproduction Relationships and reproduction Conception and pregnancy	Relevant Science content on reproduction and birth. The school identifies the additional conception, pregnancy and birth lesson as primary sex education for withdrawal purposes.

Important: statutory Relationships Education, Health Education and National Curriculum Science content remains compulsory. The right to withdraw applies only to the school's identified additional Year 6 sex education lesson, as explained in section 10.

Appendix 2: Relationships Education - core primary content

The school's curriculum will cover the full statutory Relationships Education content in force from September 2026. The following areas from the school's established curriculum remain central to provision:

Families and people who care for me

- the importance of families in providing love, security and stability;
- characteristics of healthy family life, commitment, protection, care, shared time and mutual support;
- respect for families that may look different from a pupil's own;
- the importance of stable, caring relationships for children's security;
- marriage as a formal and legally recognised commitment intended to be lifelong;
- recognising when family relationships make a pupil feel unhappy or unsafe and knowing how to seek help.

Caring friendships

- the importance of friendships and how people choose and make friends;
- characteristics of healthy friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust and support;
- that healthy friendships are positive and welcoming and should not make others feel lonely or excluded;
- that friendships can have difficulties and can often be repaired without violence;
- how to recognise who to trust, manage conflict and seek help when a friendship feels unhappy or uncomfortable.

Respectful relationships

- respect for others, including people who are different or hold different preferences or beliefs;
- practical ways to support respectful relationships, courtesy and manners;
- self-respect and its relationship to wellbeing;
- expectations of respectful treatment in school and wider society;
- different forms of bullying, including cyberbullying, their impact, bystander responsibilities and how to get help;
- understanding stereotypes and how they can be unfair, negative or destructive;
- age-appropriate permission-seeking, boundaries and consent in relationships with friends, peers and adults.

Online relationships

- that people may behave differently online or pretend to be someone they are not;
- that principles of respect apply online as well as face to face;
- rules and principles for online safety, recognising risks, harmful content and contact, and reporting concerns;
- critical consideration of online friendships and information sources, including risks associated with people pupils have not met;
- how information and data may be shared and used online.

Being safe

- appropriate boundaries in friendships and other relationships, including online;
- privacy and the understanding that unsafe secrets should not always be kept;
- that each person's body belongs to them and the difference between appropriate and inappropriate or unsafe contact;
- safe and appropriate responses to unfamiliar adults, including online;
- recognising and reporting feelings of being unsafe or feeling bad about an 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 using appropriate vocabulary and confidence;
- where to obtain advice and support, including family, school and other trusted sources.

The RSE Lead will map these areas against the current DfE statutory end points and update curriculum planning where the 2026 guidance adds or develops required content.

Appendix 3: Physical health and mental wellbeing - core primary content

Health Education at Leagrave Primary School will meet the full statutory content applicable to state-funded primary schools. The school's established curriculum includes the following areas:

Mental wellbeing

- mental wellbeing as a normal part of daily life;
- recognising and talking about a normal range and scale of emotions;
- using a varied vocabulary to describe feelings;
- judging whether feelings and behaviour are appropriate and proportionate;
- the benefits of exercise, time outdoors, community participation, service, rest, relationships, hobbies and interests;
- the impact of isolation, loneliness and bullying and the importance of seeking support;
- where and how to seek support for their own or another person's mental wellbeing;
- that mental ill health can occur and that early, appropriate support can help.

Internet safety and harms

- benefits of the internet alongside risks associated with excessive device use and harmful content;
- the effect of online actions on others, respectful online behaviour and keeping personal information private;
- why social media, some games and online services have age restrictions;
- online abuse, trolling, bullying and harassment and their impact on wellbeing;
- how online information can be ranked, selected or targeted and the need to evaluate it critically;
- where and how to report concerns and seek support.

Physical health and fitness

- characteristics and mental and physical benefits of an active lifestyle;
- building regular exercise into daily and weekly routines;
- risks associated with an inactive lifestyle;
- how and when to seek support about health.

Healthy eating

- what constitutes a healthy diet and relevant nutritional information;
- principles of planning and preparing healthy meals;
- risks associated with unhealthy eating, including tooth decay and other health impacts.

Harmful substances

- facts about harmful substances and associated risks, including smoking, alcohol and drug-taking, taught in an age-appropriate way.

Health and prevention

- recognising early signs of physical illness or unexplained bodily changes;
- safe and unsafe exposure to the sun and reducing risk of sun damage;
- the importance of sufficient good-quality sleep;
- dental health, oral hygiene and regular dental care;
- personal hygiene, germs, how infection spreads and the importance of handwashing;
- facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- how to make a clear and efficient call to emergency services when necessary;
- basic first-aid concepts for common injuries, including head injuries.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from ages 9 to 11, including physical and emotional changes;
- menstrual wellbeing and key facts about the menstrual cycle.
- The RSE Lead will keep curriculum mapping under review against the statutory Health Education content effective from September 2026, including any updated expectations relating to physical health, mental wellbeing, online harms and emerging health risks.

Appendix 4: Key statutory and local references

- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance, revised guidance effective 1 September 2026.
- Education Act 2002, including sections 80, 80A and 80B.
- Education Act 1996, including provisions relating to sex education and parental withdrawal.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Children and Social Work Act 2017.
- Equality Act 2010.
- Department for Education, National Curriculum in England: Science programmes of study.
- Luton Council, Relationships Education / Primary Relationships and Health Education guidance.