

St Bartholomew's Relationships Education Policy



Review schedule	FGB
Last Review	Summer 2026
Next Review	Summer 2029
<i>Members of staff responsible for Relationships Education and Health Education:</i>	Victoria Mowbray

From September 2026 a Primary School Relationships Education policy should:

- Set out the subject content, how and when it will be taught, and who is responsible for teaching it, including any external providers the school will use.
- Differentiate between Relationships and Sex Education (where Sex Education is taught), so that parents have clear information. Relationships Education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe.
- Include information about a parent's right to request that their child is withdrawn from Sex Education.
- Explain how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND).
- Describe how the subject is monitored and evaluated.
- Set out how parents can view curriculum materials.
- Explain how teachers will answer questions about topics in Sex Education that the school does not cover (in primary) or that relates to Sex Education from which the child has been withdrawn.
- Explain how the policy has been produced, who approves the policy, and how and when it will be reviewed.

How this Policy was developed

This policy developed in consultation with teachers, other school staff and governors at St Bartholomew's School. Parents and pupils are consulted upon review through questionnaire and pupil voice. We listen and respond to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils. Our governors are responsible for approving, monitoring, and reviewing this RSE policy. They make sure it follows the law, keeps pupils safe, is inclusive and is taught effectively while also considering parents' views.

Statutory Requirements

Since September 2020 it has been statutory for schools to deliver Relationships Education in primary schools, schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – in line with the National Curriculum for science - how a baby is conceived and born. Health Education is also statutory and covers the key facts about puberty, menstrual wellbeing and from September 2026, the correct names of body parts.

The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused.

At St Bartholomew's School we teach RSE as set out in this policy. What we teach: At St Bartholomew's School, RSE is embedded in the PSHE curriculum and is taught via SCARF (a scheme of work followed across the school) The teaching of RSE begins in the Foundation Stage, where it is based on animal families and naming parts of the body, and continues through to Year Six, where an understanding of puberty, pregnancy and birth is developed. Teaching is based on the assessed knowledge of each class to ensure a match of teaching to the maturity of the children involved. RSE is taught primarily by the child's class teacher.

What is Relationship Sex Education?

It is the teaching of age-appropriate knowledge and understanding about relationships, personal wellbeing, and basic health. The curriculum helps children to stay safe and develop respect for themselves and others.

Curriculum Intent

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health.

By the end of their education at St. Bartholomew's, all pupils will:

- Know and understand skills that enable them to make informed choices that lead to a healthy lifestyle.
- Be prepared for and know how to manage change, including puberty and transition to the next stage of their life.
- Know how to respect and look after their bodies.
- Be confident to use communication skills and assertiveness skills to cope with the influences of others.

Implementation

At St Bartholomew's School RSE is delivered in discrete timetabled PSHE sessions with links to the wider curriculum (in particular science). RSE is taught by classroom teachers and if appropriate, outside visitors such as a nurse.

SCARF

As a whole school we follow a scheme of work called SCARF (Safety, Caring, Achievement, Resilience, Friendship) developed by Coram Life. This program is centred on a Growth Mindset approach. SCARF is flexible resources mapped to the PSHE program of study in the national curriculum.

Each teacher has access to online resources and lesson plans enabling staff to deliver lessons that match their pupils' needs. Coram Life supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement.

Our school ensures that RSE content is relevant to all pupils, whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help

develop empathy and understanding and to reduce incidences of teasing or stigma. This also ensures any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Single sex lessons and single year group lessons for Years 4, 5 and 6 are sometimes utilised as a teaching tool alongside mixed groups in order to provide a more comfortable environment of openness and trust. RSE is generally taught in mixed groups to encourage boys and girls to work together and learn about each other.

To help teachers create a safe environment for all pupils during RSE education teachers will:

- Establish ground rules with their pupils
- answer questions or comments from pupils
- use discussions and appropriate materials
- encourage reflection

What is being taught?

SCARF RSE curriculum content can be found in the appendix.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They use scientific vocabulary to name parts of the body. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They

also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

Impact

EYFS children are baseline assessed and tracked against the EYFS profile descriptors. Children will only be given a 'good level of development' if they meet all the early learning goals for PSHE. KS1 and KS2 we focus on assessing one unit at a time; throughout each unit a range of formative assessment strategies are used. This can include, self-assessment, discussion with peers; open questioning and through written work.

Reflecting is a crucial part of learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers will help pupils reflect on their learning by asking questions and encouraging class discussions.

Summative assessments are termly. This allows teachers to decide whether the children have met the learning expectations of the units of learning. Teachers update the school's assessment grid at the end of each unit.

Intervention

High-quality, inclusive classroom teaching is adapted to meet the needs of all learners, ensuring every pupil can access and make progress in learning. Additional intervention is put in place as identified. Widget is used to support children with communication needs. Some children may require specific 1 to 1 lessons to support learnings. The CAPPS Grid toolkit is used to support staff with planning for SEN pupils.

Curriculum Links

RSE links across the curriculum by combining different areas of learning:

- Science – the biological facts about the body, puberty, and reproduction
- Citizenship- rights, responsibilities and respect
- Religious Education – values, beliefs and respect for different cultures and families

RSE brings together scientific knowledge, personal development and moral understanding to support children's overall development.

Parents

At St Bartholomew's we aim to work in active partnership with parents as we know the role of parents in the development of their children's understanding about relationships is vital. Parents are

the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Right to withdraw

Parents have a legal right to request withdrawal from certain aspects of Relationships and Sex Education (RSE); however, this right is limited by statutory requirements.

- Parents can request to withdraw their child from non-statutory sex education taught in primary schools.
- Parents cannot withdraw their child from relationships education as this is compulsory for all primary pupils
- Parents do not have the right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science.

Requests for withdrawal should be made to the headteacher via the school office.

How Coram SCARF can help:

- You can refer to the Coram Life Education long-term planning document along with the learning outcomes or include them as part of the appendices to this policy. This will be updated in line with the 2025 guidance by September 2026. Or if you are using the six half-termly units or your own programme, using the flexible planning tool, you can show how RSE is embedded within your PSHE / Health Education offer.
- If SCARF lessons and Life Education workshops or another external agency are being used to support the schools RSE programme, schools should make reference to them in their policy, and ensure that the teaching delivered by the visitor reflects the schools values and ethos, and fits with their planned programme and published policy.
- RSE can be found across statutory Relationships Education, National Curriculum Science and Health Education, as well as Non-Statutory Sex Education. You may find it useful to include the Science programmes of study with your policy to demonstrate this.
- Consider including a PDF in the appendix of your RSE policy of Coram SCARF's flowchart on 'How to answer children's questions that go beyond the planned curriculum'. This supports your school to provide a safe learning environment, along with a group agreement.
- For further information on how to organise your RSE programme see 'Useful Resources' at the end of this template.

How Relationships (and Sex) Education is monitored and evaluated

- How do you know your pupils are making progress?
- How is this fed back to pupils?

- How do you know the programme you are delivering is meeting their needs?
- What role do pupils play in evaluating RSE content?

How Coram SCARF can help:

- Consider referring to the SCARF six half-termly units and the assessment opportunities that they are mapped to in order to support this (see Growing and Changing units), along with the Sex Education Forum's consultation tool to assess pupil need.
- Coram SCARF has a recorded webinar [Assessment in PSHE education](#) that is freely available to support all schools to develop strategies and confidence in assessing and evidencing PSHE Education – including RSHE statutory requirements.
- See 'Useful Resources' at the end of this template for further support.

How the delivery of the content will be made accessible to all pupils

- How does the school make RSE inclusive and relevant to all its pupils, consistent with the equalities duties? E.g.:

Ethnic, religious and cultural diversity

How does the RSE programme acknowledge different ethnic, religious and cultural attitudes to puberty, relationships and sex? Does the school consult pupils and parents / carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups?

Sexual Orientation

On average, recent data¹ suggests about 10% of pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Pupils may also have GLB parents / carers, brothers or sisters, other family members and / or friends. Does the RSE programme acknowledge this and include sensitive, honest and balanced consideration of sexuality? Does Puberty Education acknowledge the development of attraction to others, including towards those of the opposite sex? What is the school's policy on homophobic bullying? What steps are the school taking to proactively create a welcoming environment for families, pupils and staff?

The teaching programme for Relationships and Sex Education

How do you ensure that your Relationships and Sex Education is delivered at a level which is appropriate for the children's age and physical development?

Do you make adaptations for those whose cognitive development is particularly slow?

¹ <https://www.stonewall.org.uk/news/new-stats-reveal-that-lesbian-gay-and-bisexual-people-are-a-growing-part-of-uk-society>

Pupils who use alternative methods of communication

Do staff adapt their teaching of Relationships and Sex Education to ensure that pupils who have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and / or communication switches and aids have equal access to the programme?

Pupils with profound and multiple learning difficulties

Are all pupils able to access at least the most basic content from the programme, such as self-awareness, gender awareness, body recognition and privacy?

How Coram SCARF can help:

- Many SCARF lessons contain specific opportunities for adaptations or differentiation, and additional notes are included at the end of those lesson plan. [Guidance](#) to support teachers working specifically with ASD pupils are also available.
- Teaching and learning about protected characteristics is fully integrated into SCARF, through age-appropriate content across the SCARF spiral curriculum. Further information is available within our [Protected Characteristics Subjects and Issues page](#).

Parental concerns and withdrawal of pupils

- How does the school work in active partnership with parents / carers?
- How does it seek their views and keep them informed of when RSE will be delivered, and how, and what it will include?
- How can they view the resources?
- What support is offered to parents in talking to their children about Relationships and Sex Education at home and how to link this with what is being taught in school?
- What are parents' rights in regard to requesting that their child be withdrawn from Sex Education?
- How does the school inform parents of their right to request that their child be withdrawn from Sex Education?
- How does the school support the parents in fulfilling their responsibility to provide Sex Education at home, if they choose to withdraw?
- If a pupil is excused from Sex Education, how does the school ensure that the pupil receives appropriate, purposeful education during the period of withdrawal?

How Coram SCARF can help:

- The SCARF website hosts a wealth of support for schools looking to consult and engage their parent body. Further information can be found on our [SCARF website](#) regarding our recommended consultation process, engagement activities, and template letters.

Dissemination of the Policy

- Who the policy has been disseminated to?
- Where can further copies of this policy and other information about RSE be obtained from? (Name of person and job title).

N.B.

- *All those involved in the original consultation process should be informed of the outcome and of the next opportunity for review.*
- *All schools must ensure the policy is made available to parents and others.*
- *Schools must provide a copy of the policy free of charge to anyone who asks for one, and should publish the policy on their school website.*

Policy Review and Development Plan

- When will the policy be reviewed, how and by whom?
- What were the priority areas for development of RSE, e.g. provision of staff training?

How Coram SCARF can help:

- We recommend that the policy is reviewed every 2-3 years to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current Department for Education advice and guidance.
- Coram SCARF provides a range of training options to suit every school's needs and budget access through either our [live courses](#) or our [recorded webinars](#).

Sources of Further Information

This policy has drawn on:

- DfE 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2019)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

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

- School's own safeguarding policy (inc. responding to disclosures)
- School's own anti-bullying policy
- School's equality, diversity and inclusion policy
- DfE 'Keeping Children Safe in Education' (2025)

Useful Resources

Coram SCARF Resources

RSE guidance and support materials online teaching and learning training film clips -
<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films>

PSHE Policy Template and Guidance - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-templates-and-guidance>

Frequently Asked Questions - <https://www.coramlifeeducation.org.uk/frequently-asked-questions>

Long-term planning document - [https://www.coramlifeeducation.org.uk/scarf/lesson-plans/long-and-medium-term-plan²](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/long-and-medium-term-plan<sup>2</sup)

Flexible Planning Tool - <https://www.coramlifeeducation.org.uk/scarf/planning>

How to answer children's questions that go beyond the planned curriculum -
<https://www.coramlifeeducation.org.uk/scarf/printable/1592>

Assessment in PSHE education recorded webinar -
<https://www.coramlifeeducation.org.uk/training/assessment-in-pshe-education>

SEND: signposting and support - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs>

Protected Characteristics across SCARF - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/protected-characteristics-across-scarf>

Working with parents and carers - <https://www.coramlifeeducation.org.uk/working-with-parents-and-carers>

SCARF training - <https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke>

SCARF Teacher Training Portal - <https://www.coramlifeeducation.org.uk/teacher-training-portal>

Further useful resources

² N.B. This will updated at the end of the academic year 2025-26

PSHE Association RSE Policy Guidance - <https://pshe-association.org.uk/guidance/ks1-4/writing-your-pshe-education-policy?hsCtaTracking=939f676b-52e5-4830-b674-34d30e3ecf49%7C49f12af8-8283-4800-89f3-c552f9282e75#download> (members only)

The Sex Education Forum RSE Policy Guidance -

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice.

'Activities for consulting about your school sex and relationships policy' -

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>