



## **Chafyn Grove RSE Policy (Relationships and Sex Education)**

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Staff Responsible: Lynsey Hearsey

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## 1. Rationale

Relationship and Sex education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationship and Sex Education is therefore a tool to safeguard children.

Relationship and Sex Education contributes to the foundation of PSHEE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

The Relationship and Sex Education Policy will be sensitive towards the established morals and values framework of Chafyn Grove School and will draw from the practical experience and expertise of the staff, as well as using established resources. It has been written in accordance with the DfE Sex and Relationship Education Guidance (July 2020 – SRE Guidance)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

## 2. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of RSE.

Objectives are for Chafyn Grove to:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour.
- Understand the consequences of their actions and behave responsibly and safely within any relationships.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want.
- Communicate effectively.
- Be aware of sexuality and understand differences in human sexuality (e.g. heterosexual, lesbian, gay, bisexual, transsexual and trans-gender) (KS2 & above).
- Understand the arguments for delaying sexual activity and the reasons for having protected sex (Y7 & 8).
- Have sufficient information and skills to protect themselves offline and online and be aware of the implication of sexting and online grooming (KS2 & above).
- Have sufficient information and skills to protect themselves from unwanted conceptions and sexually transmitted infections, including HIV (Y8 only).
- Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex (Y8 only).
- Advise on access to confidential advice and support with RSE (KS2 & above).
- Know how the law applies to sexual relationships (Y7 & 8).
- Understand what consent means and factors that influence one's ability to consent (KS2 & above).

For Teaching staff at Chafyn Grove to be confident:

- In planning, delivering and assessing RSE
- In answering parents' questions and dealing with sensitive issues

### 3. Equal Opportunities Statement

The school is committed to the provision of RSE and understanding of its responsibilities under the Equality Act (2010) to all its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

Chafyn Grove believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

### 4. Delivery of RSE

Organisation of RSE and who delivers RSE.

- RSE will be delivered to children in Y3, 4 & 5 within the PSHEE curriculum in classes. In the main, this subject is delivered by the form tutor (with occasional support from the head of PSHEE and the Health Team). In Y6, 7 & 8, PSHEE is taught in the main by the head of PSHEE.

RSE is not delivered in isolation but firmly embedded in the PSHEE curriculum, and also supported by other curriculum areas including TPR and Science.

The RSE specialist will access courses and INSET opportunities to assist other staff involved in the delivery of RSE.

RSE is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups eg. Management of periods in school.
- During some tutor time activities with an emphasis on being safe, raising self-esteem, self awareness and community values.
- By external agencies helping us to deliver RSE in our school, particularly at Y8.

Relationship and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

Visitors are invited to the school because of a particular expertise or contribution they are able to make;

- All visitors are familiar with and understand the school's confidentiality and safeguarding policy and will work within it
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

- See Appendix 2 for more detail about what is taught within KS1 (Reception – Y2), KS2 (Y3-6) and at the start of KS3 (Y7 & 8).

## 5. Resources

The materials used reflect consultation with Wiltshire specialists and senior staff. The age and cultural backgrounds of the pupils are regarded in relation to resources used. The range of material used is available to parents/carers and informative books are available to children in the library and from the RSE teacher.

Some online resources used include:

NSPCC (consent and appropriate touching)

<https://www.nspcc.org.uk/>

Primary Stars: Beliefs, families, identity, diversity

<https://plprimarystars.com/resources/diversity>

Medway RSE resources <https://www.pshe-association.org.uk/case-study/improving-pshe-and-sre-medway-schools>

Rise Above <https://riseabove.org.uk/>

Every Mind Matters <https://www.nhs.uk/every-mind-matters/>

ThinkUknow <https://www.thinkuknow.co.uk/>

The PSHE Association <https://www.pshe-association.org.uk/>

Twinkl [www.twinkl.co.uk](http://www.twinkl.co.uk)

## 6. Assessment & Evaluation of Learning and Teaching

Assessment of RSE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

Various methods for assessment include:

- Peer assessment
- Self assessment
- Quizzes
- Mind Mapping (at the end of topics)

Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

## 7. Specific Issues within RSE

### **Confidentiality and Child Protection (Appendix 1)**

There can be specific issues surrounding confidentiality and Child Protection when discussing topics within RSE such as

- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents/carers and give them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- Reassuring pupils if confidentiality has to be broken, they will be informed first and then supported appropriately
- Following child protection procedures if there is any possibility of abuse
- Signposting pupils to support services.

With respect to child abuse and protection procedures, staff will follow the school's safeguarding policy.

- Charlotte Oshinsky is the DSL (Designated Safeguarding Officer) and would immediately be informed of any safeguarding concerns from SRE staff. This is in line with the Chafyn Grove Safeguarding policy and procedures.
- Staff are also referred to:
  - HM Government's document on 'What to do if you're worried a child is being abused':  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
  - DfE's 2025 document on 'Keeping children safe in education' - statutory guidance for schools and colleges
  - [Keeping children safe in education 2025](#)

### **8. Partnership with Parents:**

This policy was shared with parents as part of the consultation process and views were invited to be shared. Chafyn Grove views parents as partners in the delivery of RSE.

Parents will be informed about the relationship and sex education programme when they join Chafyn Grove. Information will also be sent at the start of each academic year within the year group information booklet. Specific resources will be shared if necessary and the head of PSHEE (Lynsey Hearsey) will liaise with parents when needed using directed letters for each year group.

Chafyn Grove encourages parents to voice any concerns about RSE with the form tutor and/or the Head of PSHEE (Lynsey Hearsey) in the first instance. Parents wishing for further support with talking to their child about RSE issues should contact the Headmaster. This policy will be available on the school website for parents.

### **9. Other useful websites for Parents**

Sex Education Forum's views and experiences of parents in relation to the relationships and sex education (RSE) of their children – both at home and at school.



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<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/SRE%20and%20parents%20-%20evidence%20-%202011.pdf>

The PSHE Association's resources for parents:

<https://www.pshe-association.org.uk/pshe-education-guide-parents>

## 10. Child Withdrawal Procedure

Relationships and Sex Education is to be taught in all year groups. If a parent/ guardian has concerns about a sex education lesson, they should arrange to come to school and discuss their concerns with the Headmaster or Head of PSHEE (Lynsey Hearsey). Parents cannot withdraw their child from any Relationships lessons nor from Sex Education which is taught as part of the science curriculum.

In the event of a child being withdrawn from a sex education lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

In the unlikely event that a concern cannot be dealt with, the Chair of the LGB and then the Director of Independent Schools will be contacted.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL (Designated Safeguarding Lead), Charlotte Oshinsky, if they are concerned.

The following are protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
  - The appropriate person to answer that question is the parent
  - The question can be discussed one to one after class
  - The topic will be covered at a later stage in their RSE

Preparation for puberty:

- Discussions about puberty begin in Y4 with age appropriate information and discussions taking place, including the naming of parts of the body and changes that happen through puberty. The head of PSHEE, in consultation with form tutors/head of year, may change the timings and content depending on the specific needs of individual/groups of children.

Support for boys & girls:

- The school will consider teaching some topics within RSE in single sex groups for example: practicalities of menstruation in school.

SEN

- The needs of children with special educational needs, physical disabilities and learning difficulties are met through appropriate methods of teaching and in consultation with The Link.
- Small group work, one to one support and using differentiated materials are all examples of how pupils with SEN may be supported.

At the heart of effective, age-appropriate RSE is the teaching about healthy relationships, boundaries, inappropriate behaviour and touch consent, and risk minimisation, so that young people leave school resilient to factors that lead to unhealthy relationships and situations. As most RSE lessons are delivered by the tutor, sensitive issues arising in the curriculum will be discussed by tutors and heads of year with the Head of PSHEE to ensure that we can provide the right level and support within that topic. Any sensitive topics will be identified by the Head of PSHEE, shared with tutors and head of year, and discussed before delivery.

### **11. Dealing with inappropriate sexual behaviour**

Inappropriate sexual behaviour can include:

- Inappropriate touching/ sexual bullying
- Sexting i.e. sharing of inappropriate images
- Cyberbullying

Any inappropriate sexual behaviour is dealt with using the school's behaviour policy. Issues surrounding this sort of behaviour would usually include the DSL, the Deputy Head and the Headmaster.

The curriculum, especially in SRE lessons, raises pupils' awareness about inappropriate sexual behaviour using appropriate resources, outside agencies (where appropriate) and a carefully designed curriculum. The Head of PSHEE stays up to date with training, and any other teachers or tutors who are involved in the delivery are advised on ways to raise their awareness about inappropriate sexual behaviour and how to deal with it.

### **12. Dissemination**

The Head of PSHEE/RSE will:

- Disseminate a copy of the RSE policy to all staff member and the LGB.
- Parents will be sent a link to the website where a copy of the policy is available to download.
- Provide regular training to staff on the policy content.

The PSHEE/RSE co-ordinator will facilitate the gathering of policy feedback from parents, staff and pupils.

### What is Confidentiality and why is it Important?

The way in which the issue of confidentiality is handled within a school will be seen by staff, pupils and parents as an indicator of respect for and value given to the needs and wishes of each individual.

Confidentiality can mean very different things to different people, for example:

- For Teachers and Health Professionals it can be a legal or professional issue
- For Young People it can be about trust and respect

Teachers and Health Professionals may be mainly concerned about disclosure of abusive or illegal situations; pupils may be more concerned about information that is private to them, which they are worried about sharing (Brook, 2001).

### Where can confidentiality in schools become an issue?

PSHE Education  
Relationship and Sex Education  
One to one discussions with pupils  
Disclosures by pupils  
School advice and support services  
Visiting health professionals  
Policy development

Therefore it is vital that everyone working within a school is clear about the boundaries of their legal and professional roles and responsibilities so that they can all work together to ensure the best interests of the pupils.

**Fear over lack of confidentiality remains one of the biggest deterrents to young people seeking help.** Children and young people want to be able to speak in confidence about their anxieties and troubles. This is borne out by research where 40% of young respondents said that it is important that the person that they speak to about their worries will keep their word not to tell anyone. They also want to be listened to (66%), believed (49%), and feel that the other person would know how to sort things out (44%) (NSPCC, 2004). Children often tell a friend first about any problems they are experiencing, including abuse, but often their friends do not know how to help them.

Of course, where child protection concerns are an issue, then no professional is able to offer absolute confidentiality. However there are many situations a pupil may find themselves in where child protection is not a concern and this is exactly why pupils need to know that when they have a problem or something they want to

discuss in confidence there are people they can go to who they can trust. They also need the skills and confidence to identify situations where they need advice or help and to be able to access it (Brook, 2001).

So, who needs to be concerned about confidentiality?

**Pupils:**

Pupils at Chafyn need to know whom they can go to for help, whom they can trust and that, within the boundaries defined by the safeguarding policies, their confidences will be respected.

**Parents:**

Parents need to know that the school will always have the best interests of the children as their priority, that it will help children to involve parents as much as possible, and that it will respect the parenting relationship and the culture and beliefs of families.

**Teachers and other school staff:**

Teachers and other staff need to be clear about the boundaries of their legal and professional responsibilities to pupils. This will allow them to maintain an ethos of confidentiality and mutual respect in the school and classroom. This is especially critical nowadays as schools take on new roles within schools health and relationship and sex education programmes.

**Local Governing Board:**

LGB members need to be seen to work in a way that protects the confidentiality of pupils and staff and reinforces respect for privacy throughout the school. They also need to be able to address the issue of confidentiality when developing policies such as the schools RSE policy.

**Information on confidentiality can be found in:**

KCSIE (2025) [Keeping children safe in education 2025](#)

Working together to Safeguard Children (2024) [Working together to safeguard children 2023: statutory guidance](#)

**APPENDIX 2: THE RSE CURRICULUM:**

**By the end of Y8, pupils at Chafyn Grove will know:**

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>▪ That families are important for children growing up because they can give love, security and stability.</li> <li>▪ 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.</li> <li>▪ That other 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 for them.</li> <li>▪ 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.</li> <li>▪ That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring Friendships</b></p>	<ul style="list-style-type: none"> <li>▪ How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>▪ 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.</li> <li>▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>▪ The conventions of courtesy and manners.</li> <li>▪ The importance of self-respect and how this links to their own happiness.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>▪ The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>▪ That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>▪ 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.</li> <li>▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>▪ How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>▪ 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.</li> <li>▪ That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>▪ How to respond safely and appropriately to adults (in all contexts, including online) they may encounter who they do not know.</li> <li>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>▪ How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> <li>▪ Where to get advice from e.g. family, school and/or other sources.</li> </ul>

In addition, specific Sex Education will have covered:

By the end of KS1 (Reception – Y2):

- Growing and changing, differences between each other, privacy, independence, respect, the belief that each person is special, acceptable physical contact.

By the end of KS2 (Y6)

- Positive healthy relationships, acceptable/safe touching, my feelings, asking for help, gender and sexuality, challenging gender stereotypes, body image and the media, puberty (emotional and physical changes), becoming independent, where do I come from?

By the end of Y8

- Introduction of consent, inappropriate sexualised behaviour including upskirting/debagging, sexual imagery, peer pressure and sharing sexualised images, keeping safe and risk, sexual orientation and gender identity.

Chafyn teaches RSE as a spiral curriculum, therefore topics covered in KS2 will also be revisited throughout Y7 & 8.

**APPENDIX 3:**  
**Example RSE letter for Parents**

Dear Parents

As explained in the Y6 booklet that you received before your child started in Y6, some of our PSHE lessons during this half term will cover RSE (relationships and sex education). The lessons will cover the following:

A recap on puberty: emotional and physical changes

Relationships: Gender and sexuality – meanings of different sexual orientations

Relationships: Understanding what consent means (safe touching)

Staying safe online

The book 'How did I begin' by Mick Manning will also be used.

Do let me know if you have any questions about this.

Best wishes,

Lynsey