



**MALTMAN'S GREEN**  
SCHOOL

# Relationships and Sex Education Policy

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## Related documents

Safeguarding and Child Protection Policy and Procedures  
PSHE Policy

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Headmistress. Mrs Jill Walker BSc Hons, MA Ed, PGCE

Maltman's Green School, Maltmans Lane, Gerrards Cross, Buckinghamshire SL9 8RR (Registered Office)  
Tel. 01753 883022 Fax. 01753 891237 Email. [office@maltmansgreen.com](mailto:office@maltmansgreen.com) [www.maltmansgreen.com](http://www.maltmansgreen.com)

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## Contents

1	Introduction .....	3
2	What is Relationships and Sex Education (RSE)?.....	3
3	Moral Values and Principles of the RSE Curriculum.....	3
	3.1 Aims .....	4
	3.2 Objectives.....	4
4	Organisation of the Relationships and Sex Education Programme.....	5
	4.1 Coordination .....	5
	4.2 Delivery and content.....	5
	4.3 Children with additional needs (SEND and EAL) .....	8
	4.4 Methods of teaching and learning.....	8
	4.5 Resources .....	8
	4.6 Parental consultation .....	9
	4.7 Confidentiality .....	9
	4.8 Procedures for monitoring and evaluating.....	9
	4.9 Dissemination of the policy .....	10

## 1 Introduction

Maltman's Green School believes that we should provide a caring, positive, safe and stimulating environment, which promotes the social, physical, mental and moral development of the individual child.

In keeping with current DfE legislation, this policy and the School's approach to Relationships and Sex Education (RSE) is based on the content and guidance of the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE July 2025).

This policy seeks to:

- 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
- Include information about a parent's right to request that their child is withdrawn from sex education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 or that relates to sex education from which the pupil has been withdrawn
- Explain how the policy has been produced, who approves the policy, and how and when it will be reviewed.

This Policy applied to pupils in Reception to Year 6. Its implementation is the responsibility of all teaching staff.

## 2 What is Relationships and Sex Education (RSE)?

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships and sex education (RSE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching supports young people in cultivating positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. Effective teaching supports prevention of harms by helping young people understand and identify when things are not right.

RSE is not about the promotion of sexual orientation or sexual activity.

## 3 Moral Values and Principles of the RSE Curriculum

At Maltman's Green our Relationships and Sex Education reflects the values of the PSHE and PSED programmes. RSE is taught in the context of relationships with the focus for relationships education on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

In addition, our RSE programme promotes self-esteem, the development of a positive body image, emotional health and wellbeing.

The RSE programme is delivered in accordance with the School's Policy for Equal Opportunities and Anti-Prejudicial Discrimination. The curriculum has been developed based on the following key principles:

- Meaningful engagement with pupils: so that the curriculum is relevant, responsive and engaging for their age and stage, where appropriate working with local partners and other bodies in the area to ensure needs are met
- Engagement, openness and transparency with parents: ensuring parents are made aware beforehand of the materials being used and are able to view them
- Positivity: with a focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Language which might normalise harmful behaviour among young people will be avoided– for example gendered language which might normalise male violence or stigmatise boys
- Careful sequencing: ensuring coverage of all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school, sequencing teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms
- Skilled delivery of the curriculum by school staff or, where the School chooses to use them external providers who have the knowledge, skills and confidence to create a safe and supportive environment: facilitating participative and interactive education which aims to support and not to alarm pupils.
- Maintaining ongoing training for staff in safeguarding and offering support, recognising the increased possibility of disclosures
- Ensuring a whole school approach: the curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

Some aspects of the RSE curriculum are taught in science, others are taught as part of our Personal, Social and Emotional Development and personal, social and health education (PSHE) programmes, along with a dedicated series of lessons for girls in Year 6.

### **3.1 Aims**

RSE in the School will contribute to the requirement of the Education Reform Act 2002. Our curriculum is one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the School and within society; and
- prepares pupils for the opportunities, responsibilities and experiences of later life.

### **3.2 Objectives**

- To help children to develop a clear understanding of their bodies, including the changes which have taken place since birth and those which will take place in puberty and over the years ahead.
- To develop skills in personal relationships and encourage pupils to move towards taking responsibility for themselves and their own well-being, physically, emotionally and socially.

- To develop a growing understanding of risk and safety and the motivation and skills to keep themselves safe.

## 4 Organisation of the Relationships and Sex Education Programme

### 4.1 Coordination

Relationships and Sex Education is coordinated by the Deputy Head Pastoral and Head of Pre-Prep, in consultation with the Headmistress, staff and governing body.

### 4.2 Delivery and content

In Reception, RSE is integrated through the PSED curriculum and focuses on enabling pupils to form positive attachments to adults and friendships with peers, as well as to show sensitivity to their own and to the needs of others.

In Years 1 to 6, Relationships Education is integrated into the normal school PSHE curriculum. In particular, Relationships Education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. Building children's understanding and skills at primary level is essential for preparing them for more the complex content taught at secondary school. For example, at this primary stage pupils learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary school.

The School will be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching will illustrate a wide range of family structures in a positive way, and care will be taken to ensure that children are not stigmatised based on their home circumstances.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education.

### **Relationships Education: curriculum content covered by the end of Year 6**

#### **Families and people who care for me:**

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.

5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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:**

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils will learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

**Respectful, kind relationships:**

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils will be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils will have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils will have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

### **Online safety and awareness:**

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
3. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
4. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
5. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

### **Being Safe:**

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

### **Sex Education: Curriculum Content covered by the end of Year 6**

Whilst sex education is not compulsory in primary schools, based on the DfE's 2025 guidance, here at Maltman's Green we do teach sex education in line with content about conception and birth, which forms part of the national curriculum for science, and which is well established in the School. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Based on our careful assessment of the needs of our girls and through collaborative feedback from parents, pupils and staff, the School has put in place in the Spring Term of Year 6, a special series of lessons for our pupils linked to this science

curriculum and devoted to puberty and the changes this brings. These lessons are spread over 3, half day sessions.

By the end of these lessons, Year 6 pupils should be able to:

- name the main sexual and reproductive parts of the male and female human body using correct terminology and describe their functions.
- describe the main physical and emotional changes in puberty for boys and girls and the differences between them;
- explain that there are different rates of change for puberty for different people and give some reasons for this;
- show awareness of the concept of body image and the impact the media may have on this, especially during puberty and early adulthood;
- identify basic facts about menstruation and practical aspects of how to cope with this;
- identify basic facts about sexual intercourse, pregnancy and the birth of a baby;
- deal positively with concerns or questions they have about puberty and know where to go for further help and information if they need it.
- Understand the importance of permission seeking and giving, and the concept of personal space and boundaries and the differences between appropriate and inappropriate physical and other, contact. These are the forerunners of teaching about consent, which takes place at secondary school.

We believe that it is important to introduce the correct language for parts of the body from an early age and for the reproductive organs when appropriate. All staff are aware of this and will attempt to introduce this in a consistent manner.

Should pupils in younger years at any point ask specific questions relating to sex education, then these will be answered openly and honestly, in an age-appropriate manner as they arise, and such instances shared with parents.

### **4.3 Children with additional needs (SEND and EAL)**

Teaching and resources are differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships and Sex Education.

### **4.4 Methods of teaching and learning**

Active learning methods are used which involve discussion and the children's participation. At the start of the series of lessons, each form draws up a 'class agreement', in which ground rules are set. This helps the girls to feel comfortable and at ease. Additionally, in sex education lessons with Year 6, a question box is placed in each form room, where girls are encouraged to submit any questions, they may have (anonymous or otherwise) and which they may not wish to ask in front of others. The questions are responded to at the end of each of the sessions and the box then returned to the form room.

### **4.5 Resources**

Resources and methods of teaching are in line with the criteria set out in the Equal Opportunities and Anti-Prejudicial Policy.

The School uses a range of resources, including the BBC Active RSE video resources and supporting materials, along with support materials available through the PSHE Association

#### **4.6 Parental consultation**

The School consults with parents in advance when aspects of the RSE programme are due to be taught, providing opportunities for them to view a representative sample of any videos and resources being used. Parents are able to view all curriculum materials used to teach RSE on request. The dedicated familiarisation session for parents of girls in Year 6, also includes offering parents support in talking to their children about relationships and sex education and how to link this with what is being taught in school.

As mentioned previously in this policy, whilst legislation makes clear that pupils receiving primary education must be taught Relationships Education, parents do have the right to withdraw their children from those aspects of sex education not included in the National Curriculum Science Orders (National Curriculum in England DfE 2015). If a parent wishes their child to be withdrawn from the lessons, they should discuss this with the Headmistress, making it clear which aspects of the programme they do not wish their child to participate in. The School will always seek to engage with any concerns parents may have and address these accordingly. However, parents should be aware that pupils will talk to each other outside the classroom and may be misinformed by their peers if they are withdrawn from the programme. Alternative work will always be set should a child be withdrawn.

Sometimes children may ask explicit or difficult questions in the classroom. Teachers will use their professional skill and discretion before answering and if necessary, deal with them later individually. Where appropriate, teachers will discuss the child's concerns with the parents. Any sensitive questions addressed to non-teaching staff (e.g. peripatetic staff, TAs) will be referred to the class teacher who will be aware of the child's background and level of maturity to allow a more considered answer. Similarly, if a child is using abusive terms or sexual language around school, the class teacher needs to be informed and appropriate action taken.

#### **4.7 Confidentiality**

Teachers are aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. If a teacher becomes concerned that a pupil is at risk, they will follow the School's safeguarding/child protection procedures.

#### **4.8 Procedures for monitoring and evaluating**

Any teacher involved in the delivery of RSE in the School, will be required to evaluate their teaching programmes and feedback to the Deputy Head Pastoral and Head of the Pre-Prep.

The policy will be reviewed on an annual basis in meetings with staff, taking into account feedback from parents and pupils.

Furthermore, this policy will be reviewed and ratified by members of the curriculum sub-committee of governors on an annual basis, who in questioning the Headmistress and Deputy Head Pastoral, will take the necessary steps to satisfy themselves that the school is delivering an effective RSE programme.

#### **4.9 Dissemination of the policy**

The policy will be made available to staff, parents and inspectors and any visitors taking part in the programme. The policy is also available on the School's website.