



InMAT

Document Title	Relationships and Sex Education Policy Part 1: Relationships Education Part 2: Sex Education
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Approved by:	Trust Board of INMAT
Approval Date:	27/09/2025
Review Frequency:	Every 2 years

Part I – Relationships Education

Rationale

InMAT schools believe that our Relationships Education curriculum ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. We are preparing children for life in modern Britain, developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

Definition

Relationship Education became compulsory in all primary schools from September 2020. DfE guidance (2025) states that primary schools must “put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts including online.” At InMAT our policy helps to “foster pupil wellbeing and develop resilience and character”, alongside the Trust values of: Inclusion, Integrity, Initiative, Inspiration and Involvement.

Aims

The aims of Relationships Education in our schools is to:

- Develop skills and attitudes in our pupils that will enable them to participate fully and contribute positively whilst thriving in modern Britain.
- “To put in place the building blocks needed for positive and safe relationships of all kinds.” (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: FAQs)
- Ensure that pupils understand Britain is a country rich in diversity and difference. Individual characteristics make people unique; everyone has differences, and everyone is welcome in our schools.
- Provide clear information to parents and carers about the Relationships Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- Enable pupils to reflect on their own experiences, considering how they are developing character, both personally and socially. Teach co-operation skills so that pupils behave with integrity, feeling confident about their emerging selves and how they can contribute to school and to society.
- Enable children to reflect on their own mental health and consider how their actions affect the mental health of others.
- Ensure all students receive the support and respect they need as they move through the school and provide the skills to show empathy and support to peers if and when it is needed. The DfE guidance states, “Teachers should always seek to treat individual students with sympathy and support.”

- Develop an understanding of the protected characteristics listed in the Equality Act 2010 and gain a historical perspective of how equality and freedoms have been won over time and should not be taken for granted.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

We have reviewed this policy in consultation with parents/carers and have taken into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

Teaching of Relationship Education

Relationship Education is delivered by class teachers through lessons in each year group and through Personal Social Health Economic Education (PSHE) sessions. It is also delivered through assemblies where children discuss images taken from current news stories and relate those stories to their own lives while exploring and considering the lives of others.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

At The Abbey Primary School, our PSHE curriculum is based on The PSHE Association and No Outsiders. For more information about our curriculum, see our curriculum overview in Appendix 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Board of Trustees will approve the RSE policy, and CEO and School Improvement Leads will hold the headteacher to account for its implementation.

The right to withdraw

Children may not be withdrawn from Relationship Education lessons. There is no reference to sex or reproduction in Relationship Education lessons. Parents have the opportunity to view any new materials being used to teach Relationships Education as and when they are introduced.

Resources

Each InMAT school will appoint a PSHE lead to oversee Relationship Education. The PSHE lead will support and provide resources for each school.

PART 2 – Sex Education

Rationale

At InMAT we place Sex Education firmly within our PSHE curriculum. We believe passionately that our PSHE curriculum will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal development lies at the cornerstone of our InMAT ethos; we are preparing children for life in modern Britain. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

Definition

Sex Education is about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It involves children acquiring information and being informed about the physical and emotional changes that happen during puberty, forming positive values and attitudes in their family life. Central to this is the growth of self-esteem and taking responsibility for oneself and one's actions.

The word 'sex' is used in its widest form and focuses on differences in gender as well as sexual reproduction. As the children grow older our aim is to help them become aware of, and understand the changes their bodies are starting to make as well as the emotional changes that they may start to feel.

Aims

Our aims in Sex Education are to:

- Teach children the appropriate language to talk about themselves and their bodies and to be able to make informed choices about their bodies when they grow older.
- Inform children about the human reproductive cycle at an age appropriate time.
- Enable pupils to understand and manage their own feelings and emotions as they experience adolescence.
- Promote attitudes of self-respect in our pupils and respect for others.
- Provide channels for our pupils to feel able to communicate their needs and be able to ask for help in an atmosphere where questions relating to sex and relationships can be asked and answered
- Teach pupils about peer pressure and to have the confidence and skills to deal with unwanted pressure; understand that some parts of the body are private and what to do if someone is making you feel uncomfortable.
- Provide children with understanding about personal hygiene and germs, including bacteria, viruses, how they are spread and the importance of keeping our bodies clean.

- Enable children to make sense of the messages that they receive about relationships and growing up from the world around them.
- To enable pupils to differentiate between appropriate / inappropriate behaviour in relationships.
- Provide clear information to parents and carers about the Sex Education and Health Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- We will provide opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

Teaching

Sex Education and Health Education, is part of the PSHE curriculum, and is delivered by class teachers.

Although there are not specific Sex Education and Health lessons in Key Stage 1, where children mention their body parts, staff will use the correct names.

Equality of Opportunity

At INMAT we consider that all pupils and adults should have equal access to Sex and Health Education, regardless of gender, race, faith, age, disability, sexual orientation, gender identity.

The right to withdraw

Parents / carers may withdraw their child from Sex Education and Health Lessons. Each school in the trust will inform parents / carers before the lessons are delivered. Parents will have the opportunity to view the lessons and resources in order to make an informed choice about the content before withdrawing their child.

Resources

The PSHE lead in each school will provide lesson plans and resources for Sex Education and Health education.

Staff training

The PSHE lead for the school will lead staff training to ensure all staff are confident in their contribution to the Sex Education and Health policy.

Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher through:

- Individual schools monitoring arrangements.
- Pupils' development in RSE. This is monitored by class teachers as part of our internal assessment systems.
- Local Academy Committee (LAC) members should monitor the delivery and impact of RSE.

This policy will be reviewed by INMAT every 2 years.

At every review, the policy will be approved by the Board of Trustees.

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Links with other policies

This Sex Education and Health Policy should be read in conjunction with:

This Policy takes its legal framework from the following legislation and statutory guidance:

- Relationships and education relationships and sex education [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

- Keeping children safe in education

[Keeping children safe in education 2025](#)

- Behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

- Mental health and behaviour in schools <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- The SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- The Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=Equality%20Act%20provisions%20which%20came,work%2C%20education%2C%20associations%20and%20transport>

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

Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>

<p>Respectful relationships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>
	<p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
<p>Online relationships</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>
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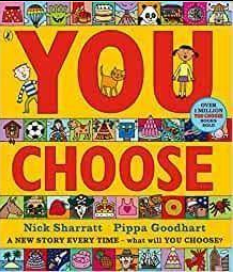
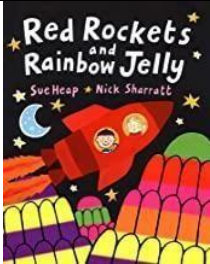


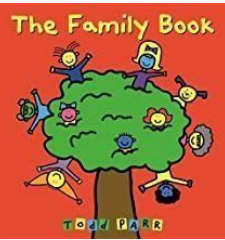
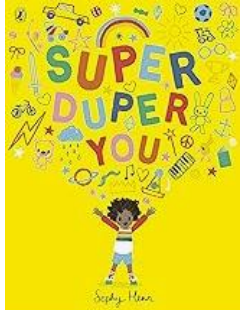
Appendix 2: Parent form – withdrawal from sex education within RSE

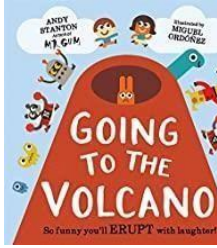
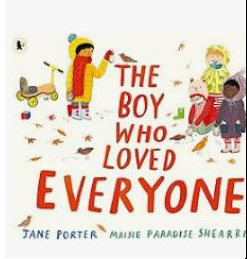
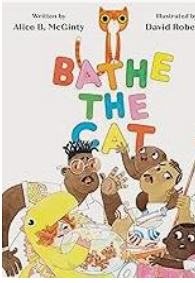
To be completed by the parents			
Name of Child:		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent Signature			

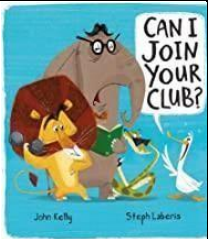
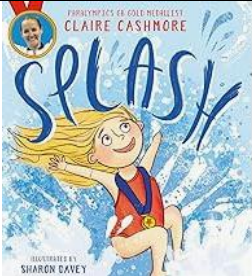
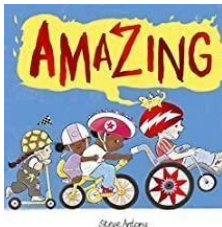

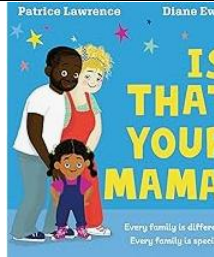

To be completed by the school	
Agreed actions from discussion with parents	

Appendix 3: Our Curriculum Map for PSHE/SRE

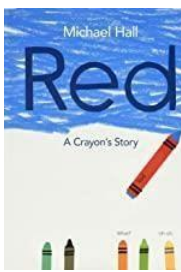

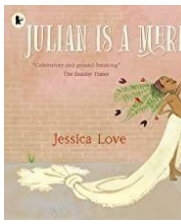

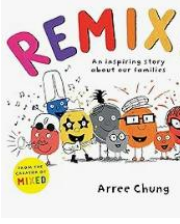
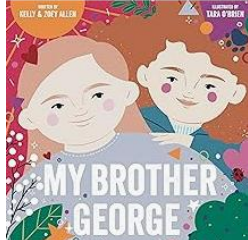
No Outsiders

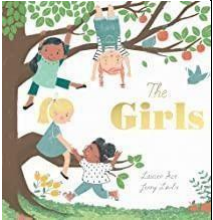
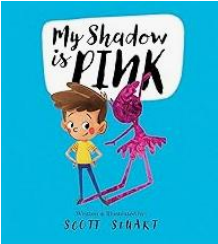
Year Group	Reception					
Book						
Title	You Choose	Red Rockets and Rainbow Jelly	Hello Hello	Blue Chameleon	The Family Book	Super duper you
Author	Nick Sharratt and Pippa Goodheart	Sue Heap and Nick Sharratt	Brendan Wenzel	Emily Gravett	Todd Parr	Sophie Henn
Learning Objective	I can choose what I like	It's ok to like different things	Saying hello	Making new friends	All families are different	To think about what makes me different
Theme	Respectful Relationships – I can make my own decisions/I can tell you things I like and don't like/I can ask others what they think	Respectful Relationships – I know my friends can like different things than me/I know we can still be friends	Caring relationships – I know in my class we are not all the same/I know we are all different/I know I can make friends with different people/I know how to make friends	Caring relationships – I know everyone is different in my class/I can make friends with anyone	Families and people who care for me - I know what a family is/I know that families can look like/I know all families are different	Respectful relationships – I know there are a lot of things about me/I know feelings can change/I know I am growing up


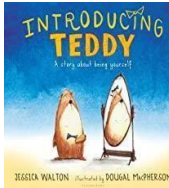
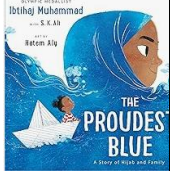

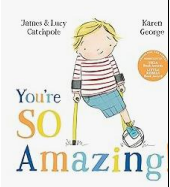
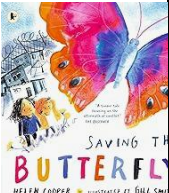

Year Group	Year 1					
Book						
Title	Elmer	I love me	Going to the Volcano	Errol's Garden	The boy who loved everyone	Bathe the cat
Author	David Mckee	Marvyn Harrison and Diane Ewen	Andy Stanton	Gillian Hibbs	Jane Porter and Maisie Paradise Shearing	Alice B McGinty and David Roberts
Learning Objective	I like the way I am	To like myself	To join in	To work together	To make you feel welcome	To work together
Theme	Respectful relationships – I know ways we are different, I know how to welcome people	Respectful relationships – I know I am different/I can tell you how I am different/I can tell you what is great about me	Caring friendships – I know how it feels to join in/I know how it feels to be left out/ I can let people join my games	Respectful relationships – I know I can ask for help if I need it/I know how to ask for help/I know how to respond if someone asks for help.	Respectful relationships – I know we all have feelings/I can choose when to share my feelings/I can choose how to share my feelings	Families and people who care for me – I know all houses get messy/I know families can work together to clean the house/I can work as a team and solve a messy problem

Year Group	Year 2					
Book						
Title	Can I Join Your Club?	Splash	Amazing	How to Be a Lion	Is that your mamma?	The perfect fit
Author	John Kelly and Steph Laberis	Claire Cashmore	Steve Antony	Ed Vere	Patrice Lawrence and Diane Ewan	Naomi Jones and James Jones
Learning Objective	To welcome different people	To know I can be what I want to be	To think about what makes a good friend.	To have self-confidence	To know all families look different	To know I fit in
Theme	Caring friendships – I have friends who are different to me/I don't leave people out	Respectful relationships – I know we all have dreams/I know sometimes dreams can seem impossible to achieve/I know why it's important not to give up	Caring friendships – I know what a friend is/I know how to be a good friend.	Caring friendships – I know we are all different/I know sometimes people want you to change/I know what confidence is/I know how to help someone feel more confident	Families and people who care for me – I know what a family is/I know families look different/I can tell you about different kinds of families	Caring friendships – I know how it feels to join a game/I know how it feels to be left out of a game/I can think of ways to make sure everyone can join in

Year Group	Year 3					
Book						
Title	This Is Our House	We're all Wonders	The Truth About Old People	I am Nefertiti	Shu Lin's Grandpa	Aalfred and Aalbert
Author	Michael Rosen	FJ Palacio	Elina Ellis	Annemarie Anang and Natelle Quek	Matt Goodfellow and Yu Rong	Morag Hood
Learning Objective	To understand what discrimination is.	To understand what a bystander is.	To recognise a stereotype	To show respect	To show welcoming behaviour	To find common ground.
Theme	Caring friendships – I know what discrimination is/I can recognise discrimination/I know how to make sure discrimination doesn't happen in my class	Respectful relationships – I know we are all different/I know sometimes people try to fit in/I can recognise my differences/I am proud of my differences	Respectful relationships – I know what a stereotype is/I can recognise a stereotype/I can challenge stereotypes	Respectful relationships – I know everyone has a name/I know why names are important/I know why I don't get to decide what to call you	Caring friendships – I know we were all new in class once/I can remember how it feels when you don't know anyone/I can show empathy	Respectful relationships – I know there are more things that we have in common can divide us.

Year Group	Year 4					
Book						
Title	Red: A Crayon's Story	When Sadness Comes to Call	Julian Is a Mermaid	My beautiful voice	Remixed	My brother George
Author	Michael Hall	Eva Eland	Jessica Love	Joseph Coelho	Arree Chung	Kelly and Zoey Allen
Learning Objective	To be proud of who I am.	To look after my mental health.	To show acceptance.	To speak up	To understand how families change	To consider how my language affects others
Theme	Caring friendships – I know sometimes people change/I know what judgement is/I know how to be non-judgemental	Caring friendships – I know what mental health is/I can recognise when I am feeling sad or unhappy/I have strategies to make myself feel better	Respectful relationships – I know people can choose what to wear/I know people in my community where different things/I can be accepting of differences.	Respectful relationships – I know I have a voice/I can choose to use my voice to add my ideas/I know it is sometimes hard to speak out/I can find ways to speak up when I am nervous	Families and people who care for me – I know how families can change/ I know change can be hard to manage/I understand changes are out of my control	Caring friendships – I know we are all different/I know what judgment is/I know I can choose how to respond in a situation/I know how my language can affect others

Year Group	Year 5					
Book						
Title	The Girls	The Boys	And Tango Makes Three	My shadow is pink	Mixed	Milo imagines the world
Author	Lauren Lee and Jenny Lovlie	Lauren Lee and Jenny Lovlie	Justin Richardson and Peter Parnell	Scott Stuart	Arree Chung	Matt de la Pena and Christian Robinson
Learning Objective	To explore friendship	To check in with people	To exchange dialogue and express an opinion	To find self-acceptance	To consider responses to racist behaviour.	To try not to judge by appearance
Theme	Caring friendships – I know what a good friend is/I know how important friendship is/I know sometimes friendship can go wrong/I value people around me.	Caring friendships – I know how to work as a team/I know how mental health can be affected by friendship/I know how to make someone feel valued	Respectful relationships – I know there are different ideas about equality around the world/I can listen to ideas and respond/I can show respect when I disagree/I know it's okay to disagree	Respectful relationships – I know we are all different/I know some people hide who they really are/I know what self-acceptance is/I know how to help someone be proud of who they are.	Families and people who care for me and Respectful relationships – I can recognise racism when I see it/I know how to challenge racist ideas.	Respectful relationships – I know appearances can deceive/I know its hard not to judge someone on their appearance/I know what non-judgemental means/I can try to remain non-judgemental

Year Group	Year 6						
Book							
Title	The Island	Introducing Teddy	The Proudest Blue	You need to chill!	You're so amazing!	Saving the butterfly	A Day in the Life of Marlon Bundo
Author	Armin Greder	Jessica Walton and Dougal MacPherson	Ibtihaj Muhammed and S.K. Ali	Juno Dawson	James and Lucy Catchpole	Helen Cooper and Gill Smith	Marlon Bundo and Jill Twiss
Learning Objective	To consider causes of racism.	To show acceptance and non-judgement	To consider how new experiences affect us	To consider responses to change	To consider attitudes towards disability	To consider how experiences shape us	To consider democracy
Theme	Respectful relationships – I know what prejudice is/I can recognise prejudice/I know what can happen is prejudice is not challenged/I know ways to challenge prejudice	Respectful relationships – I know we all change as we grow older/I know sometimes people can hide the person they really are/I know how to make sure my friends trust me	Caring friendships/respectful relationships – I know how people in my community are different/I can show respect to people different to me	Caring friendships/respectful relationships – I know we are all different/I know what judgement is/I can choose to respond in a judgemental or non-judgemental way	Respectful relationships – I know there are often judgemental attitudes in society about disability/I work to break down those attitudes	Respectful relationships – I know people have different experiences that can affect their behaviour/I know how to give someone space when they need it/I know sometimes people need time to be ok/I can give someone space and time if they need it	Respectful relationships – I know what democracy is/I know how democracy fit into British Values/I know we live in a democracy/I know how laws can change

Whole School PSHE Curriulum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	