

Relationships Education and Growing up Policy (REGU)

Dormers Wells Primary School



Believe Aspire Flourish

Diversity, Opportunity, Resilience, Moral values, Excellence, Respect, Self-Belief

Last reviewed, ratified and approved by the Full Governing Body	March 2026
Next review due by	March 2027

This statutory policy will be reviewed every year.

July 2025: the DfE has updated its [relationships and sex education \(RSE\) and health education guidance](#).

The updated version will be statutory from **1 September 2026**, but schools can start to implement the changes earlier if they wish (see page 4 of the DfE's [consultation outcome](#), confirmed to The Key by a DfE representative).

The changes in this policy include these changes, such as:

- New curriculum content that must be covered
- A new requirement to share curriculum resources with parents and carers on request

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1. Rationale

The following policy refers to Relationships Education at Dormers Wells Primary School.

Definition: We define Relationships Education as learning about caring, friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty. Relationships Education is also covered as well as aspects from the National Science Curriculum (see Appendix 1).

Relationships education is defined in this policy as preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Relationships 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. Relationships Education is therefore a tool to safeguard children.

Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development 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.

Aspects of Relationships Education are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Relationships Education and Ofsted:

The 2025 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being. This includes risks such as criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, serious violence and gang involvement activity, radicalisation and extremism and other forms of harm- Inspectors consider how effectively schools teach pupils to identify these risks and ensure they know how to seek help and access appropriate support. This is evaluated primarily through the Personal Development and Behaviour and Attitudes, alongside Safeguarding judgements.

The 2025 framework also makes clear that schools must ensure they are developing pupils' age-appropriate understanding of healthy relationships through a well-planned and effectively implemented Relationships, Sex and Health Education (RSHE) curriculum, in line with statutory Department for Education guidance.

Under the statutory requirements (updated for implementation from September 2026):

- Relationships Education is compulsory in all primary schools.
- Primary-age pupils must be taught about positive, respectful relationships, including friendships and family relationships, and how these contribute to mental health, wellbeing and personal safety.
- Pupils should understand boundaries, consent (in an age-appropriate way), online safety, and respect for others, including those with protected characteristics.

Sex education remains compulsory at secondary level. In primary schools, sex education beyond the national science curriculum is not mandatory, but where it is taught, it must be age-appropriate and parents must be consulted.

Moral and Values Framework:

The Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationships Education Policy will be complimentary with the Religious Education Policy of our school.

Aims and objectives

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

Relationships Education (REGU) is about the emotional, social and cultural development of our pupils involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

REGU involves a combination of sharing information and exploring issues and values.

REGU is not about the promotion of sexual activity.

The aims of Relationships Education at our school is to:

- **Create a positive culture; Develop confidence in talking, listening and thinking about feelings and relationships.**
- **Teach pupils the correct vocabulary to describe themselves and their bodies.**
- **Prepare pupils for puberty and give them an understanding of the basic changes that happen during puberty**
- **Understand how to keep their bodies healthy and clean (the importance of health and hygiene)**
- Understand how to keep themselves and their bodies safe.
- **Help pupils develop feelings of self-respect, confidence and empathy.**
- Help pupils recognise healthy friendships.
- **Provide a framework in which sensitive discussions can take place.**
- Foster respect for the views of other people

2. Statutory requirements

As a primary academy, we must provide Relationships Education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We are not required to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum. Parents can withdraw from sex education lessons (see section 8).

In teaching Relationships Sex Education (RSE), we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Refer to the funding agreement and articles of association for more information.

At Dormers Wells Primary School, we teach Relationships Sex Education (RSE) as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The steps taken to review the policy are as follows:

The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools, therefore some recommendations or comments made during the development process may not be reflected in the final policy, as our school has to ensure we are meeting statutory guidelines.

1. **Review** – A member of school staff or Relationships Education working party looked through the existing Relationships Education policies, as well as local and national guidance for Relationships Education. They then reviewed the Relationships Education policy, reflecting any advice and changes at local and national level.
2. **Staff consultation** –Staff were given the opportunity to look at the policy, then invited to comment on the policy and make suggestions/amendments.
3. **Parent consultation** -Parent feedback will be via a virtual parent workshop/presentation. Parents will be given the opportunity to look through the policy and offer comments.
4. **Pupil consultation** – We consulted with pupil via the **2025** Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of REGU in our school.
5. **Governor consultation and Ratification** - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the meeting and were then invited to comment on the policy and make suggestions/amendments. Once amendments were made, the policy is ratified by the Full Governing Body.

4. Equal Opportunities

Dormers Wells Primary believe that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEND) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

5. (RSE) REGU CURRICULUM

Class teachers will deliver the sessions as set out in Ealing Primary PSHE Scheme of Work. A staff meeting has been held to explore the sessions and to guide teachers to the relevant resources for the lessons. As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, circle time, group work, drama and role play. Teachers should follow the plans for their year group in the Ealing Primary PSHE Scheme of Work. All teaching materials required are integral to the scheme and are saved in the staff drive under 'RSE Scheme of Work'.

Content:

Our school uses the Ealing PSHE scheme of work to deliver PSHE and Relationships Education. **Biological aspects of Relationships Education are taught within the science curriculum**, and other aspects are included in religious

education. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in **Appendix 1**.

The main aspects of Relationships Education are covered in the Summer Term as part of PSHE (**See Appendix 1**) however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

The changing adolescent body (puberty) is covered in Years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see Appendix 1).

As part of the PSHE curriculum our school delivers lessons on Female Genital Mutilation (FGM) to pupils from Year 3 to Year 6. These lessons are designed to raise pupil's awareness of appropriate and inappropriate touch, including FGM.

6.Delivery of RSE

RSE Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe

The above points are covered in an age-appropriate way from EYFS to Year 6 (see Appendix 1 for more detail).

The [guidance](#) recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory.

Relationship education is covered in Year 6 only. In these lessons, will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Relationships Education will be assessed as part of the wider PSHE curriculum. Relationships Education is assessed and evaluated by using the Ealing PSHE scheme of work.

For more information about our Relationships Education curriculum, see Appendix 1 and 2. Appendix 1 also outlines the learning objectives for Relationships Education.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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 (i.e. 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 or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

How we'll teach RSE-related topics within the curriculum

Relationships Education will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of Relationships Education, parents will be informed.

Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

How we'll consider the needs of all pupils, including those with special educational needs

Staff are aware that views around REGU related issues are varied. However, while personal views are respected, all REGU 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 REGU 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 Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion (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 your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.1 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - [The Teachers' Standards](#)
 - [The Equality Act 2010](#)
 - [The Human Rights Act 1998](#)
 - [The Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

7a. Child protection

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's Safeguarding and child protection policy.

The designated members of staff DSLs are **Ellie Mosley, Toni George, Rabia Cornelius, Jessica Sargeant, Jeff Klaasen and Kavita Chander**

Staff will follow the child protection procedure of logging a concern on 'SAFEGUARD' and alerting a DSL.

If a child protection issue does arise, parents are informed in person by a DSL, after in school investigation and/or referral to Social Care.

Staff will also be referred to the:

DfE's 2025 document on 'Keeping children safe in education' - statutory guidance for schools and colleges

[Keeping children safe in education - GOV.UK](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

Working together to safeguard children 2023

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the Relationships Education policy and hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to the full Governing Body.

8.2 The headteacher

The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (see **Appendix 1**).

8.3 Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), **Ellie Mosley**

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

All teaching staff, including cover teachers, are responsible for teaching Relationships Education lessons. **Allen Moseley** PSHE Lead is responsible for leading PSHE and REGU in this school.

8.4 Pupils

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

9. Partnerships

Parents

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the Relationships Education programme at the **start of the academic year and each term (curriculum maps)**, as part of information provided on what their children will be learning.

The school will liaise with parents through:

- REGU **virtual parent workshop/presentation and/or Meet The Teacher meetings**
- Newsletters
- School website

The school encourages parents to discuss Relationships Education with the Head teacher, PSHE lead/s or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

Right to withdraw

Parents/carers do not have the right to withdraw their child from Relationships Education (see outline of Relationships and Health education in Appendix 1). Parents also cannot withdraw their children from the statutory National Science Curriculum (see Appendix 1)

Parents have the right to withdraw their children from the non-statutory/ non-science components of sex education (taught in year 6 only-1 lesson) within Relationships Education (see Appendix 1).

Requests for withdrawal should be put in writing, using the form found in Appendix 2 of this policy and addressed to the Headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

10.Training

Staff are trained on the delivery of REGU, as part of their induction and it is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school, such as school nurses or the Health Improvement Team, to provide support and training to staff teaching REGU.

11.Monitoring arrangements

PSHE Lead, Allen Moseley, and Curriculum Leads (Ellie Mosley and Kavita Chander) are the members of staff who monitor the implementation (delivery) of Relationships Education. This monitoring is done through learning walks, planning scrutiny, book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups or questionnaires.

Pupils' development in Relationships Education is monitored by class teachers, as part of our internal assessment systems.

This policy will be reviewed by the PSHE and/or Curriculum Leads annually. At every review, the policy will be approved by the governing board.

APPENDIX 1: Relationships education and Growing up CURRICULUM MAP

Relationships Education and growing up learning objectives (taken from the wider Ealing PSHE scheme of work 2026, [Ealing PSHE scheme of work overview.pdf](#))

The Ealing PSHE Scheme of Work – Yearly Overview

	Autumn: Relationships and Health Education		Spring: Living in the Wider World		Summer: Relationships and Health Education	
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Who are we?	How do I look after my body? Part 1	How do I stay safe in different places? Part 1	How do I look after my body? Part 2	How do I stay safe in different places? Part 2	Who is there for me?
Reception	Who am I?	What do I need to do to be healthy?	What is a rule and do we need them?	What makes me special?	How can I keep myself safe?	Who is important to me?
Year 1	Who is there to help me?	What things does a healthy person do?	What are rules and why do we have them?	What will I bring to my community?	What is personal safety?	What do we have in common?
Year 2	What is a good friend?	What things make us healthy and what things might harm our bodies?	What are rights and responsibilities?	What is money?	How does being safe make me feel?	How do I recognise risk?
Year 3	How do we make our relationships safe and fair?	What are healthy habits and why are they important?	How do communities make a difference?	How do I make informed choices about money?	How do I keep my body safe?	Who is there to help me when I think there's a risk?
Year 4	Why are respectful relationships important?	What action can I take to look after my health?	What is citizenship?	How can I support my community?	What changes happen as I grow up?	What can I do about risks?
Year 5	What are the consequences of unhealthy and unfair relationships?	How do different parts of our bodies impact our health?	What is global citizenship?	What do I want to do when I grow up?	What can I expect during puberty?	How do we respond to change, risk and harm?
Year 6	How can I maintain healthy relationships?	How are our physical health and mental health connected?	How do we create equality for all citizens?	How can I be prepared for work in the future?	How is my body preparing for adulthood?	How do relationships change as we grow up?
Colour Code:	Health and Wellbeing		Living in the Wider World		Relationships	

APPENDIX 2: Parent/carer form: withdrawal from sex education within RSE

To be completed by parents/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	