



Primary Relationships and Sex Education (RSE) Policy

Contents

1.Introduction	
2.What is RSE.....	
3. Aims and intentions.....	
4.Curriculum Provision.....	
5.Equality.....	
6.Making RSE accessible to pupils with SEND.....	
7. How do we teach RSE?.....	
8. Parental engagement in RSE.....	
9. How is RSE is monitored and evaluated?.....	
10.Roles and Responsibilities.....	
11. Consultation, policy development and review.....	
12.Links to other policies	

1. INTRODUCTION

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025).

Relationships Education and Health Education are taught in this school as statutory subjects through our PSHE curriculum. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy, we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life and

- promote the spiritual, moral, social cultural mental and physical development of pupils

2. WHAT IS RSE?

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age-appropriate way in our school with regard to the age and stage of pupils.

Effective RSE is important for promoting and protecting the wellbeing of all children.

It aims to provide children and young people with the age-appropriate knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. RSE supports our pupils to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.

RSE is an important element of our safeguarding provision - it supports prevention of harms by helping young people understand and identify when things are not right, when and how to seek help and report abuse. Our positive approach develops pupils' understanding of safe, healthy relationships which is a protective factor for all children and young people. As outlined in 'Keeping Children safe in Education' this preventative education is delivered through a whole school approach.

RSE is a key element of our PSHE programme. It also supports the teaching of British values, and our equality objectives. The aims of RSE align with our school's CARES values:

'Caring, Achieving, Respecting, Enjoying, Supporting'

Care for each other and our school

Always try our best

Remember our manners

Enjoy learning

Support each other

We are preparing our children to be ready for their future lives, being respectful of themselves and others and know how to keep themselves and others safe. We believe that high quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.

3. AIMS AND INTENTIONS

The aims/intentions of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Our RSE curriculum aims to:

- provide accurate, age-appropriate information to all pupils;
- teach the skills and knowledge that form the building blocks of all positive relationships;
- support children to grow into kind, caring adults who have respect for others;
- support children in achieving their academic goals and in future successes;
- develop respect and tolerance for other people, faith and cultures who are different from them;
- develop an understanding of their rights and responsibilities within a range of relationships;
- support children to know how to keep themselves and others safe, off/online;
- support children to recognise and manage a range of feelings in their friendships and relationships, including disappointment or anger;
- support pupils to develop strategies for self-regulation, wellbeing and resilience;
- equip children to realise and manage risk, and keep themselves and others safe, off and online;
- help children recognise and report abuse, including online, seek advice and support, and know that being a victim of abuse is never the fault of the child;
- help children know and understand the benefits and importance of physical activity, good nutrition and sufficient sleep;
- prepare children for the physical and emotional changes of puberty;
- develop an understanding of mental health and wellbeing and how to take care of it;

- emphasise the relationships between physical health and mental wellbeing, and develop the knowledge and skills needed to develop healthy lifestyles;
- prepare girls to manage menstruation, including with requests for period products and informing them of the school's menstruation facilities e.g. bins and products available (see our period dignity policy);
- and gain an age-appropriate understanding of human reproduction and birth.

Guiding Principles

Our approach follows a set of guiding principles as outlined by the Department of Education July 2025. These are:

- Engagement with pupils. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives throughout our RSE programme. We enable students to express their views on the range of topics and issues that RSE covers.
- Engagement and transparency with parents and carer. Parents are recognised as partners in their child's RSE. Parents and carers are consulted on the RSE policy, provision and supported to discuss RSE content at home. See section 9 below.
- Positivity-our RSE builds positive attitudes and skills, promoting healthy norms about relationships.
- Careful sequencing. We recognise that young people can start developing healthy behaviour and relationship skills as soon as they start school. We sequence 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.
- Relevant and responsive. We develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
- Skilled delivery of participative education. The curriculum is delivered by skilled, trained staff.
- Whole school approach. The curriculum is delivered as part of a whole school approach to wellbeing and positive relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

4. CURRICULUM PROVISION

RSE at Stenson Fields Primary School is part of the school's Personal, Social, Health and Economic (PSHE) programme, that also covers health, wellbeing and economic education (from EYFS to year 6).

In this school we deliver age-appropriate sex education as an integrated part of our PSHE programme **in year 6**. This is **non-statutory** and parents have the right to withdraw their child from these lessons. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights-based approach to relationships and sex education.

The DfE recognises 5 elements to Relationships Education. These are

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

Early Years Foundation Stage (age 4-5)

Children will learn about:

- family relationships
- making friends
- identifying and managing their emotions within relationships
- what makes them and their families special
- how families are different
- life cycles.

Key stage 1 (age 5-7)

Children will learn about:

- recognising naming and managing their emotions
- what makes them special

- what makes a good friend
- how to be kind to others
- what's special about them and their families
- how families are different
- life cycles
- about changes and how they have changed since babyhood
- how boys' and girls' bodies are different
- the correct names for sexual body parts
- that some parts of their body are private
- how to ask for help if they are worried or concerned.

Lower Key Stage 2 (age 7-9)

Pupils learn about:

- change in friendships, relationships and families
- how to be a good friend online and offline
- managing conflict in friendships
- how and why their bodies are changing
- staying safe online
- about gender stereotypes and their impact
- about feelings and how to cope with them
- about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

Upper Key Stage 2 (age 9-11)

Pupils learn about:

- the important relationships in their life;
- how to show love to others;
- the different kinds of families and partnerships;
- marriage and stable loving relationships and the importance of these for having babies and bringing up children;
- how to recognise healthy and unhealthy relationships;
- the different types of bullying, why they are unacceptable and how to respond;
- the physical and emotional changes in puberty, including menstruation, and how to cope with them;
- how babies are conceived, how they develop and are born.

Statutory Content

Some elements of sex education are statutory. Learning about ‘the changing adolescent body’ (puberty) is part of statutory Health Education. In year 5, children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also **statutory**. This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each part.
- That animals, including humans, have offspring that grow into adults.

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Please see the overview of topics detailed below:



LONG TERM PLAN FOR PSHE 2026-2027



Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	Being me and Drug Education	Exploring emotions	Being safe	Relationships	Growing up	Changes
Y1/2 Cycle A	Being Me	Being Safe	Money Matters	Drug Education	Changes	Growing up
Y1/2 Cycle B	Relationships	Bullying Matters	Exploring Emotions	Difference and Diversity	Being Healthy	Being Responsible
Y3/4 Cycle A	Money Matters	Relationships	Drug Education	Being Safe	Difference and Diversity	Growing Up
Y3/4 Cycle B	Changes	Bullying Matters	Exploring Emotions	Being Responsible	Being Me	Being Healthy
Y5	Growing Up: Puberty	Bullying Matters	Money Matters	Being Responsible	Being Healthy	Exploring Emotions
Y6	Being Me	Relationships	Drug Education	Being Safe	Difference and Diversity	Changes

2026/2027: Cycle A

2027/2028: Cycle B

5. EQUALITY

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. The school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- We are proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and to deliver certain elements of the statutory RSE curriculum.
- Our approach to teaching about different families and relationships will be sensitive and age appropriate both in content and approach.
- British values and the Protected Characteristics will be integrated within RSE and PSHE lessons when appropriate in an age-appropriate way so that pupils develop an understanding of and respect for differences amongst individuals.

6. MAKING RSE ACCESSIBLE FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times, which we will support. We ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND. All teachers are teachers of pupils with SEND and are trained to support learners in their classroom through high quality teaching, clear language and adaptive teaching strategies. In RSE, these adaptations may include, but are not limited to:

- liaising closely with parents of SEND pupils;
- personalising learning;
- obtaining advice from the school's SENDCO and inclusion teacher as necessary;
- when required, utilising support staff to deliver RSE lessons on a 1:1 basis

- extra teaching or pre-teaching;
- using teaching methods and resources that are appropriate for the developmental level and understanding of the child;
- utilising social stories and Widgit symbols/visual resources to support understanding;
- liaising with the family support worker to include parents in supporting their child's education.

Parents will also be guided to information and support on the [Derbyshire Local Offer RSE page](#).

7. HOW DO WE TEACH RSE?

RSE takes place in school in the following ways:

1. This school has a caring ethos that models and supports positive relationships between all members of the school community (CARES).
2. Within the taught, age-appropriate, spiral RSE programme within Personal, Social and Health Education (PSHE) following the Derbyshire scheme 'PSHE Matters.' This is a 45-60 minute lesson once a week.
3. Through continuous provision opportunities in Early Years and Year 1.
4. Within Science as stipulated by the National Curriculum.
5. As a 'SMILERS' school, linking lessons to the seven ways to wellbeing when appropriate.
6. Online safety lessons in computing.
7. Through other curriculum areas for example Drama, English etc.
8. Through assemblies.
9. Through pastoral support, including the family support worker.
10. Targeted interventions such as nurture and art therapy.
11. By the provision of appropriate leaflets and other information sources.
12. Via targeted intervention, where appropriate, with vulnerable individuals (personalised learning).
13. Delivery in response to school data (pupil need), local or national issues.
14. Wellbeing days three times a year (two which coincide with children's mental health week and mental health awareness week).
15. Online safety day.

16. Outside agencies such as 'Compass Changing Lives' and the school nursing team.

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate (when receiving external visitors, they will have sight of and understanding of the ground rules/group agreement).
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques, such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- The correct names for body parts will be used, when appropriate, including words stipulated in the statutory guidance:
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including:

- group work
- discussion
- practical activities
- negotiation
- using thinking skills.

Asking and Answering Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use that skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Visitors

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. Any visitors are required to provide lesson plans and materials beforehand, to be viewed by the class teacher. Please see our External Contributors Policy for further information.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm. We use several books to support our PSHE/RSE curriculum.

Continuity, Progression and Assessment

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced, planned programme of work woven throughout our PSHE curriculum. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding, developed in response to the needs assessment of pupils' existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSE work. Baseline, formative and summative assessments will contribute to the effective assessment of RSE builds on existing school systems for assessing PSHE (and other foundation subjects).

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum.

8. PARENTAL ENGAGEMENT IN RSE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE.

The school ensures that parents/carers are:

- made aware of the school's approach and rationale for RSE;
- involved in the review of the RSE policy;
- made aware of the school's PSHE curriculum;
- given the opportunity to view materials;
- informed of the key objectives covered and given ideas for conversations they could have with their child via the termly parent information sheets.

Right to Withdraw

Parents/carers have a legal right to withdraw their children from the human reproduction lessons in year 6 (sex education). They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RSE provision, they should:

- 1) Speak to the class teacher in the first instance to clarify lesson content.
- 2) Arrange a meeting with the PSHE/RSE lead and the headteacher.
- 3) Should they still wish to withdraw, the school will provide their child with alternative provision linked to RSE.

9. PERSONNEL AND TRAINING

The PSHE/RSE lead at Stenson Fields Primary School is Mrs Middleton-Rees who is regularly trained and updated in this fast-moving subject area.

RSE is delivered by class teachers. To ensure quality delivery of RSE, the staff who deliver RSE have appropriate and regular training to keep them updated. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE, receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

All new staff will receive a copy of the RSE policy.

10. MONITORING AND EVALUATION

The programme is regularly monitored and evaluated by the PSHE/RSE lead. This takes place through a variety of methods, including:

- learning walks
- observation
- scrutiny of planning and work
- pupil feedback.

The views of the pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

11. CONSULTATION, POLICY DEVELOPMENT AND REVIEW

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff and governors.

This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available in the school newsletter/website/prospectus.

It will be reviewed on an annual basis.

Current date: 2026

Review date: 2027

Signed.....Chair of Governors

Date.....

12. Policy Links- (cross referenced for consistency)

Anti-Bullying

Drugs Education

Confidentiality

Emotional Health and Well-Being

Equality Policy

External Contributors

Online Safety

PSHE

Safeguarding

Science

Teaching Learning and Assessment

Appendix A: RSE Key Vocabulary

TOPIC	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Changes	worry, excitement, loss, divorce, life cycle	anxiety, anticipation, fear, bravery, internal response, external response, differences	intensity, grief, bereavement, death, conflicting emotions, transition
Exploring Emotions	happy, scared, lonely, excited,	consequence, negative feelings, positive feelings,	resentful, joyful, valued, respected, isolated, ridiculed,

	worried, angry, sad, strategy	mental health, physical health, jealous, disappointed, proud, lonely, shocked, bullying	infuriated, embarrassed, conflicting emotions
Bullying Matters	friendship, relationship, bullying, trusted adult, kindness, unkind, feelings	bystander, strategy, disability, difference	banter, discrimination, protected characteristics, cyber bullying, direct and indirect bullying
Growing Up	penis, vagina, testicles, bottom, nipples, male, female, touch, secret, surprise, private, body parts, pants	personal space, consent, positive qualities, gender stereotypes, comfortable, uncomfortable touch and behaviour, safe, unsafe	penis, vagina, vulva, scrotum, testicles, womb, ovaries, fallopian tubes, ovum, sperm, conceive, conception, umbilical cord, menstruation, puberty, emotions, social media, consent, emotions
Difference and Diversity	same, similar, different, equal, contrasting locality, family	culture, religion, family, stereotyping, discrimination, hate, negative effect, acceptance, inclusion.	Personality, interests, age, culture, religious beliefs. discrimination, prejudice, lesbian, gay, heterosexual.
Being Safe	road safety, privacy, online safety,	Consent, hazard, safety, online safety	Local safety issues, water safety, screen time, healthy

	username, age restrictions		balance, self-esteem, risk, live streaming
Relationships	friendship, loneliness, relationship, special, peer pressure	healthy/unhealthy relationship, jealousy, insults, shouting, power, fairness, not equal, control, respect, support, love, honesty, problem solving, compromise, family, kindness	passive, aggressive, assertive, marriage, civil partnership, forced marriage, arranged marriage, foster carer, adopted, same sex parents, differences