



# Primary Relationships and Sex Education (RSE) Policy

## 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 (Feb 2019).

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

***It is taught in the context of the following aspects of our school values / mission statement:***

### **CARES 'Caring, Achieving, Respecting, Enjoying, Supporting'**

Care for each other and our school

Always try our best

Remember our manners

Enjoy learning

Support each other

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.

**The aim/ intention** 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.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils.

In this school we deliver age-appropriate sex education as an integrated part of our PSHE programme in year 6. 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.

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

## **RSE Curriculum**

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

In Early Years Foundation Stage 2 (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 and life cycles.

In 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.

In 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.

In Upper Key Stage 2 ( age 9-11) pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships; about 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.

Some elements of sex education are statutory. Learning about ‘the changing adolescent body’ is part of statutory Health Education. 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

## **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.
- 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. We will liaise closely with parents of SEND pupils, personalising learning and obtaining advice from the school's inclusion teacher as necessary. RSE lessons may need to be delivered on a 1:1 basis depending on the child's needs. Teaching methods and resources will be used that are appropriate for the developmental level and understanding of the child.

- 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 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. LGBT content will be integrated into the programme through fostering a respect for differences rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- 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.

## **RSE Delivery**

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).
3. Within Science as stipulated by the National Curriculum and/or as negotiated with the PSHE coordinator.
4. Online safety lessons in computing.
5. Through other curriculum areas for example Drama, English etc.
6. Through assemblies.
7. Through pastoral support.
8. By the provision of appropriate leaflets and other information sources.
9. Via targeted intervention, where appropriate, with vulnerable individuals.
10. Delivery in response to incidents.

## **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.
- In most cases, the correct names for body parts will be used.
- 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 and 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. 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.

## **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 delivery of RSE.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems.

## **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 and made aware of the school's PSHE curriculum.

Parents/carers have a legal right to withdraw their children from some dedicated sex education lessons. 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, we welcome the opportunity to address their concerns. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the

event of a request to withdraw we will document this process and ensure a record is kept.

## **Personnel and Training**

There is a PSHE/RSE lead who is regularly trained and updated in this fast-moving subject area. They are responsible for RSE.

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.

## **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, and 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.

## **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: 14<sup>th</sup> April 2025

Review date: 14<sup>th</sup> April 2026

Signed..... Chair of Governors

Date.....

**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

<b>TOPIC</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Changes</b>	worry, excitement, loss, divorce, life cycle	anxiety, anticipation, fear, bravery, internal response, external response, differences	intensity, grief, bereavement, death, conflicting emotions, transition
<b>Exploring Emotions</b>	happy, scared, lonely, excited, worried, angry, sad, strategy	consequence, negative feelings, positive feelings, mental health, physical health, jealous, disappointed, proud, lonely, shocked, bullying	resentful, joyful, valued, respected, isolated, ridiculed, infuriated, embarrassed, conflicting emotions
<b>Bullying Matters</b>	friendship, relationship, bullying, trusted adult, kindness, unkind, feelings	bystander, strategy, disability, difference	banter, discrimination, protected characteristics, cyber bullying, direct and indirect bullying
<b>Growing Up</b>	penis, vagina, testicles, bottom, nipple, 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, womb, ovaries, fallopian tubes, ovum, sperm, conceive, conception, umbilical cord, menstruation, puberty, emotions, social media, consent, emotions
<b>Difference and Diversity</b>	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.
<b>Being Safe</b>	road safety, privacy, online safety, username, age restrictions	Consent, hazard, safety, online safety	Local safety issues, water safety, screen time, healthy balance, self-esteem, risk, live streaming
<b>Relationships</b>	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