



Relationships and Sex Education (RSE) Policy

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| Policy Status | Final Policy |
| Responsibility for this policy lies with (Headteacher, Full Governing Body, Curriculum or Finance & Resources Committee) | Curriculum Committee |
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Our Aims the teaching of Relationships and Sex Education

At Edward Pauling Primary School, we believe that Personal, Social and Health Education (PSHE) is an important and necessary part of all children's education and PSHE is an integral part of our school life. We believe that our children deserve to thrive and achieve their full personal and academic potential through an education that:

- is distinctive and challenging
- helps them enjoy life and participate in what the world has to offer them
- nurtures kindness, respect, curiosity and creativity

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Teach children the correct vocabulary to describe themselves and their bodies

Our PSHE curriculum is closely linked and supported by learning in other areas, such as Science, Computing, RE and PE. It is within this wider PSHE curriculum, which includes mental wellbeing, that our RSE curriculum is rooted.

Statutory Requirements

As a maintained primary school, we must provide relationships education to all children as per section 34 of the Children and Social work act 2017. Relationship Education and Health Education is therefore compulsory for all pupils receiving primary education.

In regard to the teaching of Sex Education in primary schools, many schools currently teach Sex Education which goes beyond the content within the mandatory National Curriculum for Science. It is strongly recommended by the Department of Education that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Edward Pauling Primary School we teach Relationship and Sex Education meeting the statutory requirements for primary schools and respecting government guidance as outlined above.

What is Relationship and Sex Education?

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Teaching of RSE involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

Relationship Education

At Edward Pauling Primary Relationship Education covers the key themes of:

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

Appendix 1 outlines further what our children should know by the end of their time at Edward Pauling. This curriculum is statutory for all children at primary school.

Children cannot be withdrawn from lessons in which Relationship Education is taught (See Our Partnership with Parents section).

Sex Education

Sex Education at Edward Pauling includes content from the statutory National Curriculum for Science and statutory Health Education. Through our teaching of the statutory National Curriculum for Science, we teach our children:

- That animals, including humans, have offspring which grow to adults;
- The lifecycles of plants and animals;
- The life process of reproduction in some plants and animals, and
- The changes as humans develop to old age, including the changes that occur during puberty.

Through the teaching of Health Education, which is statutory in primary schools, we teach our children key facts about puberty, the changing adolescent body and menstrual well-being. We teach the main changes that take place in males and females and the implications for emotional and physical health.

Appendix 2 outlines this statutory curriculum content within the Science curriculum and in Health Education in more detail. Children cannot be withdrawn from lessons in which the above curriculum content is taught.

Although further sex education is not mandatory in primary schools, Edward Pauling Primary School is following the government recommendation that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils. The sex education we teach at Edward Pauling within our RSE curriculum is intended to supplement the statutory content of the Science curriculum and our Health Education as outlined above and includes the following:

- Understanding reproduction in humans and knowing that sexual intercourse can lead to conception;
- Describing the development of a baby from conception to birth and to know how a baby is born, and
- Preparing boys and girls for the changes that adolescence brings.

These aspects of our Sex Education are complemented with our Relationship Education, which provides opportunities to set the learning about human reproduction in the context of meaningful relationships, personal values, health and safety and the law. These aspects of our Sex Education are non-statutory.

Our Relationship Education is delivered through the PSHE curriculum; our Sex Education is delivered through the PSHE curriculum and the Science curriculum. The class teachers of each year group teach all aspects of RSE and the children are taught as whole class for most lessons.

The RSE curriculum is delivered within weekly PSHE lessons in Key Stage One and Two. In EYFS RSE is taught through the continuous provision, children learn about:

- Their own emotions;
- The value of safe, positive relationships;
- Taking care of themselves, and
- How others are similar and different.

Our RSE curriculum is taught through a range of teaching methods and interactive resources with the support of quality resources from the PSHE association, NSPCC or external organisations that are invited in to support staff in teaching aspects of sex education.

Training

The Deputy Head teacher and PSHE coordinator audit the staff in their training needs and support is given during staff meetings, INSET day training and through peer-to-peer mentoring.

Equality and Inclusion

We believe and promote respect for all and value every individual child. We adhere to the Equality Act 2010. All children have an entitlement to this curriculum and our lessons are fully inclusive. We plan our RSE lessons to ensure that all pupils are able to participate, in line with our equality duties with regard to disability, gender race and ethnicity, religion or belief, sex or sexual orientation. Lesson content is adapted through differentiation or additional steps are provided to ensure learning and progress for children with Special Needs.

All areas of learning are taught within the context of family life. We 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 and foster parents and carers amongst other structures. We also reflect sensitively that some children who may have a different structure of support around them, for example: looked after children or young carers. In addition, some children may have a different structure of support around them, for example looked after children or young carer. Sensitivity is therefore required to ensure that no pupil is excluded through our programme of study.

Our Partnership with Parents

At Edward Pauling Primary School, we know parents are key people in the teaching of their children about sex and relationships. Most of a child's informal RSE occurs within the family and the school's programme complements and builds on this.

We wish to build a positive and supporting relationship with the parents of our children through mutual understanding, trust and cooperation. Parents are consulted on the delivery of specific aspects of the RSE curriculum and will be invited to view material being used, particularly with upper Keys Stage Two. They are also welcome to discuss any aspects of the programme of study with our staff.

As our RSE curriculum contains statutory content, all children must be taught certain aspects. Relationship Education is statutory, and parents do not have the right to withdraw their children from Relationship Education. Parents do have the right to withdraw their children from the non-statutory components of Sex Education. This only includes content that is not part of the National Curriculum for Science or Health Education for primary schools.

Parents wishing to exercise this right to withdraw their children are invited to contact the Headteacher (Appendix 3). The concerns of the parents and the possibilities of adjusting the programme or approach will be explored and any impact that withdrawal will have on the child will be discussed. Alternative work will be set for children who are withdrawn.

Safe and Effective Practice

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective learning within the subject.

A set of ground rules will be established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. These should include:

- Listen to and respect each other;
- Use language that will not offend or upset other people;
- Use the correct term, and if we do not know them, we will ask for help;
- Comment on what was said, not the person who said it;
- Do not put anyone on the spot or ask personal questions;
- We have the right to pass in a discussion, and
- Do not judge or make assumptions about anyone.

Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. A question box will be used in each classroom to ensure that questions can be asked and answered anonymously.

Teachers use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where children's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/careers.

Roles and Responsibilities

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professional, to provide support and training to staff teaching RSE. Staff are trained on the delivery of RSE as part of their induction and appropriate professional development is planned regularly to meet staff needs.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory components of RSE

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

The PSHE lead is responsible to monitor the delivery of RSE through:

- Planning scrutiny
- Learning Walks
- Monitoring of children's work
- Reporting to the governing board, at least annually.

Children are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupil voice will inform the way that RSE is taught at our school.

Child Protection

Staff should refer any concerns regarding child protection that arise through the teaching of Relationship and Sex Education to the school's Designated safeguarding Leads in accordance with the our Child Protection Policy.

Appendix 1- Our Relationship and Sex Education (RSE) curriculum timeline

| Year | Sex Education | Relationship Education |
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| EYFS | Respecting our bodies. Using appropriate touch when given permission. How we have changed as we have grown up from babies. | Looking at our families and comparing the similarities and differences. Making friendships Being a good friend How to resolve conflicts with others, can be with adult support. Showing compassion and empathy for others. |
| Year 1 | Respecting our bodies and which parts are private (NSPCC PANTS) How our body changes as we grow- the human lifecycle. To know that parts of the body covered with underwear are private. | What they like/dislike and are good at What makes them special and how everyone has different strengths How their personal features or qualities are unique to them How they are similar or different to others, and what they have in common That family is one of the groups they belong to, as well as, for example, school, friends, clubs About the different people in their family / those that love and care for them What their family members, or people that are special to them, do to make them feel loved and cared for How families are all different but share common features – what is the same and different about them About different features of family life, including what families do / enjoy together That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried |
| Year 2 | Looking at the word consent and what it means. Discussing appropriate touch. How to respond if someone touches them without consent. | How to make friends with others How to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend How to resolve arguments that can occur in friendships How to ask for help if a friendship is making them unhappy How words and actions can affect how people feel How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable |

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| | | <p>How to respond if this happens in different situations</p> <p>How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p> |
| Year 3 | <p>That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable.</p> <p>How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online).</p> | <p>How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.</p> <p>How to recognise if others are feeling lonely and excluded and strategies to include them.</p> <p>How to build good friendships, including identifying qualities that contribute to positive friendships.</p> <p>That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.</p> <p>How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</p> <p>How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <p>How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</p> <p>How people within families should care for each other and the different ways they demonstrate this</p> <p>How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p> |
| Year 4 | <p>How to report concerns with contact made.</p> <p>How to respond to unwanted physical contact.</p> | <p>How people's behaviour affects themselves and others, including online</p> <p>How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</p> |

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| | | <p>That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</p> <p>How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p> <p>How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</p> <p>How people's online actions can impact on other people</p> <p>How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</p> <p>How to report concerns, including about inappropriate online content and contact</p> |
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| Year 5 | <p>About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams.</p> <p>How puberty can affect emotions and feelings</p> <p>How personal hygiene routines change during puberty</p> <p>How to ask for advice and support about growing and changing and puberty</p> | <p>How to recognise and respect similarities and differences between people and what they have in common with others</p> <p>That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, hobbies, likes/dislikes)</p> <p>How individuality and personal qualities make up someone's identity [not related to gender]</p> <p>About the different types of relationships people have in their lives</p> <p>How friends and family communicate together; how the internet and social media can be used positively</p> <p>How to recognise risk in relation to friendships and keeping safe</p> <p>About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <p>How to respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p> |
| Year 6 | <p>How puberty relates to growing from childhood to adulthood</p> <p>How to ask for support or where to seek further information and advice regarding growing up and changing</p> | <p>That people have different kinds of relationships in their lives</p> <p>That people who are attracted to and love each other can be of any gender, ethnicity or faith [non-statutory]; the way couples care for one another</p> <p>That adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p> <p>How growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>How friendships may change as they grow and how to manage this</p> |

Appendix 2: Mandatory National Curriculum Science content that relates to Sex Education

| Year group | National Curriculum Statutory Requirements | Guidance |
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| Year 2 | <p><u>Unit - Animals, including humans</u></p> <p>Pupils should be taught to notice that animals, including humans, have offspring which grow into adults</p> | <p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> |
| Year 5 | <p><u>Unit – Living things and their habitats</u></p> <p>Pupils should be taught to describe the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Pupils should be taught to describe the life process of reproduction in some plants and animals</p> | <p>They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p> |

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| Year 5 | <p>Unit – <u>Animals, including humans</u></p> <p>Pupils should be taught to describe the changes as humans develop to old age.</p> | <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> |
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Statutory content within Health Education which relates to Sex Education

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| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. |
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By the end of their time at Edward Pauling Primary School our children should know:

| Topic | Pupils Should Know |
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| 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> |
| Respectful relationships | <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> |

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| | <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> |
| Online relationships | <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> |

