



# RSE Policy

## Contents

- Aims
- Statutory requirements
- Policy development
- Definition
- Curriculum
- Delivery of RSE
- Use of external organisations and materials
- Roles and responsibilities
- Parents' right to withdraw
- Training
- Monitoring arrangements
  - Appendix 1: RSE Curriculum (Scheme of Work)



|                    |             |
|--------------------|-------------|
| <b>Approved</b>    | SLT         |
| <b>Policy Date</b> | Autumn 2025 |
| <b>Review Date</b> | Autumn 2028 |

## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach the nature of human reproduction in increasing detail according to age group
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support children develop communication skills in personal relationships including how to express their rights over who touches their bodies
- Raise awareness of potential sexism and challenge any stereotypical behaviour or comments
- Generate an atmosphere where questions about sexuality and reproduction can be asked and answered without embarrassment
- Promote the development of attitudes and values leading to responsible decision making
- Stress the importance and value of 'family' life
- counteract and discuss myths and folklore surrounding this area of education
- Share the responsibility for relationships and sex education with parents fostering the partnership between home and school

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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

At Grand Avenue, we teach RSE as set out in this policy.

## 3. Policy development

This policy is linked to the school's [Safeguarding Policy](#). This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – The RSE Coordinator will pull together all relevant information including relevant national and local guidance

2. Staff – school staff will be given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder – parents/carers and any interested parties will be informed and views will be shared with the school
4. Ratification – once amendments are made, the policy is shared with governors and ratified

## 4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, puberty and changing bodies, reproduction, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our RSE curriculum is set out as per Appendices 1, but we may need to adapt it as and when necessary. The curriculum Scheme of Work may also be found on the school [website](#).

The curriculum is based on evidence and government guidance. Any developments made to the RSE curriculum will be developed with parents/carers and staff in mind, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

## 6. Delivery of RSE

RSE is taught within the relationships, sex and health education (RSHE) education curriculum. It is taught in Years 5 and 6. 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

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 inform parents and carers, and their views will be valued

Assessment will be through teacher judgement, using KPIs for support, through questioning and discussion.

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 make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, 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.

## **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

## 6.2 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 accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

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

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will hold the Headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to Jenny Gresson.

### 8.2 The Headteacher

The Headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- 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 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), Shona Pitcher
- Using the correct terminology for the external parts of the body e.g. penis, vulva, testicles, breasts and nipples
- Answering any questions posed by children factually, sensitively and in the appropriate environment, thinking about age/developmental stage appropriateness (support from school nurse is available)
- Ensuring pupils are aware of where pupils can go for additional help, support and advice
- Show sensitivity to cultural or religious factors surrounding this area
- Undertake relationships and sex education in the context of family life, loving relationships and of respect for others

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

## **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE which is lesson two in Year 6.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Records will be held regarding the pupils who are withdrawn from sex education lessons and alternative schoolwork will be given.

## **10. Training**

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by the RSE coordinator.

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

This policy will be reviewed every four years.

## Appendix 1:

### KS2 RSE & Puberty Overview of School Health Offer

The School Health team offer 4 lessons in KS2 covering puberty, hygiene, health, relationships and conception. Lessons build on prior learning, are evidenced based and regularly reviewed.

Lessons 1 and 2 are suitable for year 4 and above and lessons 3 and 4 are suitable for year 5 and above. Lessons are planned to be delivered in pairs; lessons 1 and 2 together and 3 and 4 together.

Schools can decide which year group(s) they want the School Health team to deliver to, depending on where the lessons fit within their RSE and health education curriculum. Schools can book the sessions directly with the School Health Practitioner linked to their school.

To discuss the RSE offer please contact the School Health team on 0208 549 6323 and ask to speak to the Locality lead for your school or email the team on KU19-SchoolHealth@yourhealthcare.org

|          | Subject  | Aims  | Sex ed content *                         |
|----------|--|---|--|
| Lesson 1 | Puberty Changes (emotional and physical)   | For pupils to understand physical and emotional changes in puberty  | No                                       |
| Lesson 2 | Puberty health and hygiene; Friendships  | For pupils to understand the importance of health and hygiene during puberty<br>For pupils to develop an understanding of qualities in friendships  | No                                       |
| Lesson 3 | Relationships (different types of relationships; features of good relationships; consent; romantic relationship scenarios) | For pupils to understand what a relationship is and to begin to develop their own values and expectations for positive, healthy relationships<br>To introduce the concept of identity and know what the terms, sex, gender and sexuality mean | Brief discussion re sexual relationships |
| Lesson 4 | Puberty recap; healthy relationships; how a baby is made;  | For pupils to build on prior learning to explore healthy relationships and consider this in the context of romantic relationships<br>To understand how conception and birth occur including assisted conception                               | Yes                                      |

\* what constitutes 'sex ed' is defined by each schools RSE policy

#### School responsibilities

- Consulting with parents and ensuring they are aware of their right to withdraw their child from sex education (when relevant)
- Communicating and highlighting any key points of their RSE policy to School Health, for example, how do they want the practitioner to respond to questions on contraception?
- Providing resources to support delivery of the lesson, e.g. facility to show PowerPoint presentation and show video clips

#### References/evidence for lessons

- Department of Education (2019) *Relationships Education, Relationships and Sex Education and Health Education* [online] Available from: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)
- Public Health England (2021) Health visiting and school nursing service delivery model, Available from: <https://www.gov.uk/government/publications/commissioning-of-public-health-services-for-children/health-visiting-and-school-nursing-service-delivery-model>
- Brook (Accessed online: 2023) *RSE E-Learning* [online] Available at: <https://www.brook.org.uk/brook-learn/>
- Numerous studies highlight that LGBTQ+ people are significantly more likely to suffer from poor mental health and experience bullying in school demonstrating a need to ensure education is inclusive [https://www.stonewall.org.uk/system/files/the\\_school\\_report\\_2017.pdf](https://www.stonewall.org.uk/system/files/the_school_report_2017.pdf)
- Equalities Act (2010)

#### Lesson video resources

| Subject      | Lesson | Link  |
|--------------|--------|---|
| Wet dreams   | 1      | <a href="https://www.youtube.com/watch?v=uotzoDDRW_s">https://www.youtube.com/watch?v=uotzoDDRW_s</a>                   |
| Menstruation | 1      | <a href="https://www.youtube.com/watch?v=vXrQ_FhZmos&amp;t=7s">https://www.youtube.com/watch?v=vXrQ_FhZmos&amp;t=7s</a> |
| Consent      | 3      | <a href="https://youtu.be/h3nhM9UIjc">https://youtu.be/h3nhM9UIjc</a>   |



## **Kingston School Health Team Relationships, Sex and Health education (RSHE) KS2 lessons 1 and 2**

The School Health Team offer four lessons on Relationships, Sex and Health Education in Kingston primary schools.

Lessons complement the school curriculum. This document provides information about the content of lessons 1 and 2 which includes:

- Emotional and physical changes in puberty
- Staying healthy and personal hygiene

The uniqueness of each individual is highlighted and while everyone will experience some of the changes in puberty not everyone will experience them all, in the same way or at the same time.

### **The emotional and physical changes of puberty**

People go through puberty to prepare them for adult life and to enable them to try and make a baby when they are adults if they choose to.

Physical changes are discussed including periods, breast development, penis and testicle development, wet dreams, sweating, spots, growing taller, pubic hair.

Lessons cover the range of emotions that people might experience including mood swings as well as feeling excited about increasing independence and changing into an adult.

It is explained that it is normal for people to develop feelings of attraction towards others although not everyone will experience this.

### **Staying healthy and personal hygiene**

The importance of diet, exercise and sleep for good health is discussed.

Personal hygiene and the importance of washing daily with soap and water is highlighted. The many choices that people have around personal hygiene products is discussed and pupils are encouraged to understand that some products are essential (e.g. soap, toothpaste) and others are a choice (e.g. shaving, using deodorants).

Pupils are shown a range of period products including pads, tampons, washable and reusable products such as menstrual cups, period pants and washable pads.

### **Links to video resources**

Wet dreams: [https://www.youtube.com/watch?v=uotzoDDRW\\_s](https://www.youtube.com/watch?v=uotzoDDRW_s)

Menstruation: [https://www.youtube.com/watch?v=vXrQ\\_FhZmos&t=7s](https://www.youtube.com/watch?v=vXrQ_FhZmos&t=7s)

N.B. Both videos are used in lesson 1 - there are no videos in lesson 2

### **Delivery of the lessons**

The lessons are delivered by skilled practitioners who receive regular training and updates.

The lesson content is based on evidence and government guidance and is reviewed regularly.

Pupils are taught in mixed sex groups because it is important to understand the changes for all people.

### **How can parents/carers support their child**

Lessons encourage pupils to talk to their parents/carers and ask them questions.

Establishing good communication and creating an environment where children can



ask questions will help them to explore their family values and beliefs and to navigate their journey to adulthood.

A little and often approach is better than one 'big talk'.

Parents can discuss curriculum content with the school.

There are several good websites for further information. The School Health Team recommend the following:

Here are a couple of websites that are useful in explaining puberty to primary school age school children. <https://www.childline.org.uk/info-advice/you-your-body/puberty/puberty-body/> and <https://www.brook.org.uk/resources>

This website has ideas on activities parents can do at home and also advises on how to answer questions Outspoken Sex Ed ([outspokeneducation.com](http://outspokeneducation.com))

The Every Mind Matters campaign has some useful information on supporting children with their emotional health <https://www.nhs.uk/oneyou/every-mind-matters/childrens-mental-health/>



## **Kingston School Health Team Relationships, Sex and Health education (RSHE) KS2 lessons 3 and 4**

The School Health Team offer four lessons on Relationships, Sex and Health Education in Kingston primary schools.

Lessons complement the school curriculum. This document provides information about the content of lessons 3 and 4 which include:

- Recap on emotional and physical changes in puberty
- Different types of relationships in people's lives
- Features of positive relationships
- Sex, gender, sexuality and other factors that may form someone's identity
- How a baby is made and born

### **The emotional and physical changes of puberty**

Lessons build on prior knowledge of puberty. This includes why people go through puberty, physical and emotional changes. Puberty changes include periods, breast development, penis and testicle development, wet dreams, sweating, spots, growing taller, pubic hair.

The range of emotions that people might experience is discussed including mood swings as well as feeling excited about increasing independence and changing into an adult.

It is explained that it is normal for people to develop feelings of attraction towards others although not everyone will experience this.

The uniqueness of every individual is highlighted and while everyone will experience some of the changes in puberty not everyone will experience them all, in the same way or at the same time.

### **Relationships**

Lessons build on prior learning and support pupils to understand the different types of relationships people experience including family, friends, teachers and romantic relationships as children become adults.

As young people grow up and become adults, feelings of attraction to others might result in thinking more about sexual activity, which is one way that adults might choose to show love and attraction to a partner; this should feel good in the right relationship and at the right time. The age of consent and the importance of being ready for a sexual relationship is also discussed.

Similarities and differences in different types of relationships are explored with the aim of building an understanding of core qualities important in all relationships.

An activity to develop understanding of what qualities are in healthy relationships, helps to inform the discussions and explores what qualities are needed for strong relationships. Discussions explore what might happen if some qualities are removed and rupture and repair of relationships is discussed. It is acknowledged that if a relationship doesn't feel positive anymore it might end and that is okay.

A scenario-based activity supports pupils to explore behaviours in relationships and how these might reflect a good or bad relationship.

Discussion supports understanding of the meaning of consent and the place it has in different types of relationships. This is supported by a video clip consent for kids - YouTube

### **Sex, Gender and Sexuality**

Puberty is a time when children can think more about their identity. The concept of identity is introduced including the many aspects of identity which make each person



unique; what is important will be different for everyone, so for some people it might be about where they are from, their beliefs or religion or important things about their personality and how they feel inside.

Sex, gender and sexuality may be an important part of identity for some people and not for others.

Pupils are informed that sex is a person's biological make up and gender is how they feel about themselves. They are often the same but sometimes they are not. Some people do not consider that gender forms part of their identity while others do.

Everyone is different and what is important is that people are respectful of others.

The lesson discusses how stereotypes should not be confused with gender and/or biological sex. Just because a person might conform to a stereotype of a gender does not mean they will identify with this gender.

Sexuality is defined as romantic attraction to others. Attraction can be between people of the same or opposite sex, any sex or gender or no one at all.

### **How a baby is made and born**

Conception and the development of the baby up to birth is discussed.

Conception is when the male and female sex cells come together. This usually occurs through sexual intercourse between a male and a female. The male puts his penis into the female's vagina which is something both people must have given their consent to and should feel nice. The male ejaculates sperm into the female's vagina and if this meets an egg a baby is sometimes made. Conception through IVF is also briefly covered.

A baby isn't always made when a male and female have sex. It is also noted that adults do not just have sex to conceive a baby – they might choose to have sex for pleasure in an adult relationship. Children are informed about the age of consent and why we have a law to keep children safe because it is important to be ready for sexual relationships so that it is a positive experience.

Contraception is not included in the lessons but if questions are asked they will be answered briefly, honestly and in an age appropriate way. If schools do not want questions on contraception to be answered they will tell the School Health practitioner before the lesson and if any pupils ask questions they will be encouraged to ask their parents and informed that there will be further teaching in secondary school.

Development of the baby from conception to birth is discussed including a brief discussion of the function of the umbilical cord and placenta and the process of labour.

A basic explanation of how multiple births occur is given.

### **Delivery of the lessons**

The lessons are delivered by skilled practitioners who receive regular training, and updates.

The lesson content is based on evidence and government guidance and is reviewed regularly.

Pupils are taught in mixed sex groups because it is important to understand the changes for all people.

### **How can parents/carers support their child**

Lessons encourage pupils to talk to their parents/carers and ask any questions that arise. Establishing good communication and creating an environment where children can ask questions will help them to explore their family values and beliefs and to navigate their journey to adulthood.

A little and often approach is better than one 'big talk'.

Parents can discuss curriculum content with the school. Kingston School Health Team



There are several good websites for further information. The School Health Team recommend the following:

These websites that are useful in explaining puberty to primary school age school children. <https://www.childline.org.uk/info-advice/you-your-body/puberty/puberty-body/> and <https://www.brook.org.uk/resources>

This website has ideas on activities parents can do at home and also advises on how to answer questions Outspoken Sex Ed ([outspokeneducation.com](http://outspokeneducation.com))

The 'Every Mind Matters' campaign has some useful information on supporting children with their emotional health <https://www.nhs.uk/oneyou/every-mind-matters/childrens-mental-health/>