

RELATIONSHIPS EDUCATION & RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

Contents

Relationships and Sex Education Policy (RSE)	3
Policy Statement	3
1. Why should RSE be taught in school?	3
2. Subject Content for Relationships and Sex Education and Health Education.....	4
3. Non- statutory Subject Content for Sex Education.....	9
4. Moral and values framework.....	9
5. The Organisation of RSE	10
6. Equal Opportunities.....	10
7. Teaching methodology.....	10
8. Dealing with questions.....	11
9. Reflection	11
10. Terminology.....	11
11. Confidentiality and Child Protection	12
12. Withdrawal of students from RSE and complaints procedure.....	12
13. Use of visitors.....	12
14. Links with other documents and policies	13
15. Documents and other policies that inform this RSE policy include:	13
Documents:	13
Associated Policies:	13

Relationships and Sex Education Policy (RSE)

Policy Statement

We recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents, children and the wider community, will enable pupils to learn about moral, physical and emotional development.

This policy has been written in accordance with the *DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2025)* and the *2010 Equality Act on protected characteristics*. Relationship Education is defined as, exploring the emotional, social and physical aspects of growing up, having relationships, and learning about human sexuality.

The focus in primary school for relationship education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The development of such important understanding is why parents do not have the right to withdraw children from Relationships Education, as the concepts are essential to all children's personal and social development.

The Relationships Education, RSE, and Health Education (England) Regulations 2020 have made Relationships and Health Education compulsory in all primary schools; there is no parental right to withdraw pupils. Sex education however, is not compulsory in primary schools, but at Gayhurst we believe that in order to prepare pupils for Key Stage 3, the process of conception taught at an age appropriate level will prepare children for their transition into secondary education.

This policy has been written with parental consultation (November 2024 a parental survey was disseminated to parents from Years 1 to 6) and following consultation with the Chair of Governors.

1. Why should RSE be taught in school?

RSE begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RSE in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and

a positive attitude to physical and emotional health and well-being and moral development.

Wide-ranging research has shown that children want information about changes and situations they will experience before they happen to them. A safe, supportive and structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss hormonal changes and relationships with their parents, many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal.

A successful programme, firmly embedded in the school's personal, social, health, citizenship, emotional, and economic education (PSHEE), will help children learn to respect themselves and others and allow them to move, with confidence, from childhood through adolescence into adulthood.

2. Subject Content for Relationships and Sex Education and Health Education

Biological aspects of RSHE (Relationships Education, Relationships and Sex Education (RSE) and Health Education) are taught within the Science curriculum and some moral aspects are taught within the Religious Studies curriculum. Conversations around different families may also occur in the humanities subjects.

RSHE topics by year group

Year group	Content covered- <u>Autumn term</u>	Links with other subjects
1	<ul style="list-style-type: none"> what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about what it means to keep something private, including parts of the body that are private when it is important to ask for permission to touch others 	RS (Year 4) PSHE
2	<ul style="list-style-type: none"> how to be a good friend how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else about what bullying is about the difference between happy surprises and secrets how friends can have both similarities and differences 	PSHE RS
3	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents etc what to do and whom to tell if family relationships are making them feel unhappy or unsafe about what privacy and personal boundaries are, including online about the effects and consequences of bullying for the people involved 	PSHE Computing

	<ul style="list-style-type: none"> • what it means to treat others, and be treated, politely 	
4	<ul style="list-style-type: none"> • about the features of positive healthy friendships • strategies to build positive friendships • how to communicate respectfully with friends when using digital devices • how to respond if they witness or experience hurtful behaviour or bullying, including online • when it is right to keep or break a confidence or share a secret • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others 	PSHE Computing
5	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • about peer influence and how it can make people feel or behave • that it is common for friendships to experience challenges • how to ask for, give and not give permission for physical contact • how to respond to unwanted or unacceptable physical contact • to recognise that everyone should be treated equally • what discrimination means and different types of discrimination • to identify online bullying and discrimination of groups or individuals 	PSHE Computing
6	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • the difference between gender identity and sexual orientation and everyone's right to be loved • what marriage and civil partnership mean • that to force anyone into marriage is illegal • to compare the features of a healthy and unhealthy friendship • strategies to respond to pressure from friends including online • what consent means and how to seek and give/not give permission in different situations • how to listen to and respect other points of view 	PSHE RS (Year 5 and 6) Computing

Year group	Content covered- <u>Spring term</u>	Links with other subjects
1	<ul style="list-style-type: none"> • that different people have different needs • how they can look after the environment • the benefits of using the internet and digital devices • about how different strengths and interests are needed to do different jobs 	PSHE

2	<ul style="list-style-type: none"> • about different rights and responsibilities • to recognise that they are all equal, and ways in which they are the same and • different to others in their community • that information online might not always be true • about getting, keeping and spending money • how to recognise the difference between needs and wants 	PSHE
3	<ul style="list-style-type: none"> • the importance of abiding by the law and what might happen if rules and laws are broken • to identify basic examples of human rights including the rights of children • that with every right there is also a responsibility • strategies to recognise whether something they see online is true or accurate • to make safe, reliable choices from search results • about jobs that people may have from different sectors • about common myths and gender stereotypes related to work • how to set goals that they would like to achieve this year 	PSHE Computing
4	<ul style="list-style-type: none"> • to recognise that they belong to different communities as well as the school • community • that everything shared online has a digital footprint • that search results are ordered based on the popularity of the website and that this • can affect what information people access • that how people spend money can have positive or negative effects on others 	PSHE Computing
5	<ul style="list-style-type: none"> • the importance of protecting the environment and how everyday actions can either support or damage it • basic strategies to assess whether content online is based on fact, opinion, or is biased • that some media and online content promote stereotypes • to identify jobs that they might like to do in the future • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • about stereotyping in the workplace, its impact and how to challenge it 	PSHE
6	<ul style="list-style-type: none"> • to differentiate between prejudice and discrimination • how stereotypes are perpetuated and how to challenge this • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money 	PSHE Computing RS

	<ul style="list-style-type: none"> about common risks associated with money, including debt, fraud and gambling 	
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Year group	Content covered- <u>Summer term</u>	Links with other subjects
1	<ul style="list-style-type: none"> Know how to keep clean and look after oneself what it means to be healthy and why it is important about healthy and unhealthy foods about physical activity and how it keeps people healthy to recognise what makes them special and unique about different kinds of feelings how rules can help to keep us safe whom to tell if they see something online that makes them feel unhappy, worried, or scared 	PSHE Computing
2	<ul style="list-style-type: none"> Know how to keep clean and look after oneself how to manage big feelings including those associated with change, loss and bereavement about the human life cycle and how people grow from young to old to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) how to recognise risk in everyday situations how to respond if there is an accident and someone is hurt 	PSHE Science RS
3	<ul style="list-style-type: none"> to identify healthy and unhealthy choices the positive and negative effects of habits what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally strategies to identify and talk about their feelings to recognise how strengths and interests form part of a person's identity how to identify typical hazards at home and in school 	PSHE
4	<ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally how to maintain oral hygiene and dental health to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break 	PSHE
5	<ul style="list-style-type: none"> healthy sleep strategies and how to maintain them how to manage risk in relation to sun exposure how they can prevent the spread of bacteria and viruses with everyday hygiene routines about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes 	PSHE Science

	<ul style="list-style-type: none"> • that for some people their gender identity does not correspond with their biological sex • to differentiate between positive risk taking and dangerous behaviour • how to deal with common injuries using basic first aid techniques • about the physical and emotional changes during puberty • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty <p>During Science lessons in Year 5, the children cover statutory content such as, 'changes through adolescence' and 'the fertilisation of a sperm and an egg'. In PSHE lessons, 'changes through adolescence' is covered around the same time to allow children to explore this topic further and to ask any further questions they may have.</p>	
6	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • identify where they and others can ask for help and support with mental wellbeing in and outside school • about the changes that may occur in life including death, and how these can cause conflicting feelings • how balancing time online with other activities helps to maintain their health and wellbeing • about how relationships may change as they grow up or move to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • that pregnancy can be prevented with contraception • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • to identify types of images that are appropriate to share with others and those which might not be appropriate (pornography) • about the laws relating to drugs common to everyday life and illegal drugs 	PSHE Science RS (Year 6) Computing Year 6 Leaver's programme

Non- statutory Subject Content for Sex Education

Year 2:

- to identify and name the main parts of the body, including external genitalia such as the vulva, vagina, penis, and testicles.

Year 6:

- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- that pregnancy can be prevented with contraception
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- to identify types of images that are appropriate to share with others and those which might not be appropriate (pornography)

The Head of PSHE will send letters out to parents on the above topics closer to the time that these are taught, giving the parents the right to withdraw their child from the lessons.

3. Moral and values framework

The DfE guidance states that RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of students. It should stress the importance of relationships for family life, the different types of families in our communities, stable and loving interactions, respect, love and care and the teaching of sex, sexuality (including both heterosexual and LGBT) and sexual health.

As part of RSE, pupils should be taught about the nature and importance of family life and bringing up children. But the Government recognises - as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage and that loving relationships can also exist with partners of the same gender. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of RSE within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation,

- physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of sex and relationship education in this school. Teachers and all of those contributing to RSE are expected to work within an agreed values framework as described in the school's policy and within the legal expectations of all schools.

4. The Organisation of RSE

Biological aspects of RSE are taught within the Science curriculum and some moral aspects are taught within the Religious Studies curriculum. RSE is taught by other classroom teachers under the direction of the Head of PSHE.

A range of teaching methods which involve children's full participation are used to teach RSE. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning.

RSE can be delivered either in mixed or single gender groups depending on the year group.

The subject's teaching and monitoring is undertaken by Head of PSHE under direction from the Deputy Head, Academic. Teachers of PSHE monitor and assess the children following the guidelines in the PSHE policy. SEND children are also taught by differentiated work as appropriate.

5. Equal Opportunities

At our school it is our aim to provide a RSE programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

RSE is for all pupils, including those with SEND.

6. Teaching methodology

The school is committed to employing active learning methods which involve children's full participation. It is essential that schools can help children develop confidence in talking, listening and thinking about sex and relationships. Before starting RSE lessons ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment which will minimise any embarrassment the children might feel and will discourage inappropriate personal disclosures. Most lessons

will be taught to full classes, with gender groups for certain topics as deemed appropriate.

Ground rules help to create a safe environment for both teacher and pupil. They should be established with each class before RSE lessons commence.

Distancing techniques help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc. can help children to discuss issues in a depersonalised, safe environment.

7. Dealing with questions

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate; personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, child protection procedures should be followed. If a question is asked about the topic of gender identity, the facts about biological sex will be taught.

As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

Share boxes are also used for asking questions in a discreet way.

8. Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. We can provide an opportunity for reflection in the RSE programme and help pupils reflect on their learning by asking questions such as:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

9. Terminology

Government guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for

body parts, while acknowledging common terms used by some people.

10. Confidentiality and Child Protection

In compliance with the school's Child Protection and Safeguarding Policy, staff can reassure children that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information.

Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Deputy Head (the Designated Safeguarding Lead), or in his absence the Head. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

11. Withdrawal of students from RSE and complaints procedure

The Children and Social Work Act 2017, and the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025) guidance brought about some important changes in relation to parental rights to withdraw children from school RSE:

- Parents will not be able to withdraw their child from Relationships Education in primary school or secondary school
- Parents will be able to withdraw their child from primary school classes which address sex education (other than as part of the Science curriculum) - i.e. those that do not sit within the Relationships Education curriculum.

The school will inform parents/carers when aspects of the RSE programme are taught via a letter. If parents want to withdraw their child/children from part of our RSE programme, then this must be discussed with the class teacher and when appropriate the Head of PSHE.

Where a pupil is wholly or partly excused from sex education within the scope of RSE following a parental request, they will be excused until the request has been withdrawn unless the Head considers the pupil should not be excused.

Any complaints about the content or delivery of RSE should be addressed to the Head.

13. Use of visitors

"Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff."

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2020).

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The school will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be

present during the lesson.

14. Links with other documents and policies

This policy can be read in conjunction with the schools PSHEE Policy and SMSC Curriculum, as well as its Curriculum Policies (e.g. Science Department).

15. Documents and other policies that inform this RSE policy include:

Documents:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2025)
- Education Act (1996)
- Learning and Skills Act (2000)
- SRE Guidance (2000)
- Education and Inspections Act (2006)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education - Statutory safeguarding guidance (2020)
- Children and Social Work Act 2017
- DfE statement on relationships education, relationship and sex education and PSHEE (2017)
- PSHE Association guidance on writing your school's relationship and sex education policy (2017)

Associated Policies:

- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- PSHE Policy
- SMSC Policy

Appendix 1

RSE content overview

Biological aspects of RSE are taught within the Science curriculum and some moral aspects are taught within the Religious Studies curriculum. Conversations around different families may occur in the humanities subjects.

RSE topics by year group

Year group	Content covered - Autumn term	Links with other subjects
1	<ul style="list-style-type: none"> Know there are different types of families Understand that some people have fixed ideas about what girls and boys can do and learn to challenge these stereotypes 	RS (Year 4) PSHE
2	<ul style="list-style-type: none"> Know which people we can ask for help when we are unhappy Begin to recognise similarities and differences between themselves and others and, by encouraging positive self-esteem, develop an appreciation of these differences 	PSHE RS
3	<ul style="list-style-type: none"> Understand the meaning of personal space and that people may require personal space 	PSHE
4	<ul style="list-style-type: none"> Identify who to go to for help and support 	PSHE
5	<ul style="list-style-type: none"> Explain how and where to get support if a relationship goes wrong Know when it is appropriate to share personal/ private information in a relationship 	PSHE
6	<ul style="list-style-type: none"> Explain how and where to get support if a relationship goes wrong Discuss different types of adult relationships with confidence 	PSHE RS (Year 5 and 6)

Year group	Content covered- Spring term	Links with other subjects
1	n/a	
2	n/a	
3	n/a	
4	n/a	
5	n/a	
6	<ul style="list-style-type: none"> about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how to report inappropriate online content 	PSHE Computing RS

	<ul style="list-style-type: none"> the above links to the topic of pornography (non-statutory content) 	
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Year group	Content covered - Summer term	Links with other subjects
1	<ul style="list-style-type: none"> Know how to keep clean and look after oneself 	PSHE
2	<ul style="list-style-type: none"> Know how to keep clean and look after oneself Understand that babies become children then adults (human lifecycle) Know the difference between boy and girl babies Describe the difference between boy and girl babies to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) (non-statutory content) 	PSHE Science RS
3	n/a	
4	n/a	
5	<ul style="list-style-type: none"> Describe how to manage physical and emotional changes Explain how to keep clean during puberty <p>During Science lessons in Year 5, the children cover statutory content such as, 'changes through adolescence' and 'the fertilisation of a sperm and an egg'. In PSHE lessons, 'changes through adolescence' is covered around the same time to allow children to explore this topic further and to ask any further questions they may have.</p>	PSHE Science
6	<ul style="list-style-type: none"> Dealing with emotional and social issues and challenges that may arise Conception and contraception (non-statutory content) Menstrual wellbeing, erections and wet dreams (non-statutory content) 	PSHE Science RS (Year 6)

RSE non- statutory content

Year 6:

- contraception, erections, and wet dreams
- how to recognise what is appropriate to share online and how to report any inappropriate online content or contact. The topic of pornography will arise during this discussion.

Year 2:

- to identify and name the main parts of the body, including external genitalia such as the vulva, vagina, penis, and testicles.

The Head of PSHE will send letters out to parents on the above topics closer to the time that these are taught, giving the parents the right to withdraw their child from the lessons.