

Approved: Summer 2025  
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Website Policy

**THE GLEBE PRIMARY**  
**SCHOOL**

**Relationship and Sex  
Education Policy**





## **The Glebe Primary RSE Policy**

### **Relationship and Sex Education Policy**

#### **RRSA Articles**

##### **Article 12**

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

##### **Article 19**

You have the right to be protected from being hurt and mistreated, in body or mind.

##### **Article 28**

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

##### **Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

##### **Article 42**

You have the right to know your rights. Adults should know about these rights and help you to learn about them too.

#### **1. Aims**

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour and enable them to show an understanding of and acceptance of all areas within the equalities act. In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work, in the community and beyond. Our programme of study aims to prepare a stable foundation on which to build the RSE Secondary Framework.

The core 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality, identity and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **2. Statutory requirements**

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

However, 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 The Glebe Primary School, we teach RSE as set out in this policy.

## **3. Policy development**

From the outset, this policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- a. Review – the PSHE team pulled together all relevant information including relevant national and local guidance.
- b. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- c. Parent/stakeholder consultation – parents and any interested parties were asked to read the policy and were invited to contact school to make recommendations.
- d. Pupil consultation – we investigated what exactly pupils want from their RSE
- e. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Definition**

RSE involves the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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**

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

- to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private and it's not always right to keep secrets if it relates to being safe - Year 1
- to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) - Year 2
- about growing and changing from young to old and how people's needs change - Year 2
- about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) - Year 3
- to identify the external genitalia/ internal reproductive organs in males and females and how the process of puberty relates to human reproduction – Year 5
- about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) - Year 5
- that for some people gender identity does not correspond with their biological sex - Year 6
- about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for - Year 6

## **6. Delivery of RSE**

Biological aspects of RSE are taught within the science curriculum, and other aspects are included our personal, social, health and economic (PSHE) education curriculum and our Religious Education (RE) curriculum. At The Glebe Primary School, we call this curriculum Learning for Life.

A range of teaching methods, which involve children's full participation, are used to deliver RSE. These include use of video, discussion, circle time, looking at case studies, drama and role-play.

RSE will usually be delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. Where relevant, pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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 relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBTQ+ parents, families headed by other relatives, adoptive parents, foster parents/carers amongst other structures along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing body**

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

### **7.2 The Headteacher**

Supported by the PSHE Team, the headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

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/non-science components of RSE

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. It is the PSHE Team and teacher's responsibility to plan the curriculum and lessons. Teaching and resources will be differentiated as appropriate to address the needs of children, including SEND or Social and Emotional needs, in order for them to have full access to the RSE curriculum.

All Staff involved in the delivery of RSE are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship may lead to disclosure of a child protection issue. One of the schools Designated Safeguarding Leads must be informed should such a situation arise and disclosures will be dealt with in line with school and local authority procedures relating to child protection. No member of staff can promise confidentiality if there any concerns in these circumstances.

#### **7.4 Pupils**

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

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

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/nonscience components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

#### **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Visitors should complement but never substitute or replace planned provision. It is the PSHE Team and teacher's responsibility to plan the curriculum and lessons. When appropriate however, visitors such as the school nurse or other health professionals may be involved in the support and delivery of RSE.

### **10. Monitoring arrangements**

Monitoring is the responsibility of the Head Teacher, the PSHE Team and an appointed governor.

The school will assess the effectiveness of the aims, content and method of delivery used in promoting children's learning by learning walks, sampling planning, floor book scrutiny, pupil and teacher voice and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing changes to planning and delivery if required.

This policy should be read in conjunction with the following policies:

- PSHE Policy
- Safeguarding policy
- Anti-bullying policy
- Child-on-child abuse policy
- Equality, diversity and inclusion policy
- DfE Keeping children safe in education

## Appendix 1: Curriculum Map: Relationships and Sex Education Curriculum Map

Phase	Topic/ Theme Details
Early Years	<p>Children learn about the concept of male and female and about young animals. In ongoing PSED work, they develop the skills required to form friendships and think about the nature of relationships with others.</p>
Key Stage 1 (Years 1 & 2)	<p>Through work in Science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In Learning for Life lessons, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.</p> <p>They should know and understand the names of the main external parts of the body, including agreed names for sexual parts (e.g. vulva, vagina, penis, testicles).</p> <p>They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They consider the ways in which they are like and different to others and recognise that these similarities and differences must be addressed with sensitivity.</p> <p>They also learn about personal safety and how to use simple rules for recognising safe and unsafe situations as well as resisting pressure when they feel uncomfortable or at risk.</p>
Key Stage 2 (Years 3-6)	<p>In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby. Children are taught about the physical, emotional and social changes at puberty, including the need to take care of personal hygiene.</p> <p>In our Learning for Life lessons, they continue to develop an understanding of relationships within a family, friends and the community and that there are different patterns of friendship. They develop the skills needed to form relationships, to respect other people's relationships and to respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting peer pressure.</p> <p>RSE should focus on the development of skills and attitudes, not just the acquisition of knowledge.</p>

## **Appendix 2: By the end of primary school pupils should know**

### **Families and people who care for me**

Those families are important for children growing up because they can give love, security and stability .

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.

That other people's 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

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.

That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed

### **Caring friendships**

How important friendships are in making us feel happy and secure, and how people choose and make friends.

The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties.

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

That most friendships have occasional problems, 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.

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

## **Respectful relationships**

The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Practical steps they can take in a range of different contexts to improve or support respectful relationships

The conventions of courtesy and manners

The importance of self-respect and how this links to their own happiness

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

About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

What a stereotype is, and how stereotypes can be unfair, negative or destructive

The importance of permission-seeking and giving in relationships with friends, peers and adults

## **Online relationships**

That people sometimes behave differently online, including by pretending to be someone they are not

That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we are anonymous)

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met and how information and data is shared and used online

## **Being safe**

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

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)

That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know

How to recognise and report feelings of being unsafe or feeling bad about any adult

How to ask for advice or help for themselves or others, and to keep trying until they are heard

How to report concerns or abuse, and the vocabulary and confidence they need to do so

Where to get advice (e.g. family, school, and other sources)

### **Source:**

These expectations are set out in the Department for Education's guidance for schools on relationships education, RSE and health education.

## **Appendix 3: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS
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Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	

**THE GLEBE PRIMARY SCHOOL**

**RSE Policy**

This Policy has been approved at a meeting  
Of the Governing Body of the Glebe Primary School

On: .....Summer 2025.....

To be Reviewed: .....Summer 2026 .....

Chair of Governors: