

Nayland Primary School
RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY
2025/26

INTRODUCTION

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education.

We have based our school's relationships and sex education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the PSHEE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction. Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived.

AIMS AND OBJECTIVES

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health.

The following aims compliment those of the Science and PSHEE curriculum.

- To have the confidence and self-esteem to value themselves and others.
- To understand about the range of relationships, including the importance of family for the care and support of children.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To be able to name parts of the body and describe how their bodies work.
- To be prepared for puberty.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand the role the media plays in forming attitudes.
- To understand how safe routines can reduce the spread of viruses.
- Encourage positive attitudes to gender differences and sexual identity.
- Develop the skills and understanding necessary to manage conflict peaceably.
- To learn how to recognise and avoid exploitation and abuse.
- Counter ignorance about sexual matters and develop an appropriate vocabulary.

ROLES AND RESPONSIBILITIES

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHEE) education curriculum in our school. The RSE programme is led by the PSHEE Co-ordinators in conjunction with the whole staff team.

PSHEE lessons are taught by class teachers. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PSHEE Co-ordinators.

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

TEACHING AND LEARNING

We teach PSHEE through different aspects of the curriculum. Within our PSHEE curriculum, we carry out the main SRE teaching using the FPA's primary school interactive resource - Yasmine and Tom. We also teach some sex education through other subject areas (e.g. science), where we feel that they contribute significantly to a child's knowledge and understanding of their own body, and how it is changing, developing and will do in the future.

In PSHEE children learn about relationships, health and wellbeing and living in the wider world and we encourage children to discuss issues within these topics. PSHEE education offers both explicit and implicit learning opportunities which reflect pupils' increasing independence and physical and social awareness as they move through KS1 and KS2.

In RSE we teach about the parts of the body and how these work, and we explain what will happen to their bodies during puberty. We encourage the children to ask questions.

In Foundation and Key Stage 1 we teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

By the end of Key Stage 2, we ensure that all children know how babies are conceived; born; how their bodies change during puberty and how menstruation affects people. We always teach this with due regard for the emotional development of the children.

As a school, we have a duty under the Equality Act 2010 to ensure that issues are taught in a way that does not subject pupils to discrimination. Our inclusive education will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect.

SAFE AND EFFECTIVE PRACTICE

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the

knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class and teacher.

Other teaching and learning strategies will be utilised in RSE (and across the PSHEE curriculum) to establish a safe learning environment.

CONFIDENTIALITY AND SAFEGUARDING

We appreciate that the content of RSE lessons may prompt children to share concerns or problems they are facing, children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling child protection issues.

THE ROLE OF PARENTS/PARENTAL RIGHT OF WITHDRAWAL

We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents about the school's RSE policy and practice;

- Answer questions that parents may have about RSE for their child;
- Take seriously issues or concerns that parents raise.

We believe that all of the content within our school's PSHEE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We will inform parents of the right to withdraw in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher or the head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

MONITORING AND REPORTING

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through formative and summative processes.

POLICY AND REVIEW DATE

This policy is reviewed every 2 years and also in the light of any related issue that may occur such as any new finding arising from educational research, local or national guidance.