



# **RSE Policy**

## **2025/26**

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## 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 to 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 sexualities and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help children to understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations, protect themselves and ask for help and support.

Our school's ethos links to our provision of RSE (because it will ensure everyone has a better understanding of the challenges that may be impacting upon themselves and their peers) by recognising that at times it will be appropriate to work as a whole class, in small groups or individuals as the need arises.

## 2. Statutory Requirements

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

We are not required to provide sex education, but we are required to teach the elements of sex education that are contained in the statutory 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 Mayflower Primary School, we teach RSE as set out in this policy.

## 3. Definition

Relationship and Sex Education (RSE) is about the emotional, social and cultural development of pupils.

RSE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

## 4. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account 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 that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and teachers use the resources from Discovery Education (Health and Relationships) to support their teaching. Some biological aspects of RSE are also taught within the science curriculum.

Pupils may also receive stand-alone sex education sessions delivered by teachers and/or a trained health professional and outside agencies including but not limited to Crucial Crew in Upper KS2.

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.

It is suggested that some aspects of RSE be taught alongside the 'Animals, Including Humans' strand of the Science curriculum. For example, in Year 2, children will learn that all animals, including humans, have offspring which then grow into adults. Then, in Year 5, children learn that most animals reproduce sexually, and that this involves two parents where the sperm from the male fertilises the female egg. Children also learn that during puberty their body changes in a way that allows them, as an adult, to reproduce and have offspring of their own.

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, LGBT parents, families headed by grandparents, 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). We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the

responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

In order to show progress throughout each unit, each child will be expected to complete a written activity in books in order to show their learning. This could be done through creating mind maps, posters or presentations; giving information to a peer group or younger pupils; a report, blog or an exhibition of work for display.

## **6. Monitoring and review**

### *6.1 The governing body*

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

### *6.2 The Headteacher, SLT and ELT*

The Headteacher, SLT and ELT are responsible for ensuring that RSE is taught consistently across the school, and for managing requests asking to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### *6.3 Staff*

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. Class teachers are responsible for the classroom provision of RSE. They will either be leading the session, and present if the session is delivered by an external professional.

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 for them to be withdrawn from the non-statutory/non-science components of RSE

### *6.4 Pupils*

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

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

- Parents will not be able to withdraw their child from Relationships Education
- Parents will be able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum.
- Maintained primary schools are required to teach National Curriculum science, which includes some elements of sex education. Parents do not have a right to withdraw from this.

## **8. Monitoring Arrangements**

The delivery of RSE is monitored by SLT and ELT through our Pupil Book Study which involves planning scrutinies, learning walks and pupils' voices.

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

This policy will be reviewed by the Pastoral Community annually. At every review, the policy will be approved by the governing board.

## **9. Special Educational Needs/Pupil Premium**

Pupils with special educational needs and those who are entitled to Pupil Premium will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## Appendix 1 - Overview



The Mayflower Primary School  
Progression Map

RSHE |

	Healthy and happy relationships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
<b>Year 1</b>	Making friends and getting along	Recognising strengths and respecting differences	Our special people	The importance of family	Amazing bodies	Growing and changing
<b>Year 2</b>	What makes a happy friendship?	Strengths, abilities and stereotypes	Special people in our communities	The diversity of families	Staying safe and healthy	Growing up and setting goals
<b>Year 3</b>	Being a good friend	Valuing and respecting others	Responsibility and boundaries	Different types of committed relationships	Sleep, food and hygiene	Coping with feelings when things change
<b>Year 4</b>	Solving friendship difficulties	Identity and diversity	Rights and responsibility	Families and other relationships	Influences and personal choices	Puberty and hygiene
<b>Year 5</b>	Changing friendships	Celebrating strengths and setting goals	Caring in the community	healthy , committed relationships	Valuing our bodies and minds	Puberty and emotions
<b>Year 6</b>	Relationships and feelings	Respectful <u>behaviour</u> online and offline	Responsible <u>behaviour</u> as we get older.	Starting a family (Sex Education)	Being the best me	Coping with emotional effects of life changes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Healthy & happy friendships	Similarities & differences	Caring and responsibility	Families & committed relationships	Healthy Bodies, healthy minds	Coping with change
	Making friends and getting along	Recognising strengths and respecting differences	Our Special People	The importance of family	Amazing bodies	Growing and changing
	Roles of different people; families; feeling cared for Recognising privacy; staying safe; seeking permission How <u>behaviour</u> affects others; being polite and respectful		What rules are; caring for others' needs; looking after the environment Using the internet and digital devices; communicating online Strengths and interests; jobs in the community		Keeping healthy; food and exercise, hygiene routines; sun safety Recognising what makes them unique and special; feelings; managing when things go wrong How rules and age restrictions help us; keeping safe online	
Year 2	Healthy & happy friendships	Similarities & differences	Caring and responsibility	Families & committed relationships	Healthy Bodies, healthy minds	Coping with change
	What makes a happy friendship?	Strengths, abilities & stereotypes	Special People in our community	The diversity of families	Staying safe and healthy	Growing up and setting goals
	Making friends; feeling lonely and getting help Managing secrets; resisting pressure and getting help; recognising hurtful <u>behaviour</u> Recognising things in common and differences; playing and working cooperatively; sharing opinions		Belonging to a group; roles and responsibilities; being the same and different in the community The internet in everyday life; online content and information What money is; needs and wants; looking after money		Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Growing older; naming body parts; moving class or year Safety in different environments; risk and safety at	

Year 3	Healthy & happy friendships	Similarities & differences	Caring & responsibility	Families & committed relationships	Healthy bodies, healthy minds	Coping with change
	Being a good friend	Valuing and respecting one another	Responsibility & boundaries	Different types of committed relationships	Sleep, food & hygiene	Coping with feelings when things change
	What makes a family; features of family life Personal boundaries; safely responding to others; the impact of hurtful behaviour Recognising respectful behaviour; the importance of self-respect; courtesy and being polite		The value of rules and laws; rights, freedoms and responsibilities How the internet is used; assessing information online Different jobs and skills; job stereotypes; setting		Health choices and habits; what affects feelings; expressing feelings Personal strengths and achievements; managing and reframing setbacks Risks and hazards; safety in the local environment and unfamiliar places	
Year 4	Healthy & happy friendships	Similarities & differences	Caring & responsibility	Families & committed relationships	Healthy bodies, healthy minds	Coping with change
	Solving friendship difficulties	Identity & diversity	Rights & responsibilities	Families & other relationships	Influences & personal choices	Puberty and hygiene
	Positive friendships, including online Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting differences and similarities; discussing difference sensitively		What makes a community; shared responsibilities How data is shared and used Making decisions about money; using and keeping money safe		Maintaining a balanced lifestyle; oral hygiene and dental care Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Medicines and household products; drugs common to everyday life	

Year 5	Healthy & happy friendships  Changing friendships	Similarities & differences  Celebrating strengths and setting goals	Caring & responsibility  Caring in the community	Families & committed relationships  Healthy committed relationships	Healthy bodies, healthy minds  Valuing our bodies and minds	Coping with change
	Managing friendships and peer influence Physical contact and feeling safe Responding respectfully to a wide range of people; recognising prejudice and discrimination		Protecting the environment; compassion towards others How information online is targeted; different media types, their role and impact Identifying job interests and aspirations; what influences career choices; workplace stereotypes		Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Personal identity; recognising individuality and different qualities; mental wellbeing Keeping safe in different situations, including responding in emergencies, first aid and FGM	
Year 6	Healthy & happy friendships  Relationships & feelings	Similarities & differences  Respectful <u>behaviour</u> online & offline	Caring & responsibility  Responsible <u>behaviour</u> as we get older	Families & committed relationships  Starting a family  (Sex education)	Healthy bodies, healthy minds  Being the best me	Coping with change  Coping with emotional effect
	Attraction to others; romantic relationships; civil partnership and marriage Recognising and managing pressure; consent in different situations Expressing opinions and respecting other points of view, including discussing topical issues		Valuing diversity; challenging discrimination and stereotypes Evaluating media sources; sharing things online Influences and attitudes to money; money and financial risks		What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Human reproduction and birth; increasing independence; managing transition Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	

## Appendix 2: by the end of primary school, pupils should know

<b><u>Topic:</u></b>	<b><u>Content pupils should know:</u></b>
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>

<p>Online relationships</p>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>



**Our school is committed to relationships and sex education, which:**

**1.**

Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages

**2.**

Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)

**3.**

Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home

**4.**

Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills

**5.**

Is based on reliable sources of information including about the law and legal rights, and distinguishes between fact and opinion

**6.**

Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online

**9.**

Includes learning about how to get help and treatment from sources such as the school nurse or other health and advice services, including reliable information online

**7.**

Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity

**8.**

Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views

**10.**

Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life

**11.**

Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities

**12.**

Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Notes:  
These 12 points outline what is needed for good quality RSE. This is based on research evidence and is endorsed by a wide range of organisations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and to an essential part of safeguarding. The law requires that, from September 2020, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships and sex education (RSE) is taught in all primary schools in England. In addition, National Curriculum Framework (1) which is taught in secondary and voluntary includes some elements of sex education.

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