



Naunton Park Primary School

**Relationships and Sex
Education (RSE) Policy**

Review date: May 2026

Next review date: May 2027

Approved by Governors 12.5.26

A handwritten signature in black ink, appearing to be "J. P. L. C.", is written over a light grey rectangular background.

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1. Aims

The aims of relationship 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 and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

All of these aims are underpinned by our school values, which are to be:

1. Kindness
2. Pride
3. Peace
4. Curiosity
5. Empathy
6. Trust

2. Statutory requirements

RSE is not compulsory in primary schools. However, defining relationships education is mandatory and primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach RSE, they must have regard to guidance issued by the Secretary of State as outlined in section 403 of The Education Act, Chapter IV – Miscellaneous and Supplementary Provisions.

At Naunton Park Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

Review – working group pulled together all relevant information including relevant national and local guidance.

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were informed of the statutory changes via letter and directed to the new policy in order for them to offer their view/submit any questions prior to ratification.

Pupil consultation – pupils' views were sought where appropriate.

Ratification – once amendments are made, the policy is shared with governors to be ratified.

With the RSE policy firmly in place, it is now reviewed annually by the PSHE Lead and is shared for ratification by the governors.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity in an appropriate way for the age and stage of the child.

These will be taught via a combination of sharing information and exploring issues and values within classrooms and during assembly time.

RSE education is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents/carers, pupils and staff, taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online

For more information about our curriculum, see our Planning Overview in Appendix A.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Sessions will be delivered by school staff in consultation with the Headteacher on an annual basis, based on children's needs and the content being covered. In addition to this, we also involve Police and PCSOs in delivery of online safety. To ensure that all children can access the information they need, we will teach in mixed gender groups wherever possible.

At Naunton Park Primary School, we are making use of our Jigsaw PSHE curriculum. This is a progressive curriculum as set out below. This is in order to meet the DfE requirements for the end of primary school.

Parents and carers will be written to, by the Headteacher, to remind them of RSE lessons and their content on an annual basis.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict – in conjunction with our restorative practice approach
- Using correct terms for body parts – penis, testicles, vagina, vulva and breasts.
- Discussion and group work – some aspects of the curriculum in Upper Key Stage 2 will be delivered in single gender groups with **each group** having access to all material. This will support our children in developing a well-balanced understanding of changes experienced during puberty.

These skills are taught within the context of family life.

7. Roles and responsibilities

7.1 The Governing Body

The Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-Science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way – see the ground rules in Appendix C
- Modelling positive attitudes to RSE
- Monitoring progress and understanding of content taught
- Responding to the needs of all pupils including those with SEND
- Responding appropriately to pupils whose parents or carers wish them to be withdrawn from the 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.

Key Staff for RSE are:

Gayle Fletcher – Headteacher and
PSHE lead

Kate Carroll – Link Governor

Justin Bloys – PSHE Subject Leader

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' and carers right to withdraw

Parents and carers have the right to withdraw their children from the non-Science components of RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to pupils who are withdrawn from the non-Science components of RSE.

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.

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

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Subject Leader and PSHE Link Governor through:

- Discussions with pupils
- Book looks
- Learning walks

Pupils' development in RSE is monitored by class teachers (as in point 7.3).

11. Links to other policies

During lessons, a child may make a disclosure linked to safeguarding concerns or online bullying. The following policies may need to be referred to during the teaching of RSE:

- Child Protection and Safeguarding Policy
- Anti-bullying and Hate Policy
- Online Safety Policy
- Relationships and Behaviour Policy
- Addendum to Relationships and Behaviour Policy

----Appendices start on next page----

Appendix A

Planning Overview, including Science links

Year Group	Science	Relationships	Changing Me
Reception		<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year One		<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact People who help us Qualities as a friend Self-acknowledgement Being a good friend to myself Special relationships 	<ul style="list-style-type: none"> Life cycles Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Growing and learning Coping with change Transition: Moving from Y1 to Y2
Year Two	<p>Animals, including humans</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences between female and male bodies (correct terminology) Assertiveness Transition: Moving from Y2 to Y3
Year Three		<ul style="list-style-type: none"> Family roles and relationships Friendships and negotiation Keeping safe online Global citizen How my choices affect others 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas

		<p>Awareness of the lives of others</p> <p>Expressing appreciation for family and friends</p>	<p>Transition: Moving from Y3 to Y4</p>
Year Four		<p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and falling out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Transition: Moving from Y4 to Y5</p> <p>Environmental change</p>
Year Five	<p>Living things and their habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Animals, including humans</p> <p>Describe the changes as humans develop to old age.</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online</p> <p>SMART (Stay Safe, Never Meet, Care Accepting Files, Reliable, Tell someone) internet safety rules</p>	<p>Self and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Transition: Moving from Y5 to Y6</p>
Year Six		<p>Mental health</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility</p>	<p>Self image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Change: Moving from Primary to Secondary school</p>

Appendix B

DfE - End of Primary School Expectations for RSE

This extract has been taken from the DfE Document - Relationships Education, Relationships and Sex Education (RSE) and Health Education – pages 20 – 22.

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that 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 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.• 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 and civil partnerships represent 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.
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<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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 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. • 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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 cyberbullying), 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.

<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● 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 including 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. ● how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● 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 or unsafe physical, and other, contact. ● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom 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 needed to do so. ● where to get advice e.g. family, school and/or other sources.

Appendix C

Ground rules for PSHE / RSE

At Naunton Park, we adopt the JIGSAW PSHE programme and follow the learning charter as detailed below. This charter is an integral part of every PSHE / RSE lesson across all year groups and is shared at the start of all PSHE / RSE Lessons.

In addition to the charter, it is important to note that:

Teachers will use the correct scientific names for body parts during PSHE / RSE lesson.

Teachers will explain the meanings of words in sensible and factual way to develop the children's understanding of the topic.

