



Ruardean C of E Primary School
Love of Learning – Love of Life – Love of One Another
Matthew ch22 v33-40

Relationship, Sex and Health Education Policy

Policy Reviewed:	Annually
By:	Performance, Standards and Community Committee
Agreed:	07/05/2026
Next Review:	May 2027
Policy Owner	Headteacher

Related Policies/Documents:

- **Safeguarding and child protection policy**
- **Single Equality Policy**
- **Behaviour Policy**
- **Anti-bullying Behaviour Policy**
- **Curriculum Policy**
- **Teaching and Learning Policy**
- **PSHE Curriculum**
- **Acceptable Use Policy**
- **Science Curriculum**
- **Promoting British Values Policy**
- **SEND Policy**
- **Complaints Policy**

1.0 Aims and Objectives

At Ruardean C of E Primary, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible members of society. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, happy, caring, responsible and respectful young citizens.

At our school, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered or enhanced through:

- Science
- Circle times
- Whole school/Key Stage Worship linking to our values system.
- Stories
- PE in the context of health and hygiene
- Computing (making sensible decisions and keeping safe online).

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

As a Church of England school, RSE will be consistent with the school's Christian ethos and values and will:

- Provide a consistent standard of relationship, sex and health education across the school.
- Help pupils develop feelings of self-respect, confidence and empathy.
- enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Promote responsible behaviour.
- Create a positive culture of communication around issues of relationships, this is supported through relational and restorative practice and our behaviour policy.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- 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.
- Give pupils an understanding of reproduction and sexual development.
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Provide pupils with the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.
- Combat exploitation.

These aims complement those of the Science curriculum in KS1 and KS2.

2.0 Statutory requirement

This policy has been written in accordance with the statutory guidance document [Relationships Education, Relationships and Sex Education and Health Education guidance](#). 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 knowledge of the main external body parts;
- the changes as humans develop to old age and reproduction in some plants and animals.
- Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information.

3.0 Definition

Within this policy, as in the DfE guidance:

- **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to

respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy:

- **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- **Sex Education** is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science.

For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education (**Parent letter-Appendix 4**) RSE is not about the promotion of sexual activity.

4.0 Curriculum

4.1 Statutory RSE Curriculum Content

The key elements of Relationship Education have been divided into five sections (**Appendix 1** outlines detail of objectives linked to the areas below):

- *Families and people who care for me*
- *Caring Friendships*
- *Respectful relationships*
- *Online relationships*
- *Being safe.*

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 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).

4.2 Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social, and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

4.3 Non statutory Sex Education

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, pupils in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that "all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occur."

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4.4 The taught RSHE Programme

At Ruardean C of E, we use a topic-based approach (PSHE Association **Appendix 2**) Programme of Study and GHLL (Gloucestershire Healthy Living and Learning). This is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. It covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The main RSE programme will be taught within PSHE lessons.

There are four key lessons in each year group, from Reception to Year 5, with five lessons in Year 6. These lessons will be taught as discrete units within our wider

PSHE Curriculum. Some further elements of RSE are taught through other areas of the PSHE programme and some through science.

By the end of KS1 pupils will:

- know the basic rules for keeping themselves safe and healthy
- understand about safe places to be and safe people to be with
- know why families and carers are special for caring and sharing
- be able to recognise and compare the main external parts of human bodies
- know the names of the main external parts of the body including agreed names for reproductive organs
- know and understand the ways they are similar and different to others
- know and understand that they have control over their actions and bodies
- recognise the pressure of unwanted physical contact and know ways of resisting it

By the end of Key Stage 2 pupils will:

- be able to recognise and compare the main external parts of male and female human bodies including agreed names for reproductive organs
- know the names of the main internal parts of the body including agreed names for reproductive organs
- know about the physical changes that take place at puberty, why they happen and how to manage them
- understand why it is important to know how to keep themselves clean
- understand that safe routines can stop the spread of viruses
- understand genetic inheritance
- understand there are different types of families to theirs
- be able to challenge gender stereotyping
- be able to identify the adults they can trust and ask for help
- be self-confident in a wide range of situations
- recognise their own worth
- be able to discuss moral questions
- recognise the pressure of unwanted physical contact and know ways of resisting it
- know how to keep themselves safe when involved in risky situations, including online.

5.0 Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where pupils feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it.

5.1 Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way. A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects

of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

6.0 Roles and responsibilities

6.1 Governors

The governing body will review this RSE Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

6.2 Headteacher

The Headteacher is responsible for leading the whole school to deliver the ethos and objectives of this policy. The Headteacher, along with the Governing Body, determines and oversees the strategic development of the RSE policy.

6.3 Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Monitoring progress.

Class teachers are responsible for teaching RSE at Ruardean C of E.

Non-teaching staff may be involved in a supportive role in some RSE lessons and play an important (formal or informal) pastoral support role with pupils. They will have access to information about the RSE programme and be supported in their pastoral role.

6.4 Pupils

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

6.5 Parents

The school understands the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE (**Appendix 4**)
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

7.0 Parents' right to withdraw

As previously stated, the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the Class Teacher, PSHE Lead Teacher or Headteacher. They will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (**Appendix 3**) Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

8.0 Confidentiality and Safeguarding

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the Headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

9.0 Special Educational Needs and Inclusion

Pupils with special educational needs 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.

10.0 Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect diversity and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

11.0 Complaints Procedure

Any complaints or concerns about the RSE programme should be made to the class teacher in the first instance. Parents can choose to follow the Schools' complaints procedure if they feel things are not resolved.

12.0 Monitoring Arrangements

The RSE programme and policy will be evaluated every two years and reviewed by staff and governors. The views of pupils, parents, staff and governors are used to make changes and improvements to the programme on an ongoing basis.

13. 0 The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Use anonymous question boxes or similar items enabling pupils to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and pupils know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- Ensure that discriminatory behaviour is always challenged in any context.

14.0 Equal Opportunities

Ruardean C of E Primary School is committed to equality of opportunity in all aspects of school life. In RSE this will include:

- Examining and challenging gender stereotyping.
- Celebrating difference and diversity.
- Ensuring a programme of Relationships Education that is relevant to all pupils.

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Appendix 1

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children should know:

- 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 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

Children should know:

- 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 physically or verbally aggressive behaviour 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

Children should know:

- 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 granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- 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.

Being safe

Children should know:

- 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 and others.
- 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 2-PSHE overview

Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of EYFS materials.

Statutory RSHE

Statutory RSHE

Economic Wellbeing & Careers

Economic Wellbeing & Careers

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Beeches	Year A	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
	Year B	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Larches	Year A	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
	Year B	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Oaks	Year A	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
	Year B	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education)	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Appendix 3



Parent form: Withdrawal from non-statutory Sex and Health Education within RSHE

To be completed by Parent/Carer:			
Name of Child		Class:	
Name of Parent/Carer:		Date:	
Reason/s for withdrawing from Sex Education within relationship and sex education			
Any other information you would like the school to consider			
Parent/Carer signature:			

To be completed by the school	
Agreed actions from discussion with parent/Carer:	

Appendix 4: Letter to Parents informing RSE Lessons.



GLOUCESTERSHIRE COUNTY COUNCIL

Ruardean Church of England Primary School

Love of Learning – Love of Life – Love of One Another

Matthew ch22 v33-40

Dear Parents/Carers,

Relationships, Health and Sex Education

Soon **(Insert date)** we will be covering our Relationship and Sex Education (RSE) across the school. The school will be split into four teaching groups: Reception, Y1/2 Y3/4 and Y5/6 for these age-appropriate lessons. The lessons contain some elements of statutory and non-statutory content.

As outlined in our Policy, we will be using resources from the PSHE Association and PINK Curriculum from Gloucestershire County Council. The majority of the teaching will focus on the building of positive, safe relationships and will reinforce life skills to support this. All classes will have teaching around personal hygiene and personal responsibility. The children have an opportunity to ask questions in either year group. You may find that your child asks questions about some of the things they have discussed.

Below is a brief overview of the content covered:

Reception: will learn about humans at different stages of the life cycle. They also learn about personal responsibility and people who help us. (**statutory** content)

Year 1/2: will learn about life cycles of humans and animals and the changes that occur when we grow. They will learn about the similarities and differences of body parts. They will learn to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) (**statutory** content).

Year 3/4: will learn to identify external genitalia and internal reproductive organs in males and females. They will discuss similarities and differences between the reproductive organ. They will learn the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born. (**non-statutory** content) They will discuss changes that occur as they go through puberty and the importance of personal hygiene and looking after our changing bodies (**statutory** content).

Year 5/6: will learn about the emotional and physical changes that take place during puberty. They will understand there are different relationships and learn about loving and respectful relationships. (**statutory** content) Year 6 learn about the facts of the human lifecycle (**statutory**), including sexual intercourse (**non-statutory**). They will also learn about positive body image and stereotypes.

As part of the curriculum, we will also teach children how to keep safe from abuse. This includes lessons surrounding 'Keeping privates private'. We will be following the NSPCC resource of Let's talk about PANTS using the friendly dinosaur

'Pantosaurus'. The resource, which includes a video and links to games and further information, can be found via this link:
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

If you have any further queries about what will be covered in these lessons, or would like to view the planning and resources, please get in touch.

Parents have the right to withdraw children from the **non-statutory** SRE lessons if they so wish, with the exception of those parts included in the National Curriculum. The DfE has developed a leaflet for parents and carers about SRE, which can be viewed **(Insert where/link)**
If you are unable to view the leaflet, please ask for a copy at the school office.

If you would like to withdraw your child from non-statutory SRE lessons, please put this in writing to the Headteacher by requesting a form the school office.

Yours sincerely

Headteacher