Relationship and Sex Education Policy

Gwladys Street Community Primary School

Approved by:	[Mrs L Cooper]	**Date:** September 2026
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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
- To ensure our children are given the stepping stones they need to reach adulthood.

2. Statutory requirements

From September 2020 RSE is going to have compulsory aspects in primary schools. It will become a statuary requirement for all primary schools to teach relationships education. It is down to individual schools as to whether they teach sex education. However, 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 1996.

At Gwladys Street 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. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor Consultation – The governors are given the opportunity to view the policy and make recommendations and agree on it.
4. Parent/stakeholder consultation – parents and any interested parties are able to view the policy.

4. Definition

RSE is about 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. 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).

Pupils can also receive stand-alone sex education sessions delivered by a trained health professional.

The statutory guidance for the RSE curriculum is broken down into 5 key aspects:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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
- Discussion and group work

These skills are taught within the context of family life.

Lots of these skills are taught within our PSHE Scheme of work Jigsaw and through our Science units of work. We also have external visitors who will come into school to discuss certain topics with the children. These visitors will be highly trained in their expertise.

Puberty and human reproduction
All teaching around puberty and human reproduction is taught in an age appropriate way and using age appropriate vocabulary.

Below is a summary of the key areas of learning regarding RSE within the unit Changing me. Content in only in red can be deemed as Human reproduction, and if being taught throughout PSHE parents are able to request their child to be withdrawn. However, if taught through Science, then children can not be withdrawn.

School Year group	*Piece (lesson) Number and Name*	*Learning Intentions relating to Puberty and Human Reproduction*
Ages 3-4	Piece 1- My Body	• I can name parts of my body and show respect for myself
	Piece 3 Growing Up	• I understand that we all start as babies and grow into children and then adults
	Piece 4 Growth and Change	• I know that I grow and change
Ages 4-5 *Reception*	Piece 1- My Body	• I can name parts of the body.

	Piece 3 – Growing Up	• I understand that we all grow from babies to adults.
Ages 5-6 Year 1	Piece 1 Life Cycles	• I am starting to understand the life cycles of animals and humans • I understand that changes happen as we grow and that this is OK
	Piece 2 Changing Me	• I can tell you some things about me that have changed and some things about me that have stayed the same • I know that changes are OK and that sometimes they
	Piece 3 My Changing Body	• I can tell you how my body has changed since I was a baby • I understand that growing up is natural and that everybody grows at different rates
	Piece 4 Boys' and Girls' Bodies	• I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus • I respect my body and understand which parts are private
Ages 6-7 Year 2	Piece 1 Life Cycles in Nature	• I can recognise cycles of life in nature • I understand there are some changes that are outside my control and can recognise how I feel about this
	Piece 2 Growing from Young to Old	• I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can identify people I respect who are older than me
	Piece 3 The Changing Me	• I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I feel proud about becoming more independent
	Piece 4 Boys' and Girls' Bodies	• I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private • I can tell you what they like/don't like about being a boy/girl
Ages 7-8 Year 3	Piece 1 How Babies Grow	• I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby • I can express how I feel when they see babies or baby animals
	Piece 2 Babies	• I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow (New vocab – uterus /womb) • I can express how I might feel if they had a new baby in their family
	Piece 3 Outside Body Changes	• I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • I can identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty)
	Piece 4 Inside Body Changes	• I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period) • I can recognise how I feel about these changes happening to me and know how to cope with these feelings Note – this lesson briefly introduces the term 'period' and explains what a period is in simple terms.

		This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time.
Ages 8-9 *Year 4*	Piece 1 Unique Me	• I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. • I appreciate that I am a truly unique human being
	Piece 2 Having A Baby Parents have the right to withdraw children from this session as it is classed as human reproduction.	• I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby and explain in simple terms how this happens • I understand that having a baby is a personal choice and express how they feel about having children when they are adults • Note: This is a simple introduction to sexual intercourse with the teacher using a script which includes 'an especially close and loving embrace which allows the sperm to be released through the penis into the vagina.'.
	Piece 3 Puberty and Menstruation	• I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I have strategies to help me cope with the physical and emotional changes I will experience during puberty Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.
Age 9-10 *Year 5*	Piece 2 Puberty for Girls	• I can explain how girls' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • I understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys	• I can describe how boys' and girls' bodies change during puberty • I can express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception Parents have the right to withdraw children from this session as it is classed as human reproduction.	• I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby • I appreciate how amazing it is that human bodies can reproduce in these ways
Age 10-11 *Year 6*	Piece 2 Puberty	• I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can express how I feel about the changes that will happen to me during puberty

	Piece 3 Babies – Conception to Birth Parents have the right to withdraw children from this session as it is classed as human reproduction.	• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I recognise how I feel when I reflect on the development and birth of a baby
	Piece 4 Attraction	• I understand how being physically attracted to someone changes the nature of the relationship • I can express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. All content and vocabulary has been approved by the governors.

6.2 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-statutory components of RSE (see section 7).

6.3 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 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.

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' have the right to withdraw their children from the non-statutory components of RSE. This means they do not have the right to withdraw them from any part of the Relationship education, nor from Science. They will be allowed to withdraw them from explicit teaching of Sex education only.

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 and take appropriate action.

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

8. 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 sexual health professionals, to provide support and training to staff teaching RSE. All staff have had training on the new guidance and statutory requirements through staff meetings.

9. Monitoring arrangements

The delivery of RSE is monitored by Mrs L Cooper PSHE and RSE lead through: help and support with planning, learning walks, book scrutinies and discussions with staff.

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

This policy will be reviewed by Mrs L Cooper, PSHE and RSE lead, annually. At every review, the policy will be approved by the governing board and the headteacher.