



RSE Policy

Written by:	PSHE Manager	Reviewed by:	FGB
Review Date:	March 2026	Next Review Date:	March 2027
Review Cycle:	Annually	Ratified by curriculum:	12.3.2026

1. How this Policy was developed

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

1. Review – the PSHE lead and Headteacher pulled together all relevant information including relevant national and local guidance
2. This information was then shared with governors and governors were consulted and given the opportunity to look at the policy and make recommendations
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – the policy was then shared with parents and stakeholders, they were then given the opportunity to provide feedback
5. Ratification – once amendments were made, the policy was shared with governors and ratified

2. Requirements on schools in law

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the 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](#).

From 2020 it will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

[Relationships education, relationships and sex education \(RSE\) and health education – statutory guidance \(June 2019\)](#)

At Hart Plain Junior School we teach RSE as set out in this policy.

3. What is Relationships (and Sex) Education?

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.

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

A range of teaching methods which involve children's full participation are used to deliver RSE. These include use of a range of key texts, video, discussion, circle time, looking at case studies, drama and role play.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Me and My Relationships
- Valuing Difference
- Keeping Safe
- Rights and Respect
- Being my Best
- Growing and Changing

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.

RSE will be taught in children's usual classes with their class teacher. This will enable children to feel more comfortable and able to share and ask questions should they want to. Single sex groupings will not be used as all children are entitled to all areas of the curriculum. Relationships and health education will be taught throughout the year in PSHE lessons. Sex education will be taught during Summer 2.

For children who are receiving specialist provision, they will join their year group with a familiar adult to ensure they receive age-appropriate learning in this area.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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).

4. Roles and responsibilities

The governing body

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

The Headteacher

The Headteacher is responsible for ensuring that all staff adhere to the RSE policy and holding the PSHE Lead to account.

The PSHE Lead

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

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/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. It is the PSHE lead and teacher's responsibility to plan the curriculum and lessons. Teaching and resources will be personalised as appropriate to address the needs of children, including SEND or Social and Emotional needs, in order for them to have full access to the RSE curriculum.

All staff involved in the delivery of RSE are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. One of the schools Designated Safeguarding Leads must be informed should such a situation arise and disclosures will be dealt with in line with school and local authority procedures relating to child protection. No member of staff can promise confidentiality if there are any concerns in these circumstances.

Pupils

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

5. How the delivery of the content will be made accessible to pupils with SEND

High quality Relationships and Sex Education is every child's right, no matter what their level of need or ability. For pupils with SEND, we are mindful of the 'preparing for adulthood' outcomes, as set out in the SEND code of practice, when preparing to teach RSE.

For pupils with SEND, lessons may need deeper thought and repetition, to ensure that all pupils are receiving age-appropriate, useful RSE that ultimately enables them to live healthy, safe lives. RSE is also weaved into other subject areas to ensure that messages are reaffirmed and that conversations on the topics become normal, as advised by the statutory guidance. This will help to embed the learning for pupils who may not understand through one context.

Teachers will avoid using metaphors and euphemisms that could cause confusion, e.g. "others shouldn't touch you down below without your permission". Visual aids will also be used to support the teaching of RSE. Role play, discussions using sentence starters and scripts and using actual examples in films will help topics become accessible. As with all subjects, the personalization needed will be dependent on the learners, teachers will adapt

the RSE curriculum as and when it is needed. Parents will be encouraged to contribute their views.

6. Parental concerns and withdrawal of students

Meetings for parents regarding the RSE curriculum will take place at least once a year before the teaching of sex education has taken place. This is an opportunity for parents to discuss their views and ask any questions regarding the RSE curriculum. Parents are invited to contact the PSHE lead or Headteacher at any time if they have a concern regarding the RSE curriculum.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Parents do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum for Science A letter will be sent out each year before sex education is taught informing parents of this right.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

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

7. Monitoring

Monitoring is the responsibility of the Headteacher, the PSHE lead and safeguarding governor.

The school will assess the effectiveness of the aims, content and method of delivery used in promoting children's learning by lesson observation, sampling planning, questionnaires to children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing changes to planning and delivery if required.

8. Dissemination of the Policy

This policy is to be disseminated to all stakeholders in the RSE curriculum including teachers, parents and governors. Further copies of this policy and further information about RSE can be obtained from Amy Ranson (PSHE lead) or Charlotte Faithfull (Headteacher).

This policy should be read in conjunction with the following policies:

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Equality, diversity and inclusion policy
- DfE 'Keeping Children Safe in Education' (2025)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Appendix 1