



Meadowside Primary School

Relationship and Sex Education Policy

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Developing the RSE Policy

This policy was produced by the Pastoral Lead at Meadowside Primary School, in conjunction with staff, pupils, parents and governors. The children's needs in relation to local and national issues were considered.

What is RSE?

The term *relationships and sex education – RSE* – is used in this policy rather than *sex and relationship education* as in the previous policy. This is to stress that our approach goes beyond provision of biological information to focus also on clarifying attitudes and values, developing self-esteem and the skills to manage relationships first and foremost.

The guidance suggests that RSE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and values

- Learning the importance of values and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Acknowledging different family units e.g. single-parent families, marriage, second marriages, fostering, step-siblings, extended families.
- Learning the value of respect, love and care.
- Recognising and challenging stereotypes.
- An ability to make choices, based on understanding differences and with absence of prejudice.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Respect, understanding and empathy towards others.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect
- Developing empathy for others, who may have different backgrounds, cultures, sexuality, feelings and views.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Why RSE?

The overall aim of the school is to promote pupils spiritual, moral, social and cultural development and

to prepare all pupils for the opportunities, responsibilities and experiences of life.

Research has shown that young people who feel good about themselves, are knowledgeable and confident about relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships

Equal Opportunities

Our school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.

Sexuality

Some of our pupils may go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying. Here at Meadowside, each child is seen as an individual.

Special educational needs

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

A Whole School Approach

Teaching staff

All teachers are involved in the school's RSE provision. Some RSE is taught through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, and access to appropriate training and support and advice from experienced members of staff.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also 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.

Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy.

Parents/carers have a legal right to have information about the school's RSE provision. They also have a legal right to withdraw their children from dedicated RSE lessons if they wish. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas.

The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will include information/education workshops for parents/carers. Parents are welcome to view the materials the school uses in its teaching of RSE and should consult the class teacher or PSHE lead teacher if they wish to do so.

If a parent/carer has any concerns about the RSE provision we will take time to address concerns and allay any fears. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

The school nurse can play a key role in supporting the teacher in RSE both in terms of advice, provision of pastoral support for pupils and resources. The school will work in ongoing consultation and partnership with the school nurse.

Outside agencies and speakers may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs.

Pupils have an entitlement to RSE and pastoral support appropriate to their age and circumstance. They will be consulted about their RSE needs and their views will be central to developing the provision.

The Taught RSE Programme

The taught RSE programme will be delivered annually as part of the school's approach to PSHE and Citizenship.

By the end of KS1 pupils will:

- Be able to recognise and make comparisons between the main external parts of human bodies
- Know the basic rules for keeping themselves safe and healthy
- Understand about safe places to be and safe people to be with
- Know the names of the main external parts of the body including agreed names for sexual parts
- Know why families and Carers (see Looked After Children Policy) are special for caring and sharing
- 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
- Know the names of the main external parts of the body including agreed names for sexual parts
- Understand why it is important to and know how to keep themselves clean
- 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 about the physical changes that take place at puberty, why they happen and how to manage them
- Understand that safe routines can stop the spread of viruses
- Know how to keep themselves safe when involved in risky situations

The main RSE programme will be taught in PSHE lessons. In addition, certain biological aspects are taught through Science lessons. Elements of RSE will arise in other areas of the curriculum. The RSE programme is taught in a developmental manner so that issues are explored in greater depth as pupils mature.

Should a teacher be absent, it would not be undertaken by a short-term supply teacher.

Ground rules Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question, however age appropriate questions are answered.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.

Answering difficult questions Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately, it may be more appropriate to address them later. If a question involves an aspect of RSE that is not age appropriate, then the adult will explain this as answer to the question, explaining that this will be taught at a point in the children's education when it is appropriate to do so. If an action or activity that is illegal is asked about (sexual intercourse for example), staff will inform children of this in a calm and neutral way and will tell the children they will learn about this when it is appropriate to do so. Any concerning questions or questions of an illegal nature will be logged on our safeguarding system- CPOMS and a member of SLT tagged.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
 - Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
 - Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
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- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
 - If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises safeguarding concerns, the teacher should acknowledge the question and explain why the question will not be answered.
 - Teachers should not be drawn into providing more information than is appropriate to the age of the child.
 - Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised. Pupils should be reminded that sex under the age of 16 is illegal.
 - Information about sexual intercourse must remain scientific and adults should be aware of not leading pupils to be curious about this activity as it is illegal. Information must focus on reproduction only.
 - If a teacher is concerned that a pupil is at risk of sexual abuse the Head teacher should be informed and the usual safeguarding/child protection procedures followed.
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Monitoring and Evaluation

The RSE programme and policy are regularly evaluated and reviewed by the PSHE co-ordinator. The views of pupils, parents, staff and governors are used to make changes and improvements to the programme on an ongoing basis.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence.

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Should disclosures be made to a member of staff, by a child, regarding their possible involvement in sexual activity, the school's Confidentiality and Safeguarding Policies should be referred to.

Support available to pupils

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring, sensitive support for pupils in a variety of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate,

information and advice. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. The school will keep up to date with the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

Policy Review and Development Plan

This policy will be reviewed regularly, and any revisions will be brought to the Governors for their approval.