



Meadowside Primary School

Relationship and Sex Education Policy

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1. Aims

At Meadowside Primary School, we believe that high-quality Relationships, Sex and Health Education (RSHE) helps children develop the knowledge, skills, values and understanding needed to form safe, respectful and supportive relationships. Our curriculum is designed to be sensitive, inclusive and appropriate for primary-aged pupils. We aim to build confidence, teach children how to keep themselves healthy and safe, and prepare them for the changes they will experience as they grow and become more independent.

Our RSE programme promotes the following values:

- Understanding and respect of self and others
- Kindness, care and responsibility
- Appreciation of different family structures
- Understanding and acceptance of differences in culture, religion, gender and identity We take an inclusive approach so that all pupils feel valued.

RSHE supports our safeguarding duties by helping children recognise unsafe situations and understand how to get help.

This policy is written in line with the statutory RSHE guidance that becomes compulsory from September 2026. The school will update its curriculum and practice in line with this guidance.

The aims of relationships 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

In addition to the above this policy has been developed with reference to:

- Statutory RSHE Guidance (DfE, 2025, effective from September 2026)
- National Curriculum for Science
- Keeping Children Safe in Education
- Guidance from the PSHE Association and the GHLL.

At Meadowside 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:

1. Review – a member of staff, with consultation from the Head Teacher and our Safeguarding Governor gathered 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. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

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 at Meadowside Primary School is about helping children to:

- Build positive friendships and relationships
 - Understand different types of families
 - Learn how to stay physically healthy, mentally well and safe online
 - Learn about their bodies, including basic knowledge of how bodies grow and change
 - Understand personal boundaries and the importance of respect
- RSHE at primary level does not include teaching sexual activity or explicit sexual content.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

At Meadowside, RSE is taught mainly through PSHE (Life Skills) plus some RE and science lessons but is also supported by our wider curriculum.

We:

- Teach RSHE in an age-appropriate, sensitive and inclusive way
- Use correct scientific vocabulary for body parts (see Appendix 4)
- Teach in mixed-gender groups unless there is a clear educational reason to separate
- Use activities such as discussion, stories, role-play, circle time and problem-solving
- Provide a safe learning environment using agreed ground rules
- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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

- Families and people who care for me
- Caring friendships

- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

We monitor the quality and impact of RSE through:

- Teacher assessment of pupil understanding
- Pupil voice activities
- Staff feedback
- Parental feedback where offered

The RSE Lead monitors planning and teaching, and reports to the Senior Leadership Team and Governors.

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

At Meadowside Primary we use a combination of teaching materials and resources recommended by the GHLL. We primarily use Coram SCARF and have a yearly subscription to their teaching portal.

We will make sure that if we were to use an agency to support our RSE curriculum, that any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:

- This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case-study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Inform all external organisations that the school is legally obliged to share all content with parents and carers
 - Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the headteacher.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Mr Daniel Port.
- 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.

Each year group class teacher(s) will deliver the RSE curriculum that is relevant to their particular class. If this is unable to happen because of e.g. staff illness, then the Head teacher will make appropriate arrangements for the lessons to be delivered by a teacher that knows and are known to the pupils.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. When answering pupils' questions, teachers will answer questions in a simple, factual and age-appropriate way. If a question is beyond the scope of primary RSHE or unsuitable for the class, staff will explain this and may suggest the child discusses the topic at home. In these cases, clear communication and support between staff and parents and carers is essential and it would be prudent for the teacher who delivered the lesson to make contact with home to inform of any such topics with help and further support to be signposted to if required.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar which includes changes to statutory guidance, safeguarding requirements and inclusive practice. Additional training is offered when needed and identified, via CPD opportunities from GHLL and other relevant agencies and organisations.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Mr Lee Jones (Personal Development Lead) through:

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

This policy will be reviewed by Mr Lee Jones (Personal Development Lead) annually or sooner if significant changes are required due to changes to the curriculum nationally.

At every review, the policy will be approved by Lee Jones, the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

These are the units of the PSHE (Life Skills) Curriculum that cover the Relationships and Sex Education learning outcomes.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Autumn 1	My Relationships	Coram Scarf Lessons
	Autumn 2	Valuing Difference	
	Spring 1	Keeping Safe Online	Short video clip
	Spring 2	Rights and Responsibilities – different families	Coram Scarf Lessons
	Summer 2	Growing and Changing	
Year 1	Autumn 1	Being Kind Online	Digital Futures Lessons
	Autumn 2	Valuing Difference	Coram Scarf Lessons
	Spring 1	Online Bullying	Digital Futures Lessons
		Keeping Safe	Coram Scarf Lessons
	Summer 1 & 2	Sharing online info/trusted adults Growing and Changing	Digital Futures Lessons Coram Scarf Lessons

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 1	Self Image and Identity	Digital Futures Lessons
	Autumn 2	Valuing Difference	Coram Scarf Lessons/ Digital Futures Lessons
	Spring 1	Keeping Safe	Coram Scarf Lessons/ Digital Futures Lessons
	Summer 2	Growing and Changing	Coram Scarf Lessons/ Digital Futures Lessons
Year 3	Autumn 1	Online Relationships	Digital Futures Lessons
	Autumn 2	Me and My Relationships	Coram Scarf Lessons
	Spring 1	Valuing Difference	
	Summer 2	Growing and Changing	
Year 4	Autumn 1	Me and My Relationships	Coram Scarf Lessons
	Autumn 2	Online Relationships	Digital Futures Lessons
		Online Bullying	
	Spring 1		
	Spring 2	Managing Online Information	Coram Scarf Lessons Digital Futures Lessons
	Summer 2	Health. Well-being and Lifestyle	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 1	Online Relationships	Digital Futures Lessons
	Autumn 2	Valuing Difference	Digital Futures Lessons
	Spring 1	Keeping Safe	Coram Scarf Lessons/ Digital Futures Lessons
	Summer 1 & 2	Growing and Changing	Coram Scarf Lessons Operation Ouch BBC resources
Year 6	Autumn 1	Self Image and Identity	Digital Futures Lessons
	Autumn 2	Valuing Difference	Coram Scarf Lessons
	Spring 1	Keeping Safe	Coram Scarf Lessons/ Digital Futures Lessons
	Summer 1 & 2	Growing and Changing	Coram Scarf Lessons Operation Ouch BBC resources

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and 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 2 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it is important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships 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 parents/carers	

Appendix 4: NSPCC Key Vocabulary

Year R

Science & Sex Education Vocabulary

- private parts
- bottom
- penis
- vulva

Relationship Education Vocabulary

- love
- care
- family
- relationship
- different family structures (including same sex parents, foster parents, single parents, step parents, grandparents)
- wanted / unwanted
- moods
- rights
- safe / unsafe touch
- online safety basics (e.g., “trusted adult”, “stranger online”)

National Curriculum Science Links ➤ pregnancy

Year 1

Science & Sex Education Vocabulary

- private parts
- bottom
- vulva
- penis
- genitals
- testicles

Relationship Education Vocabulary

- love
- care
- family
- relationship
- different family structures
- consent (simple: saying yes/no)

- wanted / unwanted
- moods
- rights
- appropriate / inappropriate touch
- verbal / physical contact
- comfortable / uncomfortable
- diversity
- gender stereotypes
- online safety: sharing personal information, trusted adults, simple risks

National Curriculum Science Links ➤ pregnancy

Year 2

Science & Sex Education Vocabulary

- private parts
- bottom
- vulva
- penis
- genitals
- testicles

Relationship Education Vocabulary

- love
- care
- family
- relationship
- different family structures
- consent
- appropriate / inappropriate touch
- comfortable / uncomfortable
- diversity
- gender stereotypes
- same sex / different sex relationships (age appropriate)
- online safety: recognising unsafe content, reporting, kindness online

National Curriculum Science Links

- pregnancy
- reproduction

- fertilisation

Year 3

Science & Sex Education Vocabulary

- private parts
- bottom
- vulva
- penis
- genitals
- testicles
- vagina, ovaries

Relationship Education Vocabulary

- love
- care
- family
- relationship
- different family structures
- consent
- appropriate / inappropriate touch
- diversity
- gender stereotypes
- same sex / different sex relationships
- online safety: cyberbullying, fake accounts, reliability of information

National Curriculum Science Links

- pregnancy
- reproduction
- fertilisation

Year 4

Science & Sex Education Vocabulary

- private parts
- bottom
- vulva
- penis
- genitals

- testicles
- vagina, ovaries
- vocabulary and understanding associated with periods is discussed on a 1:1/small group basis with children if they are beginning their periods or if it is relevant to them

Relationship Education Vocabulary

- love
- care
- family
- relationship
- different family structures
- consent
- diversity
- gender stereotypes
- same sex / different sex relationships
- online safety: scams, persuasion, harmful content, reporting mechanisms

National Curriculum Science Links

- pregnancy
- reproduction
- fertilisation

Year 5

Science & Sex Education Vocabulary

- private parts
- bottom
- vulva
- penis
- genitals
- testicles
- vagina
- ovaries
- periods
- sanitary wear
- puberty
- breasts

- pubic hair
- sweat
- spots
- personal hygiene
- underarm / facial hair
- sexual intercourse / sex (biological explanation only, not pleasure based)

Relationship Education Vocabulary

- love
- care
- family
- relationship
- different family structures
- consent
- diversity
- gender stereotypes
- sexual orientation (age appropriate, factual)
- online safety: pornography (harmful, unrealistic), deepfakes, AI chatbots, online misogyny, incel ideology (handled sensitively and age appropriately)

National Curriculum Science Links

- pregnancy
- reproduction
- fertilisation

Year 6

Science & Sex Education Vocabulary

- private parts
- bottom
- vulva
- penis
- genitals
- testicles
- vagina
- ovaries
- periods
- sanitary wear

- puberty
- breasts
- pubic hair
- sweat
- spots
- personal hygiene
- underarm / facial hair
- sperm & egg
- erection
- wet dreams
- sexual intercourse / sex (biological explanation only, not pleasure based)

Relationship Education Vocabulary

- love
- care
- family
- relationship
- different family structures
- consent (including online)
- diversity
- gender stereotypes
- sexual orientation
- online safety: pornography, grooming, coercion, indecent images (criminal offences), harmful ideologies, digital footprints

National Curriculum Science Links

- pregnancy
- reproduction
- fertilisation