



Glenfall Community Primary School

Relationships & Sex Education Policy

This policy should be reading in conjunction with:

- Safeguarding Policy
- Anti-bullying and Anti-Hate Policy
- Behaviour Policy
- Early Help Offer
- Disability Discrimination Act (Equal Opportunities)
- First Aid Policy

Policy review:

Staff reviewer	School Staff
Governor reviewer	Full Governing Body
Policy approval	Full Governing Body
Date approved	May 26
Frequency of review	Every 3 years
Date of next review	May 29

Document history:

Version	Issue date	Summary of changes
0-1	2/3/23	Revised policy changed to new format Procedure updated in line with DfE guidance
	2/5/23	Page 6 Statement boys and girls changed to <i>male, female, gender fluid and non-binary children</i>

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1. Aims and Objectives

At Glenfall Primary School, Relationships and Sex Education (RSE) aims to support pupils to grow into healthy, safe and respectful individuals. It helps children to understand their bodies, emotions and relationships in an age-appropriate and factual way, while promoting positive values such as respect, kindness and responsibility.

Through RSE, we aim to help pupils:

- develop confidence and self-esteem
- form positive, caring and respectful relationships
- understand and manage their feelings and emotions
- keep themselves safe, including online and in the real world
- develop an understanding of human development appropriate to their age
- know how and where to seek help if they feel worried, unsafe or uncomfortable

This policy reflects statutory requirements for **Relationships Education** and **Health Education** in primary schools and supports the school's wider safeguarding responsibilities.

2. Moral Values and Framework

The school's RSE provision is delivered within a moral and values-based framework that reflects our school values and promotes respect for others.

Teaching recognises the importance of:

- care, kindness and respect within families and relationships
- honesty and responsibility

- understanding differences and celebrating diversity

Family life is discussed inclusively and sensitively, recognising that families come in many forms and that all children should feel that their family is valued and respected.

3. Equal Opportunities and Inclusion

All pupils are entitled to receive Relationships Education regardless of gender, race, religion, disability, sexual orientation or family background.

The school ensures that:

- teaching is inclusive and accessible
- different family structures are represented and respected
- stereotypes and discriminatory language or behaviour are challenged
- pupils with additional needs are supported appropriately

RSE promotes equality and helps pupils to understand and respect difference, in line with the Equality Act 2010.

4. Safeguarding and KCSIE 2025

RSE plays a vital role in safeguarding and child protection. In line with **Keeping Children Safe in Education (2025)**, RSE helps pupils to:

- recognise safe and unsafe situations
- understand the importance of personal boundaries and consent (age-appropriate)
- identify trusted adults and know how to ask for help

- understand that abuse is never their fault

All staff follow the school's **Safeguarding and Child Protection Policy**. If a pupil discloses a safeguarding concern, staff will respond appropriately and report concerns in line with school procedures.

5. Statutory and Non-Statutory Elements

Statutory

Relationships Education and Health Education are statutory for all primary pupils and **cannot be withdrawn from**.

Non-Statutory

Sex education beyond the National Curriculum for science is **non-statutory** in primary schools. Parents have the right to request that their child is withdrawn from these specific sessions.

Any withdrawal request should be made in writing to the Headteacher and discussed in advance.

6. Curriculum Content and Learning Outcomes

Early Years Foundation Stage (EYFS)

Through Personal, Social and Emotional Development (PSED), children learn to:

- form positive relationships
- understand their feelings
- recognise safe and unsafe situations

- know that they are unique and valued

Key Stage 1

By the end of Key Stage 1, pupils will:

Be able to:

- name external body parts using correct terminology
- express feelings appropriately
- recognise safe and unsafe situations
- identify trusted adults
- form and manage simple friendships

Know and understand:

- that humans and animals grow and change
- the importance of hygiene, exercise and healthy eating
- basic rules for keeping themselves safe
- that families care for one another and may look different

Key Stage 2

By the end of Key Stage 2, pupils will:

Be able to:

- describe physical and emotional changes during puberty
- manage new feelings and emotions positively
- recognise and challenge stereotypes
- identify and resist peer pressure or unwanted contact
- ask for help and support when needed

Know and understand:

- the main stages of human growth and development
- that puberty happens at different times for different people
- about personal hygiene and self-care
- about respectful relationships, including friendships and families
- how to stay safe, including online safety

Teaching about reproduction focuses on factual, age-appropriate information, with sensitivity and care.

7. Organisation and Teaching of RSE

RSE is taught through the **PSHE curriculum**, Science lessons and wider school activities.

Teaching approaches include:

- classroom discussion
- circle time
- age-appropriate videos and texts
- story-based learning
- teacher-led sessions

All sessions are delivered in a safe, respectful environment where pupils feel able to ask questions.

8. Year Group Provision

- **Year 4:** Personal hygiene and body care
- **Year 5:** Understanding changes to our bodies as we grow
- **Year 6:** Puberty, human reproduction, relationships and growing up

Parents of pupils in Years 4–6 are informed in advance and may view teaching materials on request.

Sessions are led by class teachers, and opportunities for same-gender group discussion may be provided where appropriate.

9. Sensitive Issues and Language

Teachers will:

- answer questions honestly but sensitively
- use anatomically correct language
- redirect questions that are more appropriately discussed at home
- ensure content is appropriate to age and maturity

No child is required to share personal information.

10. Working with Parents and Carers

The school values partnership with parents and carers. Parents are:

- informed about the RSE curriculum on the school website
- invited to discuss concerns with class teachers or the Headteacher
- consulted if changes are made to the policy

Information is shared via newsletters, emails and meetings.

11. Monitoring and Evaluation

The RSE curriculum and this policy are:

- monitored by the PSHE Lead

- reviewed regularly by the Governing Body
- updated in line with National Guidance

Staff and pupil feedback informs ongoing improvement.

12. Alignment with the PSHE Scheme of Work

Relationships and Sex Education (RSE) at Glenfall Primary School is delivered through the school's **PSHE Scheme of Work**, ensuring a planned, progressive and age-appropriate approach from Early Years through to Year 6.

The Scheme of Work is fully aligned with:

- Statutory **Relationships Education** (DfE)
- Statutory **Health Education** (DfE)
- The **National Curriculum for Science**
- **Keeping Children Safe in Education (KCSIE) 2025**
safeguarding expectations

The PSHE Scheme of Work clearly identifies learning objectives, key vocabulary, assessment opportunities and safeguarding links for each year group.

Progressive Coverage

The PSHE Scheme of Work ensures that RSE learning:

- builds gradually year on year
- revisits key themes at increasing depth
- is responsive to pupils' developmental stages
- avoids repetition whilst reinforcing core concepts

Key themes include:

- families and friendships
- feelings and emotions
- personal boundaries and keeping safe
- respect, kindness and inclusion
- growing and changing (including puberty at an appropriate age)

Year Group Mapping (PSHE and RSE)

EYFS

- Managing feelings and behaviour
- Making relationships
- Understanding self and others
- Knowing who can help and keep them safe

Key Stage 1

- Families and people who care for me
- Friendship skills and resolving conflict
- Naming body parts and understanding personal space
- Basic hygiene and keeping healthy
- Recognising unsafe situations and asking for help

Lower Key Stage 2

- Belonging and positive relationships
- Respecting differences and challenging stereotypes
- Personal hygiene and self-care
- Understanding feelings and emotions
- Online safety and trusted adults

Upper Key Stage 2

- Growing and changing (including puberty)
- Physical and emotional changes
- Healthy and respectful relationships
- Managing peer pressure
- Understanding reproduction (science-based, factual and age-appropriate)
- Where and how to seek help

Teaching and Assessment within the PSHE Scheme

The PSHE Scheme of Work:

- identifies **statutory vs non-statutory content**
- includes suggested learning activities and resources
- supports teachers in handling sensitive questions
- ensures safeguarding is explicitly considered within lessons

Assessment within PSHE and RSE is formative and may include:

- discussion and reflection
- pupil self-assessment
- teacher observation
- work samples

This ensures teachers can adapt teaching to meet pupils' needs while maintaining age-appropriateness.

Safeguarding Within the Scheme of Work

In line with **KCSIE 2025**, the PSHE Scheme of Work explicitly supports safeguarding by:

- teaching pupils about personal boundaries and consent (age-appropriate)
- helping pupils recognise unsafe situations and inappropriate behaviour
- identifying trusted adults in and out of school
- reinforcing that pupils have a right to feel safe

All staff delivering PSHE follow safeguarding procedures if concerns arise during lessons.

Staff Confidence and Consistency

The PSHE Scheme of Work provides consistency across classes and ensures that:

- all pupils receive their entitlement
- staff are supported with clear guidance and resources
- RSE is taught appropriately and sensitively
- teaching reflects the school's values and statutory duties

The PSHE Leader monitors implementation and supports staff as required.