



SELLINDGE PRIMARY SCHOOL

RSE (Relationship and Sex Education) POLICY

Preface from the DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that 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.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Rationale:

Relationship and Sex Education (RSE) is life-long learning about physical, moral and emotional development. As such, it is more than the biology of reproduction, and is taught within the context of caring relationships. The Sex and Relationships Education provided at Sellindge Primary School forms the foundation for further work in secondary schools, and the skills and attitudes developed will enable the children to lead healthy lives and is essential if young people are to make responsible and well informed choices in life.

At Sellindge School our RSE policy is compliant with the statutory guidance set out in <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>. RSE is taught as part of the Personal, Social, Health and Education curriculum in the school, the science curriculum, Computing Curriculum and stand-alone RSE lessons. While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any particular form of sexual orientation. It is developed to promote self-esteem, respect for self and others and taking responsibility for their own actions.

Aims

The teaching of RSE will ensure that children learn about issues in a caring and informed way, which dispels myths that they may have acquired and is age appropriate.

At Sellindge School we aim:

- To ensure that pupils are prepared for puberty
- To develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- For pupils to be able to name parts of the body and describe how their bodies work;
- For children to know how they can protect themselves and where to ask for help and support;
- To empower children to make informed choices about their education and future adult life.
- To Respect for their own bodies and the importance of sexual activity being within a committed, long term and loving relationship
- To value importance of family life
- To contemplate moral questions
- To understand relationship issues and consent
- To prevent sexual abuse /exploitation, and help pupils to seek advice if they are worried about any sexual matters.

The school will work towards these aims in partnership with parents.

The delivering Relationships and Sex Education

RSE is taught through a developmental PSHE scheme of work to all children across Key Stage 1 and 2, and links to other aspects of PSHE education to fully equip the children with the skills and attitudes necessary for them to benefit effectively from relationship and sex education.

It has three main elements:

- Attitudes and values
- Personal, social and emotional skills
- Knowledge and understanding

Most of the teaching of RSE will be done by the class teacher, as s/he will have established a working relationship with the class. Both formal and informal questions around RSE are answered according to age and maturity of the pupils. Learners are encouraged to address personal questions in a confidential manner.

Assessment is carried out on an informal basis by teachers. RSE does not need to be reported in isolation but can be referred to in other curriculum areas such as science.

See the PHSE Policy and Programme of Study on the school website to see what will be covered in each Key Stage.

Cross curricular links

Other curriculum areas make a contribution to RSE. Some subjects make a clear contribution, such as Science, while other subjects make a less obvious, but important, contribution, such as:

- Literacy – discussion of specific relationships and moral dilemmas
- R.E. – discussion of family and marriage
- History and Geography – discussion of wider social issues
- Art and Music – discussion of feelings and emotions within relationships
- Computing- annual unit of work on online safety

Monitoring, evaluation and review

We will regularly audit and review current provision against the non-statutory framework for PSHE, the DfE statutory guidance for RSE and the National Curriculum programme of study for science . RSE teaching will be evaluated regularly to ensure that all staff delivering RSE lessons are confident and competent to do so. The RSE policy will be shared with all stakeholders and approved by the Governing Body.

Parents and RSE

We appreciate the sensitivity and concerns some parents may feel towards RSE and we work closely together to ensure that our programme compliments and supports their role as parents. The school informs parents when discreet RSE lessons are being taught and provides opportunity for the resources to be viewed. Parents have the right to withdraw their children from these lessons except for those parts included in the statutory national Curriculum or RSE guidance. Parents wishing to withdraw a child are invited to discuss their concerns with staff.

We believe that for the children to achieve the desired objectives a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- Inform parents/carers about the school's RSE policy and practice;
- Answer any questions that parents/carers may have about RSE of their child;
- Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for RSE in the school;
- Encourage parents/carers to be involved in reviewing the school policy and making modifications, as necessary;
- We inform our parents how to view the RSE resources
- Inform parents when each topic area will be taught
- Inform parents/ carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents/carers give to children at home.

Differentiation and Special Educational Needs

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected. Teachers may need to use different resources, activities or provide specific support

depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

Equal Opportunities and Inclusion

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected. Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils.

Sellindge School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs, cultural differences and any special needs should also be respected. The school is obliged to teach certain elements of the programme as part of the science National Curriculum and parents do not have the right to withdraw from these lessons.

Safeguarding and Support

- If a member of staff has any concerns about a child's safety or well-being during the delivery of PSHE/RSE, they will consult the school's safeguarding policies.
- Pupils will be reminded of the ground rules for discussion of sensitive issues.
- Staff will anticipate that some topics may lead to disclosures and are prepared to protect pupils if this occurred. They will ensure that such discussions are held away from the lesson but without discouraging pupils from seeking support.
- Staff will promote the seeking of further help or advice, within or outside school, after the lesson, if a child is feeling uncomfortable, anxious or needs more support.
- Staff will encourage the use of 'question boxes' that children could use to ask an anonymous question.
- Staff will set aside time to explore any questions raised as a whole class or an individual.
- Staff will be aware that there may be circumstances where individuals may need extra support to enable them to participate in PSHE.

Please read this in conjunction with:

- Child Protection Policy
- PSHE Policy and Programme of Study
- Science and Computing Programme of Study (National Curriculum)
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

This policy was written by J Wren in consultation with staff, governors and parents.

Policy agreed January 2020

Policy Reviewed January 2024

Latest Review February 2025 (no changes)

Latest Review January 2026 (no changes)



Appendix: Sellindge RSE (Relationships and Sex Education) Curriculum Plan with science links

	Science (Statutory)	PSHE	Changing and Growing Up
YR	explore the natural world around them, making observations and drawing pictures of animals (ongoing)	Self- Regulation (T1 and 2) Managing Self (T3 and 4) Building Relationships (T5 and 6) and throughout the year as situations arise.	NSPCC Pantosaurus talk as needed throughout the year
Y1	The Human Body Parts of the body (external) (T1) Animals Mammals (T3/4)	Y1 PSHE Curriculum Be Yourself (T1) It's My Body (T2) TEAM (T4)	(T2) NSPCC Pantosaurus song as part of the lesson <i>My Body My Business</i> , or if needed throughout the year.
Y2	Animals Mother and offspring (T5) Life cycle of humans (T5) Life cycle of other animals (T5)	Y2 PSHE Curriculum VIPs (T1) Think Positive (T3) Growing Up (T4) Respecting Rights (T5)	(T4) Changing and Growing Up Y1-2 Lesson 1 2 & 3
Y3	N/A	Y3 PSHE Curriculum Be Yourself (T1) TEAM (T2) It's My Body (T4)	(T4) Changing and Growing Up Y3 Lesson 1 & 2
Y4	Biology Grouping animals (T1) Classifying animals (T1)	Y4 PSHE Curriculum VIPs (T1) Think Positive (T2) Respecting Rights (T4) Growing Up (T6)	
Y5	Biology Sexual reproduction in animals (T6) The human life cycle (T3/4) Babies and children (T3/4) Adolescence and puberty (T3/4) Adults and the elderly (T3/4) Gestation periods of mammals (T3/4) Gestation periods and lifespan (T3/4)	Y5 PSHE Curriculum TEAM (T1) Be Yourself (T2) It's My Body (T3)	(T3) Changing and Growing Up Y4-5 Lessons 1-4 Changes in girls Twinkl resource Changes in boys Twinkl resource
Y6	Animals Variation, inheritance and characteristics (T5) Adaptations, Evolution and natural selection (T5)	Y6 PSHE Curriculum VIPs (T1) Think Positive (T2) Respecting Rights (T4) Growing Up (T6)	(T6) Changing and Growing Up- Y6 Lessons 1-4 How babies are made- BBC Operation Ouch

This document and the *Changing and Growing Up* resources can be found in the RSE folder: *Staff shared-Curriculum-Subjects and EYFS-PSHE-Sex and relationships*