



Ranelagh Primary School

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Relationships and Sex Education Policy

Reviewed on: 28th September 2026

Next Review due: Autumn 2028

Signed by:  Chair of Governors

Signed by:  Headteacher

Introduction

Relationships and Sex Education is an important part of children's preparation for adult life. It is concerned with the development of the whole person. Statutory guidance provided by the DfE (2019) explain how:

'young people are growing up in an increasing complex world...In this environment children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way'

We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the updated 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

The updated framework introduces several enhancements to ensure the curriculum remains relevant and protective for children in today's world, including:

Personal Safety: New content on recognising risks related to fire, water, roads, and railways

Mental Wellbeing: Increased focus on emotional regulation, managing feelings like loneliness, and understanding grief and loss

Online Safety: Expanded guidance on navigating digital spaces, including online financial harms, scams, and age-restricted content

Biological Accuracy: Reinforced use of correct anatomical language for safeguarding purposes

Aims and Objectives

We strive to be a vibrant, creative and caring school, proudly reflecting the diversity of our community. The aims of RSE lie firmly in the general framework of our whole school ethos.

We aim to

- Meet the needs of our children and help them move with confidence into the next stage of their lives.

- Prepare our pupils to be confident, happy citizens by equipping them with the knowledge and skills to make positive choices.
- Provide a safe environment for sensitive discussions to take place.
- Help pupils understand risk and how they can stay safe.
- Help children develop positive feelings such as self-respect.
- Teach children the correct vocabulary.

How is it taught?

RSE at Ranelagh Primary School is taught as part of a broad curriculum, based on a programme of personal, social and moral education. It is geared to the needs of the class or year group as a whole. However it is recognised that within the process of providing RSE, teachers exercise discretion and judgement about how to deal with particular issues raised by individual pupils. Great care is taken to match any RSE provided to the maturity of the pupils involved and teachers take into account the capacity of the children to absorb information and their need to have such information at particular points in their development.

Safe and effective practice

High quality RSE is taught:

- in a familiar and comfortable environment.
- adhering to the school's agreed curriculum content which is age and stage appropriate.
- using resources and teaching methods which have been approved by SLT and the school governors.
- through a curriculum which revisits previous learning and builds knowledge and understanding in gradual steps.
- in a sequence of lessons which build knowledge and understanding at a gentle pace.

Teachers ensure that the learning environment is safe by:

- setting clear ground rules which are to be adhered to by all staff and pupils present.
- organising pupils so they feel confident and safe.

- making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby).
- ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate.
- providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content.
- providing regular opportunities for pupils to ask questions (verbal or written).
- giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation).

The teaching of sensitive and controversial issues must:

- not be avoided because they are difficult to teach.
- be supported by the senior leadership team who will enable teachers to deliver the lessons safely and effectively.
- be supported by relevant school staff who have been made aware when these issues will be being taught. This is in order so that any issues arising can be dealt with promptly and effectively.
- be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught.

Moral and Values Framework

We encourage and appreciate the value of a stable family life. We consider and reflect upon individuals and the wider community.

An ongoing process throughout the school is the encouragement of:

- a) children's respect for themselves and others
- b) an acceptance of responsibility
- c) sensitivity toward the needs and views of others
- d) a sense of loyalty to friends and family

We also try to develop a recognition and realisation of moral and emotional development implications of certain types of behaviour.

High on our list of priorities is promoting respect for members of the opposite sex. This is developed within the classroom organisation where mixed ability and mixed gender groups is actively encouraged.

Many children in our school come from a variety of racial and ethnic backgrounds which do not reflect similar values or experiences. All teachers are expected to be sensitive and understanding in these situations to avoid causing hurt and offence to them and their families. As part of our multi-cultural policy an understanding and respect of all customs and religious beliefs is advocated and this approach is continued throughout our RSE programme.

Family diversity will be represented throughout the school to represent wider society, including same-sex parents, single parents, adoption and fostering, children living with grandparents, siblings or wider family etc. Resources and teaching will reflect this to ensure all children feel valued, included and represented. Stereotypes will be challenged in RSE, PSHE and the wider curriculum and school ethos, so all pupils feel recognised, respected and equal.

Equal Opportunities

The importance of relationships in all our lives is such that RSE is a crucial part of preparing children for their lives now and in the future. With this view in mind staff make sure that access to RSE is available to all children within our school. Consideration is given to the age, ability and cultural background of each child when planning and delivering the lessons. Whole group or whole class teaching in RSE is complimented by differentiation in certain tasks and use of help to support those with additional needs. Similarly, the expertise of multi-cultural support staff can be called upon where bilingual children may benefit from this support. Additional resources may be used to support more vulnerable pupils and discussions with outside agencies (e.g. SES, NHS) may take place in order to adapt the methods used. We recognise the right for all students to access factually correct, age appropriate and relevant RSE. This includes pupils with EAL and SEN. Additional or modified materials may be used and appropriate support will be in place. This may involve working with a TA or in a small group. For some children a more explicit approach may be needed which will be discussed with the senior leadership team, SENCO and parents beforehand.

Policy development

This policy has been created in consultation with parents, staff and governors. It will be reviewed every two years by the subject co-ordinator, verified by the senior leadership team before being approved by governors. Pupil, staff and parent feedback will inform the review. Teacher assessment and evidence of delivery will be used to evaluate whether the curriculum is meeting the intended outcomes. Any review process will take account of emerging legislation and national and local good practice. The policy can be accessed via the school website, will be made aware to all staff and parents informed.

The national curriculum for Science also covers aspects such as main external body parts, growing human body, puberty and reproduction. Parents are not able to withdraw pupils from these areas.

However, as a school we aim to support pupils' ongoing emotional and physical development by further discussing aspects of sex education. Pupils may ask further questions and have discussions around the subject content being taught. Sex education is non-statutory so parents may withdraw their children from this.

Roles and Responsibilities

RSE is seen as part of the broad curriculum within the school. As such, the responsibility for its delivery lies with the class teacher. Class teachers are supported by the PSHE co-ordinator and senior leadership team. They will deliver a high-quality curriculum in line with this policy and statutory guidance. Teachers will model positive attitudes to RSE, using a variety of teaching methods and resources.

It is recognised that at some time it may be appropriate to bring in the support of outside agencies such as the school nurse or NSPCC. This should be to support the teacher in the class and not to replace them.

Responsibility for school contact and coordination lies with PSHE co-ordinator. The PSHE co-ordinator also helps to oversee the RSE curriculum and its delivery.

The head teacher will oversee the overall implementation of this policy, ensuring that staff feel confident to teach and parents are well informed.

The governing body will oversee the policy and curriculum content bi-annually, giving recommendations and monitoring any changes regarding the policy or curriculum content.

All staff and visitors are responsible for ensuring that safeguarding procedures are followed.

Parental Involvement

'Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature'. (DfE 2019)

The school recognises that parents are the key figures in helping their children to cope with emotional and physical aspects of growing up. It is parents who will prepare their children for the challenges and responsibilities that sexual maturity brings. Our role at Ranelagh is to act in a supporting and complimentary way by using our expertise in organising a well-planned curriculum, with programmes of study to meet the needs of the children at their respective stages of development. Our programme of study gives opportunities for parents to make enquiries at parent's evenings, letters/ meetings concerning RSE materials used in

Year 6 and by appointment with the class teacher or head teacher. Our policy is also available on the school website.

Right of Withdrawal

In maintaining our central theme of the development of self-esteem and nurturing the importance of respect and consideration for others, it is hoped that parents are supportive of our role in the overall development of their children. To gain maximum support for our programme of RSE, parents/guardians are fully informed of the content of our programme, and our view of working in partnership in implementing it. Parents are welcome to speak to the teacher and head teacher on any issue concerning its teaching. We believe that there is less likelihood that the parents will wish to exercise their right of withdrawal if they realise their rights of access to the style and content of the teaching.

Procedure for Withdrawal

In the event a parent wishes to exercise their rights of withdrawal, the following procedures should be considered:

- a) Invite parents voluntarily to indicate their reasons for withdrawal. Misunderstanding about the nature of RSE provided may be resolved at this stage.
- b) If the parents still insist on withdrawal, then they should be given a Form of Withdrawal. Parents should be informed of the National Curriculum requirements in Science, Relationships and Health which have to be taught.
- c) When the form is signed it is filed and contact may be made at a later date enquiring whether withdrawal is to be continued throughout each Key Stage.

The prime responsibility for bringing up children rests with the parents and we fully appreciate their right to withdraw children from the non-statutory sex education programme.

Safeguarding

Effective RSE explores appropriate actions in relationships which can lead to disclosures from students requiring a safeguarding referral to DSL. In the event of a disclosure staff should follow the school's safeguarding procedure. Staff must not promise confidentiality. Staff are trained in and have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities pertaining to these

At times a suitably trained and/or experienced visitor may be invited to speak to students and contribute to the delivery of RSHE. The content of each session discussed and agreed in

advance, with resources checked and referral made to this policy. Visitors will be made aware of safeguarding procedures upon arrival.

Resources

All About Us: Living and growing – Alternative

- KS1 / LKS2 / UKS2- Unit 1
- UKS2 – Unit 2
- Year 6 – Unit 3 – at teacher’s discretion. Alternative materials giving a more up to date overview is also available through BBC Teach

There is also a set of teachers books/workbooks related to the DVD. A variety of Science – based resources and PSHE storybooks may also be used.

Teachers may source their own resources to support teaching in RSE – also using those of outside agencies and trained staff that link to sensitive subjects such as loss and bereavement (including One Life Suffolk, NHS, Twinkl, BBC teach, those added to Pol- ED teaching resources, My happy mind, Elsa and Hamish and Milo).

Our Programme of Study

Early Years

We feel that RSE in the early years begins through physical development and personal, social and emotional development. This would also include pupil’s emotional well-being. Areas of focus will be taken from the Early Years Foundation Stage Statutory framework (2021) and the Birth to Five Matters Non-Statutory Framework (2021).

KS1

- People in my life – what they do for me and what I do for them.
- Recognise the main external parts of the body and recognise similarities / differences.
- Growth in people, animals and plants.
- Ageing – how we know things are alive, dead, young, old – loss and mourning of person, pet etc.

Friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- Managing and coping with break ups.

Families

- Different types of families – including married, unmarried, same-sex, step, single-parent, co-habiting, adopted, fostering, those with different generations and those where other relatives take the parenting role – respecting differences and knowing that other children’s families are also characterised by love and care.
- That families are important because they can give love, security and stability.

Respect

- Importance of respecting others- even when they are very different from themselves.

Online Relationships

- Online relationships – that people behave differently online
- Respect when online.
- Rules for keeping safe online – recognising risks, harmful content and contact and how to report them.

Being Safe

- Privacy and its implications – what should be private, what can be shared, when you should not keep a secret.
- Rights over own body, including appropriate and inappropriate contact.
- Responding safely and appropriately to adults they don't know.
- What to do if you feel unsafe or unsure.
- Who to ask for help.

Personal Safety:

- recognising risks related to fire, water, roads, and railways

Ages 7-9 (LKS2)

Families

- The characteristics of healthy family life, 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 stable, caring relationships which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

Friendships

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

Respect

- Courtesy and manners
- The importance of self-respect and respect for others.
- Different types of bullying, its impact, the responsibility of bystanders and seeking help.
- Making decisions – influences on me.

Online Relationships

- Online relationships – that people behave differently online.
- Respect when online.
- Rules for keeping safe online – recognising risks, harmful content and contact, and how to report these. Understanding why there is a need for age restriction on apps and gaming.
- How to critically consider their online friendships and sources of information including awareness of risks such as sharing personal information and images.

Being Safe

- Appropriate boundaries in friendships with peers and others.
- Privacy and its implications – what should be private, what can be shared, when you should not keep a secret.
- Rights over own body, including appropriate and inappropriate contact.
- What to do if you feel unsafe or unsure.
- How to ask for advice or help for themselves or others, where to get advice and to keep trying until you are heard.

Ages 9-11 (UKS2)

Families

- Different families and what members expect of each other.
- That marriage represents a formal and legally recognised commitment of two 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.

Friendships

- Characteristics of friendships
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respect

- Practical steps to improve or support respectful relationships.
- Giving and expecting respect (in school and in the wider society)
- The importance of self-respect
- Stereotypes – what they are and how they can be unfair/ negative/ destructive
- The importance of permission seeking and giving in relationships.
- Peer pressure- personal and social responsibility.

Online Relationships

- Respect when online.

- How to critically consider their online friendships and sources of information including awareness of risks such as sharing personal information and images, online financial harms, scams, and age-restricted content
- How information and data is shared and used online and what risk that come with this.

Being Safe

- Appropriate boundaries in friendships with peers and others.
- Rights over own body, including appropriate and inappropriate contact.
- How to recognise and report if you feel unsafe or unsure.
- How to ask for advice or help for themselves or others, where to get advice and to keep trying until you are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Personal Safety:

- recognising risks related to fire, water, roads, and railways – following safe practices for themselves and others

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Sex Education (some aspects of this may be included within the Science curriculum)

How babies begin and are born – conception, pregnancy and birth

Sexuality – what is it and what words describe it?

Messages about health and sexuality from the internet and the media.