

Relationship and Sex Education (RSE) and Health Education Policy

Greatham Primary School

May 2020- reviewed May 2023 and in May 2026

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Next review date: May 2029

How this Policy was developed

Consultation for this policy was undertaken with staff, governors and parents at both the initial stages (2020) and also at the review points (2023 and 2026).

Requirements on schools in law

- Since September 2020 it has been statutory for schools to deliver Relationships Education in primary schools, and they are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – in line with the National Curriculum for science - how a baby is conceived and born. Health Education is also statutory and covers the key facts about puberty, menstrual wellbeing and from September 2026, the correct names of body parts.
- The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.
- The Education Act 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused.

This policy is linked to the following policies:

Safeguarding

Single Equality Statement

Child Protection

Anti-Bullying

Behaviour

What is Relationships and Sex Education (RSE)?

RSE is part of our overall Personal, Social and Health Education for which there is a whole-school approach that is detailed in the school Learning Journey document. We know that PSHE is vital in improving children's emotional health and well-being, helping to keep them safe, improving behaviour and raising achievement.

From the beginning of their primary school career, we teach the children at Greatham how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving (consent), and the concept of personal privacy. Our core value of 'Care' encompasses this.

Children are also taught about establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

RSE is always age-appropriate. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, feelings, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It goes beyond learning about relationships to include puberty, male and female anatomy- using correct names, how a baby is conceived and born, body ownership, gender identity and safeguarding.

RSE is taught respectfully and sensitively ensuring that children's emotions are considered.

RSE involves a combination of sharing information and exploring issues and values in an age-appropriate way with implementation of accurate vocabulary.

RSE is not about the promotion of sexual activity.

RSE at Greaham teaches the fundamental building blocks and characteristics of positive relationships. It is about providing children with age-appropriate information to empower them to make positive decisions about themselves and develop healthy, nurturing relationships of all kinds. Key areas of learning will include developing knowledge, understanding and skills of:

- Families and people who care for us (in all forms - single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures).
- Difference in families - in a culture where there is no stigmatisation of children based on their home circumstances sensitively reflecting that some children may have a different structure of support around them; for example, looked after children or young carers, children living in poverty.
- Respectful, kind relationships, including caring friendships and the concept of consent
- Online safety and awareness
- Being safe, including personal safety
- General well-being
- Physical health and wellbeing including health protection and prevention
- Healthy eating
- Basic first aid
- Developing bodies

This focus creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

The objectives of our curriculum are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To challenge stereotype (with a particular focus on the stereotypes associated with the protected characteristics but also understanding different home circumstances such as living in care or living in poverty)
- To raise self-esteem and confidence, especially in their relationships with others and to understand and apply the concept of consent;
- To develop understanding of own sexual feelings and behaviour to lead fulfilling and enjoyable lives;
- To value and name emotions and further develop skills in effectively managing them;
- To develop skills of decision making, choice and assertiveness and make the most of their abilities and cope with the external influences such as peer pressure and social media;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To respect and care for their bodies
- To be prepared for puberty and adulthood

We will work within the following morals and value framework:

- Care and respect for self
- Care and respect for others
- Responsibility for their own actions; and
- Responsibility towards their family, friends, school and wider community

In order to establish a safe learning environment, at Greatham school we:

- Celebrate everyone's special qualities.
- Link RSE and emotional health and wellbeing education into the whole-school approach to supporting pupil welfare and safety. This helps to build a positive, respectful ethos in school can help with this. We are an Attachment Aware and Trauma Informed School and therefore aim to connect with children to support them through co-regulation. We name emotions and discuss how to manage the feelings they bring.
- Work with pupils to establish ground rules** about how they will behave towards each other in discussion, rather than imposing rules on them. This helps rules to be more meaningful and relevant.
- Ensure that ground rules/class agreements reflect the school's wider policies and practice in relation to managing sensitive issues.
- Provide opportunities for children to ask questions anonymously. This enables children to ask questions that concern them without having to do so in front of their peers.
- Offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class; this can help some children to feel more confident.
- Provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form).
- Be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed.
- Provide information to children about how they can get help and support both in school and outside, as appropriate.
- Always work within the school's policies on safeguarding and confidentiality, in particular making it clear to children our school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons.
- Depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters and storylines etc.

***Although ground rules are most meaningful and effective when developed as a class, there are basic elements that we always encourage, including:*

- *Listen to and respect each other*
- *Use language that won't offend or upset other people.*
- *Use the correct terms, and if we don't know them, we'll ask for help.*
- *Comment on what was said, not the person who said it.*
- *Don't share our own, or our friends', personal experiences.*
- *Don't put anyone on the spot or ask personal questions*
- *We have the right to pass.*
- *Don't judge or make assumptions about anyone.*

Our Curriculum

Through our curriculum, we aim to give the children the tools they need to cope and to thrive. We follow the Coram Life Education planning. Each year group will follow six half termly units of work which provide a carefully sequenced, age-appropriate series of lesson. These cover the DfE statutory requirements for both Relationships and Health Education (RSE). At times, it may be necessary to adapt and change in response to arising issues or Government legislation.

Long term overview

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help Saying no	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend Saying no- consent	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation Saying no- consent	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviors Friendship (respectful relationships) Coping with loss Saying no- consent	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills Saying no- consent	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Changing bodies & puberty Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs Saying no- consent	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships Saying no- consent	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education- making babies Self-esteem

Year Group Schedule for Relationships and Sex Education

	Topics covered by year group
Year 1	<p>To think of what babies need to stay happy and healthy.</p> <p>Know that babies drink milk and that this can come from a bottle or from a mother's breasts (breast feeding).</p> <p>To identify the changes they have made since they were a baby.</p> <p>To identify the difference between a surprise and a secret.</p> <p>To identify who they can talk to about secrets.</p> <p>To identify some internal organs and systems and those body parts which are private.</p> <p>To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</p>
Year 2	<p>To give positive feedback to someone.</p> <p>To recognise the range of feelings associated with loss and to discuss things people can do to feel better.</p> <p>To identify the different stages of growth and what people are able to do at these different stages.</p> <p>To identify the human private parts/genitalia and explain that they are used to make a baby. These being penis; scrotum, testicles; nipples; vulva, sperm, eggs, ovaries, womb, pregnancy, bottom, vagina, anus, breasts.</p> <p>To explain who can see someone's private part, what consent means and how to protect privacy.</p>
Year 3	<p>To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.</p> <p>To identify the different types of relationships people have and their different purposes and qualities.</p> <p>To identify what makes a positive relationship and what makes a negative relationship.</p>
Year 4	<p>To identify puberty changes.</p> <p>To explain menstruation cycle as something that happens when a sperm does not meet an egg.</p> <p>To understand how the onset of puberty can have emotional as well as physical impact.</p> <p>To learn what happens to a woman's or a man's body during puberty (including menstruation and wet dreams) and that this is linked to reproduction.</p> <p>To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.</p> <p>Know the correct terminology for their genitalia; Female: vulva, vagina, ovaries, eggs, womb, clitoris, labia, breasts Male: penis, testicles, sperm, pubic hair</p> <p>To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p> <p>To know that marriage should be entered into freely.</p>
Year 5	<p>To describe the intensity of different feelings and strategies to build resilience.</p> <p>To understand the different types of feelings and emotions associated with puberty.</p> <p>To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.</p> <p>To identify the different types of products someone might use during puberty or menstruation.</p> <p>To explain how people might feel at times of change and loss. To consider strategies when coping with this.</p>
Year 6	<p>To identify types of emotional responses and some strategies for coping with change.</p>

	<p>To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.</p> <p>To understand that social media and fame don't always reflect true appearance.</p> <p>To give positive feedback that is based on a person's qualities.</p> <p>To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.</p> <p>To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.</p>
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How RSE is monitored and evaluated

The RSE policy is periodically reviewed. The programmes of study for relationships and sex education are continually reviewed and any changes deemed necessary are implemented. The induction of new staff will include introduction to this policy.

Children's progress is measured half termly and outcomes are reviewed by the PSHE leader to ensure that we are meeting the children's needs.

How the delivery of the content will be made accessible to all pupils

Our RSE programme is tailored to the age and the physical and emotional maturity of the children. We ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum. Although the information shared will always be the same, we understand that children may feel more comfortable to ask questions if in separate groups and these needs will be catered for.

Ethnic, religious and cultural diversity

We promote the spiritual, moral, social and cultural (SMSC) development of our pupils.

We actively promote fundamental British values. We meet requirements for collective worship and have a strong school ethos underpinned by our value of 'Care, Aspire and Achieve' supported by effective relationships throughout the school. Our RSE programme is inclusive and shows tolerance of those with different faiths and beliefs. It acknowledges, accommodates and celebrates the diversity within any group of people in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.

Varying home backgrounds

Our RSE programme recognises that children come from a variety of backgrounds and these are acknowledged in the teaching. Our programme promotes the inclusion and representation of a range of different families as part of the wider context thus 'usualising' diversity.

Sexual Orientation

We ascribe to the current DFE guidance on LGBTQ+ inclusion in primary schools

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements>

which promotes us to:

- Consider the makeup of our own, ever changing, student body, including the gender and age range of pupils and, as necessary, to put in place additional support for pupils with particular protected characteristics.

- Foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- Be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.
- In teaching RSE, we ensure that the varied needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.
- Ensure that we comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.
- Ensure that all teaching is sensitive and age appropriate in approach and content and that children are taught about LGBT content at a timely point as part of this area of the curriculum.

Therefore, the RSE programme acknowledges this and includes sensitive, honest and balanced consideration of sexuality.

Staff Development

Ongoing CPD through both in house and external sources will ensure that staff are fully equipped to identify issues for pupils and manage their own health and wellbeing.

Parental concerns and withdrawal of students

We will always inform parents prior to the start of a sex education unit of work. Parents have the right to withdraw their children from all or part of Relationships and Sex Education. 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. From 2020 parents will have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education.

Before granting any such request the headteacher will discuss the request with the parent and, as appropriate to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher is also likely to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Parents will be given every opportunity to understand the purpose and content of Relationships Education and RSE.

Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)

- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

Useful resources

PSHE Association PSHE Policy Guidance

<https://pshe-association.org.uk/>

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The Brook Materials support understanding of age appropriate behaviours. Brook Tool

<https://www.brook.org.uk/education/sexual-behaviours-traffic-light-tool/>

A webinar by the Brook Charity:

https://www.youtube.com/watch?v=_VBoplgWZ2w

A webinar by a lady called Sarah Sproule:

<https://www.youtube.com/channel/UC2WU7DnczQPPAEzq47DwFA>

The NSPCC Pants Campaign:

<https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/>