



Wallsend Jubilee Primary School

RSE Policy

Governance	
Version	VI
Policy Officer	Mrs Tait & Mrs Anderson
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Statutory	

Version History Log

Version 1	Description of Change	Date/Author
June 2026	Updated to reflect 2025 guidance	S. Anderson F.Tait

Relationship and Sex Education Policy

Rationale

We have based our school's Relationships and Sex Education (RSE) on the updated statutory guidance from the DFES 'Relationships Education' documents (July 2025). Relationship and Sex Education is part of the personal, social and health education (PHSE) programme of study. It focuses on relationships, equality, friendships, family life, marriage, communication, safety, respect, trust and caring for others. Details about life cycles and reproduction are included in our Relationship and Sex Education and are generally addressed in the Science curriculum.

Definition

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

Aims and Objectives

We aim to:

- Nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care.
- Develop sensitivity towards the needs of others.
- Learn about the importance of family life.
- Learn about the physical development of their bodies as they grow into adults.
- Provide knowledge about life cycles of living things including humans.
- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- Educate against discrimination and prejudice.
- Empower children to make informed choices about their safety and wellbeing and to recognise their responsibility for their actions.
- Let pupils explore their own and others attitudes.
- Develop the skills that enable informed healthy living.

Context

We teach Relationship and Sex education in the context of the school's aims and values. In particular, we teach Relationship and Sex education in the belief that: it should be taught in the context of marriage and family life; it is part of a wider social, personal, spiritual and moral education process; children should be taught to have respect for their own bodies; children should learn about their responsibilities to others, and be aware of the consequences of their actions; it is important to build positive relationships with others, involving trust and respect.

Organisation and Approach

We teach Relationship and Sex education through different aspects of the curriculum from Early Years through to Year 6. The Relationship and Sex education teaching is in our personal, social and health education (PSHE) curriculum. We also teach some Relationship and Sex education through other subject areas (for example, science, PE R.E and SEAL)

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Pupils will know that they are free to ask further questions and to discuss issues with their teacher and support staff. They will answer pupil's questions in an open, factual and appropriate way but will not enter into discussions about personal issues. Governors and staff are agreed that staff will answer questions as long as they are age appropriate. Staff will also encourage the children to discuss questions with their parents.

Inclusion/Difference and Diversity

RSE will meet the needs of all pupils, including those who are marginalized and vulnerable. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. We work in partnership with the SENCO and parents to ensure that all students experience a quality RSE program. We also consult with students and parents who may have different needs due to religious or cultural beliefs.

Equality

In line with the Equality Act 2010 we use RSE to actively promote equal opportunities for all. Please refer to our Equal Opportunities policy for further details.

Safeguarding

School safeguarding procedures must be followed when any disclosures about abuse are made.

Statutory Content

Our RSE curriculum is embedded within our PSHE curriculum and this will be adapted when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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 others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's 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 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

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- that healthy 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.
- the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- how to manage conflict, and that resorting to violence is never right.
- how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Pupils should know:

- how to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- practical steps they can take and skills they can develop 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. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online relationships

Pupils should know:

- that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to

dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

- that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- 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

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- the concept of privacy and its implications for both children and adults; including that it is 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 contact, including physical contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not 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 abuse, concerns 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.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Non-Statutory sex-education content includes the following:

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 5. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PHSE Co-ordinator.

The role of parents

The school is well aware that the primary role in children's Relationship and Sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we answer any questions that parents may have about the Relationship and Sex education of their child. We also take seriously any issue that parents raise with teachers or governors about our policy or the arrangements for Relationship and Sex education in the school. We believe that, through the exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents do not have the right to withdraw their children from Statutory Relationships Education as it is vital children receive this content. Parents do have the right to request that their child be excused from Sex Education. However, we strongly advise parents to consult with us to discuss their concerns. Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

The role of pupils

Feedback from students is used to evaluate and change the programme.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education.

Confidentiality

Teaching Staff conduct Relationship and Sex education lessons in a sensitive manner and in confidence. It is their responsibility to create a safe environment through ground rules and distancing techniques. However, if a child causes the teacher /HLTA reason for concern, then the teacher/HLTA will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher/HLTA will talk to the child as a matter of urgency. If the teacher /HLTA has concerns, they will draw their concerns to the attention of the designated person who will then deal with the matter in consultation with health care professionals.

The role of the Head teacher/PSHE Co-ordinator

It is the responsibility of the head teacher or RSE Lead to ensure that both staff and parents are informed about our Relationship and Sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher or RSE Lead liaises with external agencies regarding the school Relationship and Sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Assessment/Evaluation

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further. Lessons are planned to ensure that pupils of differing abilities are suitably challenged and assessments will show where pupils need further support. PSHE coordinators will monitor quality of teaching and learning through work observations of lessons, discussions with pupils and work scrutinies.

Monitoring and review

The governing body monitors our Relationship and Sex education policy on a biannual basis. The Governors give serious consideration to any comments from parents about the Relationship and Sex education programme, and make a record of all such comments.