Gorseybrigg Primary School and Nursery

RSE Policy 2026

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We have developed a curriculum with the following key principles in mind:

a. **Engagement with pupils.** Our RSHE curriculum is informed by meaningful engagement with pupils to ensure that our curriculum is relevant and engaging.

b. **Engagement with parents**. Our RSHE curriculum is transparent with parents about all materials we use in RSHE. All our materials are available to parents.

c. **Positivity.** Our curriculum focus is on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. We avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

d. **Careful sequencing**. Our curriculum covers all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school.

e. **Relevant and responsive.** Our curriculum is age and stage appropriate and accessible to pupils.

f**. Skilled delivery of participative education**. The curriculum is delivered by school staff supported, when appropriate by external providers who have the knowledge, skills and confidence to create a safe and supportive environment.

g**. Whole school approach**. The curriculum is delivered as part of a whole school approach to wellbeing and positive relationships.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To provide all pupils with the knowledge, skills and attitudes that will enable them to make positive, healthy choices concerning relationships as they grow up and deal with risk

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

• Sections 406 and 407 of the Education Act 1996

• Part 6, chapter 1 of the Equality Act 2010

• The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

4. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

The DfE recognises 5 elements to Relationships Education. These are

• Families and people who care for me

• Caring friendships

• Respectful relationships

• Online relationships

• Being safe

In Key Stage 1 (age 5-7), children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life

cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9) pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships and manging loneliness; how and why their bodies are changing; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; that a male and a female are needed to make a baby; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11) pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born; (menstruation will be taught in Y5 alongside the UKS2 relationships lessons and correct names for body parts will be used as set out in our school vocabulary progression document (EYFS - Y6); the impact of social media on self-esteem, body image, health and safety and ways to manage this. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn how to manage change and loss including bereavement.

All children will learn skills to manage relationships including who to trust and who not to trust, with a focus upon online relationships and scams, fraud and video game monetisation/gambling. Children will learn about the risks of being online, including being aware of inappropriate content and protections on social media, including age requirements. All children will learn about hazards regarding personal safety; including fire safety and travel safety.

National Curriculum Science is also statutory. This includes:

Key stage 1

• Identify, name, draw and label the basic parts of the body and say which sense the part of the body is associated with each sense

• That animals, including humans, have offspring that grow into adults

Key Stage 2

• Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird

• Describe the life process of reproduction in some plants and animals

• Describe the changes as humans develop to old age

• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE)

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:

o Safe and supported

o Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

o A whole-class setting

o Small groups or targeted sessions

o 1-to-1 discussions

o Digital formats

Give careful consideration to the level of differentiation needed.

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Roles and Responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing to the head teacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

8. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by Rachel MacLeod (headteacher), Ellena Barker and Hilary Bradbury (PSHE and RSE leads) through:

- Monitoring of the curriculum and coverage

- Learning walks and planning observations

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rachel MacLeod, Ellena Barker and Hilary Bradbury annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationship units to be taught in years 1, 3 and 5.

Appendix 2: By the end of primary school pupils should know (DfE guidance- Relationships and sex education (RSE) and health education - GOV.UK)

TOPIC PUPILS SHOULD KNOW

Families and people who care about me

• 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 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

• 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

Caring friendships

• How important friendships are in making us feel happy and secure, and how people choose and make friends

• 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

• 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

Respectful relationships

• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

• Practical steps they can take in a range of different contexts to improve or support respectful relationships

• The conventions of courtesy and manners

• The importance of self-respect and how this links to their own happiness

• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

• What a stereotype is, and how stereotypes can be unfair, negative or destructive

• The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

• That people sometimes behave differently online, including by pretending to be someone they are not

• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous

• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

• How information and data is shared and used online

Being safe

• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

• About the concept of privacy and the implications of it 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 physical, and other contact

• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

• How to recognise and report feelings of being unsafe or feeling bad about any adult

• How to ask for advice or help for themselves or others, and to keep trying until they are heard

• How to report concerns or abuse, and the vocabulary and confidence needed to do so

• Where to get advice e.g. family, school and/or other sources