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# RSE(Relationship Education and Sex Education) Policy

Adopted by the Local Governing Body of Park Lane Primary and Nursery School  
27<sup>th</sup> January 2026

**Policy reference:**

**This policy is to be reviewed:**

Annually

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Local Governing Body of Park Lane Primary and Nursery School

## Review History

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## **1. Aims**

The aims of Relationships and Sex Education (RSE) at our school are:

- 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 as well as a healthy state of mental wellbeing;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Teach pupils the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online;
- Teach pupils about being respectful and safe within the context of relationships.

## **2. Statutory requirements**

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Park Lane Primary School, we teach RSE as set out in this policy.

## **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**

We use the 1Decision scheme of work to deliver RSE. Our curriculum plan is set out as per Appendix 1. We have developed the curriculum in consultation with parents, pupils and staff, 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 appropriate manner, so they are fully informed and don't seek answers online.

We recognise that sex education is not compulsory in primary schools; however, we have decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to secondary school.

Primary sex education in Years 5 and 6 will focus on:

- Preparing boys and girls for the changes that adolescence brings.
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- How a baby is conceived and born.

## **5. Language**

We feel that it is vital that pupils are taught appropriate language in context from Reception onwards at Park Lane. Staff use the names for body parts in a sensitive but realistic form to ensure that children are comfortable with talking about these and aren't ashamed to ask questions and/or have the confidence to discuss any safeguarding issues with members of staff. Pupils are taught that their 'private parts' are in fact private and, through the NSPCC and PSHE lessons, pupils understand what inappropriate contact is.

## **6. 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 and PE curriculum, and other aspects are included in religious education (RE). Year 6 pupils also receive stand-alone sex education sessions delivered by classteachers.

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.

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

These areas of learning are taught within the context of family life, taking care to ensure 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, 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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

After consultation with parents, staff and pupils the governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

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- 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 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.

**Supporting our ‘catch- up’ teaching and learning policy, all staff members will ensure that:**

- Children know what they are learning.
- Children learn one thing at a time.
- Children learn at their own pace.
- Children are supported.
- Children are helped to remember what they have previously learnt and build upon the skills/ knowledge they already have.

#### **7.4 Pupils**

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

#### **8. Parents’ right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

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

Requests for withdrawal should be discussed with the Headteacher and/or classteacher, who will sensitively explore any concerns and discuss any impact that withdrawal may have on the pupil.

Alternative work will be given to pupils who are withdrawn from sex education. Please see appendix 4 for parents withdrawal from sex education within RSE.

#### **9. 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.

#### **10. Monitoring arrangements**

The delivery of RSE is monitored by Vicki Ingham and Kelly Chisholm through:

- Learning walks and/or lesson observations;

- Discussions with staff and pupils;
- Planning and book scrutinies.

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

This policy will be reviewed annually. At every review, the policy will be approved by the Headteacher and the governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Reception	<p><u>SCIENCE:</u></p> <ul style="list-style-type: none"><li>• Know how to begin to explore the concept of male and female</li><li>• Know what young animals have in common</li></ul> <p><u>PSHE (Relationships)</u></p> <ul style="list-style-type: none"><li>• Know how to value and appreciate their own and other people's bodies.</li><li>• Know how to recognise and name external parts of the body including using scientific names for the external sexual parts of the body.</li><li>• Know how to recognise and appreciate similarities and differences between bodies, including those between girls and boys.</li><li>• Know how to appreciate the variety of things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives.</li><li>• Know what personal hygiene is and support children in developing appropriate responsibility for it.</li><li>• Encourage children to analyse their own role in developing positive, responsible and caring attitudes.</li></ul>
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Year 1

SCIENCE:

- Know how to Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Know how animals and humans move, feed, grow and reproduce
  
- PSHE (Relationships)
- Know how to recognise different types of relationships.
- Know how to understand and respect that all families are special and unique.
- Know how to recognise kind and thoughtful behaviours.
- Know how to see a situation from another person's point of view.
- Know how to be a good friend and understand the importance of caring about other people's feelings.
- Know how to describe some basic personal hygiene routines and understand how these can prevent the spread of disease.
- Know the names for the main external parts of the body.
- Know the names for the sexual parts using colloquial and occasionally scientific words.
- Know how to describe what their bodies can do and understand how amazing their body is.
- Know that that their body belongs to them.

Year 2

SCIENCE:

- Know that animals, including humans, have offspring which grow into adults
- Know how to observe and describe how seeds and bulbs grow into mature plants

PSHE (Relationships)

- Know why we should care about other people's feelings.
- Know how to understand and cope with bullying behaviours.
- Know how to recognise a range of feelings.
- Know that feelings can be shown without words.
- Know how to recognise babies, children and adults of different ages and put them into age order.
- Know that human babies grow inside their mothers.
- Know the main physical developments which take place in early childhood.
- Know some of the changes in responsibilities and expectations during early childhood.
- Know the basic needs of babies.
- Know how dependent a baby is on parents to provide its basic needs.
- Know how babies develop into children and then into adults and their own physical development.
- Know what babies and young children need to stay healthy and safe.

Year 3	<p><u>SCIENCE:</u></p> <ul style="list-style-type: none"> <li>• Know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>• Know examples of life processes.</li> </ul> <p><u>PSHE (Relationships)</u></p> <ul style="list-style-type: none"> <li>• Know the difference between appropriate and inappropriate touch (personal boundaries).</li> <li>• Know who and how to ask for help.</li> <li>• Know the main external parts of male and female bodies and may use some scientific names for these.</li> <li>• Know and use the scientific terms <i>penis</i>, <i>testicles</i>, <i>breast</i> and <i>vagina</i> and explain which parts are male and which are female.</li> <li>• Know and describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things.</li> <li>• Know how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness.</li> </ul>
Year 4	<p><u>SCIENCE:</u></p> <ul style="list-style-type: none"> <li>• Know the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.</li> </ul> <p><u>PSHE (Relationships)</u></p> <ul style="list-style-type: none"> <li>• Know the different types of relationships we can have and describe how these can change as we grow.</li> <li>• Know how our families support us and how we can support our families.</li> <li>• Know how to identify healthy and unhealthy relationships.</li> <li>• Know how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.</li> <li>• Know how to explain ideas about being grown up and show they have a relatively realistic view of adulthood.</li> <li>• Know how to identify an area for which they can take more responsibility.</li> <li>• Know some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</li> </ul>

Year 5

SCIENCE:

- Know the changes as humans develop to old age
- Know the life process of reproduction in some plants and animals
- Know the differences in the life cycles of a mammal, an amphibian, an insect and a bird

PSHE (Relationships)

- Know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.
- Know the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently.
- Know what is meant by body image and how to have a positive body image for themselves and others.
- Know the importance of washing regularly and of maintaining other hygiene routines during puberty.
- Know who and what can help during puberty.
- Know how to prevent the spread of common diseases.

Year 6

SCIENCE:

- Know the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

PSHE (Relationships)

- Know some emotions associated with the onset of puberty and have strategies to deal with these positively.
- Know that puberty affects people in different ways both physically and emotionally.
- Know that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly.
- Know some characteristics of a loving trusting relationship.
- Know the terms 'conception' and 'reproduction'.
- Know the function of the female and male reproductive systems.
- Know the various ways adults can have a child.
- Know the different stages of pregnancy.
- Know the laws around inappropriate touch and words; and personal boundaries
- Know some basic reasons why a couple might choose to have children.
- Know of some family arrangements which are different from theirs.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

Appendix 3: whole school RSE statutory coverage

Families and people who care for me	Pupils should know:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	That families are important for children growing up because they can give love, security and stability.	RE autumn 1 PSHE summer 2				Y5 Spring 1	Y6 Spring 2
	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family member, the importance of spending time together and sharing each other's lives.	PSHE Summer 2				Y5 Spring 1	Y6 Spring 2
	That other families, with 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.	PSHE Summer 2	Windows and mirrors booklist in VIPERS (Y1 &2)		Y4 Summer 2 Y4 Spring 1	Y5 Spring 1	Y6 Spring 2
	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.	Pshe Spring 1			Y4 Summer 2 Y4 Spring 1	Y5 Spring 1	Y6 Spring 2
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.				Y4 Summer 2	Y5 Spring 1	Y6 Summer 2
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek advice from others if needed.			Summer 2			Y6 Autumn 2 Y6 Spring

Caring friendships	Pupils should know:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	How important friendships are in making us feel happy and secure, and how people choose and make friends.	Spring 2 PSHE			Y4 Spring 1	Y5 Autumn 1	Y6 Autumn 2 Y6 Summer 1
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Spring 2 PSHE			Y4 Spring 1	Y5 Summer 2	Y6 Summer 1
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Spring 2 PSHE  Circle time throughout the year			Y4 Spring 1	Y5 Summer 2 Y5 Autumn 1	Y6 Summer 1
	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.	Spring 2 PSHE			Y4 Spring 2	Y5 Spring 1	Y6 Summer 1
	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.	Spring 2 PSHE			Y4 Spring 1	Y5 Autumn 1	Y6 Summer 1 Y6 Summer 2 Y6 Spring 2

Respectful relationships	Pupils should know:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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.	RE throughout the year	Science-Summer 2 (different people and what they look like/ all important)	Summer 2	Y4 Spring 1	Y5 Spring 2	Y6 Spring 2
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Classroom practice/ ongoing	Classroom practice/ ongoing	Classroom practice/ ongoing	Y4 Spring 1	Y5 Summer 1	Y6 Spring 2
	The conventions of courtesy and manners.	Classroom practice/ ongoing	Classroom practice/ ongoing	Classroom practice/ ongoing	Ready, respectful, safe	Ready, respectful, safe	Ready, respectful, safe
	The importance of self-respect and how this links to their own happiness.	Classroom practice/ ongoing	Classroom practice/ ongoing	Classroom practice/ ongoing	Y4 Spring 1	Y5 Spring 1	Y6 Spring 2 Y6 Summer 2
	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.	School rules	School rules	School rules	School rule Y4 Spring 1	Y5 Spring 1	
	About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Summer 1 PSHE  Anti-bullying week	Anti-bullying week	Anti-bullying week	Y4 Summer 1	Y5 Summer 1	Y6 Summer 1
	What a stereotype is, and how stereotypes can be unfair, <u>negative</u> or destructive.				Y4 Spring 1	Y5 Spring 1	Y6 Spring 1
	The importance of permission-seeking and giving in relationships with friends, <u>peers</u> and adults.			Summer 2	Y4 Summer 2	Y5 Summer 1	Y6 Summer 2

Online relationships	Pupils should know:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	That people sometimes behave differently online, including by pretending to be someone they are not.	Summer 1	Summer 1	Summer 1	Y4 Summer 1	Y5 Summer 1	Y6 Summer 1
	That the same principles apply to online relationships as face-to-face relations, including the importance of respect for others online including when we are anonymous.	Summer 1	Summer 1	Summer 1	Y4 Summer 1	Y5 Summer 1	Y6 Summer 1
	The rules and principles for keeping safe online, how to recognise risks, harmful <u>content</u> and contact, and how to report them.	Summer 1	Summer 1	Summer 1	Y4 Summer 1	Y5 Summer 1	Y6 Summer 1
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			Summer 1	Y4 Summer 1	Y5 Summer 1	Y6 Summer 1
	How information and data is shared and used online.		Summer 1	Summer 1	Y4 Summer 1	Y5 Summer 1	Y6 Summer 1

Being Safe	Pupils should know:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).		Ongoing	Ongoing	Y4 Summer 1	Y5 Summer 1	Y6 Summer 1 Y6 Spring 2
	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.			Summer 1	Y4 Summer 1 Y4 Summer 2	Y5 Summer 1 Y5 Summer 2 PANTS video each half term.	Y6 Summer 1 Y6 Summer 2
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.	PANTS VIDEO	PANTS VIDEO	PANTS VIDEO	Y4 Summer 2 PANTS video each half term.	Y5 Summer 2 PANTS video each half term.	Y6 Summer 2 PANTS video each half term.
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Summer 1		Summer 1	Y4 Summer 1	Y5 Summer 1	Y6 Summer 1
	How to recognise and report feelings of being unsafe or feeling bad about any adults.	Summer 1	Summer 1	Summer 1	Y4 Summer 2	Y5 Summer 1	Y6 Summer 2 PANTS video each half term.
	How to ask for advice or help for themselves or others, and to keep trying until they are heard.			Autumn 1	Y4 Summer 1/ 2	Y5 Summer 1 Y5 Spring 1 Y5 Spring 2	Y6 Spring 2 Y6 Summer 1
	How to report concerns or abuse, and the vocabulary and confidence needed to do so.	PANTS	PANTS	PANTS	Y4 Summer 2 Friday safeguarding assembly	Y5 Summer 1 Friday safeguarding assembly	Y6 Summer 2 Friday safeguarding assembly
	Where to get advice e.g. family, school and/ or other sources.			Summer 1/ Summer 2	Y4 Summer 1 Friday safeguarding assembly	Y5 Summer 1 Y5 Autumn 2 Y5 Autumn 1	Y6 Summer 2 Friday safeguarding assembly
						Y5 Spring 2 Friday safeguarding assembly	



Parent/Carer signature	Date
TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	