

Long Row Nursery and Primary School



RSE Policy

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Introduction:

At Long Row Primary School, we believe that effective Relationships and Sex Education (RSE) is essential for young people to make responsible and well-informed decisions about their lives and to safeguard young people. The RSE programme is integrated as part of the PSHE curriculum (see separate PSHE policy) and is delivered as such that it meets the National Healthy Schools Standard. This school policy is in line with current regulations from the Department of Education (DfE) on [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(for teaching until 31 August 2026\)](#)

Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy, we will refer to Relationships Education and Sex Education (RSE) as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive, healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social, cultural, mental and physical development of pupils

As a **SMILERS school**, we also embed a whole-school approach to supporting positive mental health and wellbeing. SMILERS stands for:

- **Stay Connected** – maintaining healthy relationships with friends, family and pets.
- **Move** – engaging in physical activity to support a positive mood and healthy lifestyle.
- **Interest** – pursuing hobbies and purposeful learning activities.
- **Look** – noticing and appreciating our environment through our senses.
- **Eating Well** – understanding the importance of a balanced diet.
- **Rest** – ensuring good quality sleep and downtime.
- **Support** – helping others and recognising the value of kindness.

This approach underpins our PSHE and RSE curriculum, supporting children's emotional wellbeing, resilience and readiness to learn.

Aims:

The aim of Relationships and Sex Education at Long Row is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online.

Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity, respect and honesty. These approaches support our wider work of building resilience in our pupils.

The integrated PSHE and RSE curriculum aims to:

- Develop communication and skills to be effective in friendships and relationships
- Ensure children are able to name parts of the body and describe how their body works; learn how to care for their body and value health, fitness and hygiene. • Respect their own and other peoples' bodies and personal space
- Recognise appropriate and inappropriate touching, be able to keep themselves safe and to know when and how to ask for help and support.
- Recognise that difference is OK and celebrate it and so recognise and challenge pressure to conform to gender stereotypes.
- Be confident with their body image and prepared for puberty.

We focus on attitudes, values and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Safeguarding Alignment

Relationships and Sex Education (RSE) at Long Row Nursery and Primary School forms an essential part of our whole-school safeguarding approach. RSE supports pupils in:

- recognising healthy and unhealthy relationships,
- understanding personal boundaries and consent,
- identifying inappropriate or unsafe behaviours (online and offline),
- knowing how and where to seek help,

- developing the knowledge and confidence to report concerns.

All staff delivering RSE follow the school's Safeguarding Policy and any disclosures or concerns are managed fully in line with statutory guidance, including *Keeping Children Safe in Education (KCSIE)*. Staff are trained to recognise safeguarding indicators, respond appropriately, and report concerns via established internal procedures.

Teaching about safety, body autonomy, digital wellbeing and respectful relationships directly reinforces our safeguarding duty to protect pupils from harm and support their welfare.

Teaching and Learning and Curriculum coverage:

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

With RSE integrated into PSHE teaching through the PSHE Matters Scheme, units are split over a half term basis across two years:

Cycle B (2025-2026)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Being Safe and Responsible	Bullying Matters and Emotions	Relationships and Being Me	Diversity Matters	Being Healthy including Drug Education	Money Matters Enterprise and Transition
Year 1 – Year 6	Being Responsible	Being Me	Being Healthy	Exploring Emotions	Changes	Growing Up (includes Puberty for Years 3-6)
EYFS Extra						Parts of the body and privacy
Year 4 Extra						Girls only – introduction to periods
Year 5 Extra						Puberty
Year 6 extra				Plus: Wellbeing and resilience during SATs		Conception

Cycle A (2026-2027)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Being Safe and Responsible	Bullying Matters and Emotions	Relationships and Being Me	Diversity Matters	Being Healthy including Drug Education	Money Matters Enterprise and Transition
Year 1 – Year 6	Being Safe	Bullying Matters	Relationships	Diversity Matters	Drug Education	Money Matters and Transition
EYFS Extra						Parts of the body and privacy
Year 4 Extra						Girls only – introduction to periods
Year 5 Extra						Puberty
Year 6 Extra				Plus: Wellbeing and resilience during SATs		Puberty and conception

In term 6, the teaching is split for year 5 and 6, with the year 6's receiving conception education, consent and legal age.

We recognise that RSE does not come just through the curriculum. In responses to relationship and sex related issues all staff will model positive, matter of fact answers in an age-appropriate way. We have a spiral, progressive curriculum that begins in Reception, which builds on staff agreed vocabulary to be used from Reception through to Year 6 (see Appendix 1).

See separate progression documents on the school website.

The PSHE Matters Scheme Overview

The RSE curriculum runs through the PSHE Matters scheme with our other PSHE objectives. The only specific sections will be 'Growing up' and 'Relationships' although objectives overlap and appear in other units also. The lists below are not exhaustive but outline some key objectives which fall into the RSE curriculum.

In EYFS

Children predominantly learn about keeping themselves safe through the use of Pantasaurus (NSPCC) and naming the body parts, they also begin their social learning journey and what makes a good friend and making healthy choices for themselves. They follow the Early Years Statutory Framework.

In Key Stage 1

Children 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 body parts including genetalia
- that some parts of their body are private (Pantasaurus revisited)
- how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9)

Children learn about:

- change in friendships
- different relationships and families
- how to be a good friend online and offline
- managing conflict in friendships
- how and why their bodies are changing
- staying safe online
- gender stereotypes and their impact
- feelings and how to cope with them
- what a baby needs
- about privacy, boundaries and secrets
- who to talk to if they feel anxious, unsafe or unhappy.

In Upper Key Stage 2 (age 9-11)

Children learn about:

- the important relationships in their life
- how to show love to others
- the different kinds of families and partnerships (including homosexual and transgender)

- 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 wet dreams. (taught in single-gender safe spaces and then mixed to learn about opposite gender changes)
- the impact of social media on self-esteem, body image, health and safety and ways to manage this.
- How to stay safe online

All of the RSE objectives are statutory.

RSE links to the children's science learning (statutory)

Key Stage 1

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

As part of the RSE curriculum, following on from the science curriculum, year 6 also learn:

- how babies are conceived
- how babies develop and are born.

Children in year 5 and 6 will learn about sexual reproduction in science, where sperm and egg terminology are used. However, parents/carers have a legal right to withdraw their year 6 child(ren) from these dedicated sex lessons ***delivered outside the science curriculum. This is education exclusively to sexual intercourse.***

If a parent/carers has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child,

we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Equal Opportunities / Sensitive Issues

RSE is delivered with regard to the Equality Act 2010 and its protected characteristics. LGBT content is integrated throughout, not taught as a stand-alone lesson.

We recognise differing pupil needs based on background, SEND, emotional or behavioural needs and tailor provision accordingly.

Additional Statutory Health Education Content

To ensure full compliance with the DfE, the following statutory Health Education elements are explicitly included in our curriculum:

Mental Wellbeing

In addition to existing emotional literacy teaching, pupils will learn:

- The importance of sufficient sleep and rest, and how this affects mood and learning.
- That mental wellbeing can change over time and that this is normal.
- How to recognise when they or others may be experiencing mental health difficulties.
- How and where to seek appropriate support.
- The link between physical activity, lifestyle choices and emotional wellbeing.

As a **SMILERS school**, these elements are embedded through our whole-school approach (Stay Connected, Move, Interest, Look, Eating Well, Rest, Support).

Physical Health and Fitness (linked to PE)

Pupils will learn:

- Why regular physical activity is important for physical and emotional health.
- How exercise impacts concentration, mood, and wellbeing.
- How to make informed choices about physical activity, screen time and balanced routines.

Basic First Aid

All pupils will be taught:

- How to make a clear and efficient call to emergency services (999/112).
- Basic first aid for common injuries.

- How to seek adult help and keep themselves safe when helping others.

Drugs, Alcohol and Tobacco

Pupils will be taught:

- Safe use of medicines and the role of medical professionals.
- The difference between medicines and harmful substances.
- That some household products can be dangerous if misused.
- The health risks associated with smoking and passive smoking.
- The basics of alcohol-related risks.

Health and Prevention

Pupils will learn about:

- Dental hygiene, including brushing and dental check-ups.
- Sun safety, including sunscreen, hats and protective behaviour.
- How infections spread and how hygiene reduces the risk.

Planning and resources:

Teaching provision

RSE is provided through:

- 1) Different teaching and learning methods are used to ensure pupils' full participation and development of skills.
- 2) A safe learning environment is established in all PSHE lessons including the ground rules encompassing: 1) we will not ask personal questions 2) we have a right to pass if we don't want to comment 3) We agree to join in and make positive contributions 4) We will listen to each other without interruption.
- 3) Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
- 4) Other curriculum areas for example Drama, English etc.
- 5) Assemblies.
- 6) The provision of appropriate leaflets and other information sources such as visitors.
- 7) Targeted intervention, where appropriate, with vulnerable individuals.
- 8) Delivery in response to incidents.

- 9) Visitors/speakers. If any visitors are brought into school to discuss topics, we ensure that visitors are made aware of the policy in order to use appropriate language when addressing the children.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Ground rules are explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress.

Roles and Responsibilities

Class teachers deliver RSE, supported by the PSHE coordinator. Governors hold overall responsibility for the policy.

Teachers will:

- Use professional judgement and discretion
- Maintain boundaries and safety
- Use anonymous question boxes when appropriate
- Refer safeguarding concerns to designated staff
- Avoid oversharing or providing developmentally inappropriate information
- Emphasise the law, consent and informed decision-making in discussions around sex

Parental Engagement

We recognise the prime role of parents/carers in the development of their child's understanding about relationships education. We work in active partnership with parents/carers in the development and review of RSE.

We work in active partnership with parents/carers and:

- Share our rationale and curriculum
- Invite feedback and involvement in policy review
- Provide workshops and resources
- Offer a parent lending library

SEND:

Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted and outcomes differentiated to facilitate inclusion. There are times when some children will find it hard to learn in a busy classroom so may take part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND.

Monitoring and Evaluation:

This policy is reviewed annually by staff and governors.

We additionally:

- Monitor curriculum delivery and staff training needs
- Review and update resources
- Evaluate pupil progress and understanding
- Collect feedback from pupils, staff and parents

In accordance with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, this RSE Policy, including all appendices, is published on the school website and is available to all parents, carers and stakeholders. A paper copy can also be requested from the school office.

Appendix 1 Relationship and Sex Education Safeguarding Vocabulary

Nursery/Reception	Year 1/2	Year 3/4	Year 5/6
• Penis • Vulva • Vagina • Womb • Testicles • Appropriate touch • Pantasaurus • Private parts • Pants • Touch • Secrets that upset you • Safe adult • No means no (consent)	• Penis • Vulva • Vagina • Womb • Testicles • Appropriate touch • Pantasaurus • Pants • Appropriate touch • Secrets that upset you • Safe adult • No means no (consent) • Pregnant • Breasts • Genitals (private parts) • Foetus • Anus	• Penis • Vulva • Vagina • Pregnant • Womb • Testicles • Breasts • Genitals • Foetus • Puberty • Pubic hair • Anus • Appropriate touch • Secret versus surprise • Consent • Safe adult • Pantasaurus	• Penis • Vulva • Vagina • Pregnant • Womb • Testicles • Breasts • Genitals • Foetus • Sperm • Egg/Ovum • Ovaries • Urethra • Anus • Pubic hair • Period • Masturbation • Hormones • Sexual intercourse • Conception • Semen • Erect / erection • Ovulation • Labia • Cervix • Clitoris • Foreskin • Wet dream • Menstruation • Ejaculation • Appropriate touch

			• Secret versus surprise • Consent • Safe adult
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