

RELATIONSHIPS AND SEX EDUCATION POLICY



Victoria Road Primary and Nursery School

2026-2027

Reviewed May 2026 Next Review: May 2027

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There is a DfE review of RSHE teaching and new guidance for statutory implementation in September 2026. Our policy will be reviewed in line with this guidance and implemented fully in September 2026

Policy Statement

'Sex and Relationship Education (RSE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999). Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

At Victoria Road Primary School we believe that effective RSE can make a significant contribution to the knowledge, skills and understanding needed by pupils if they are to lead confident, healthy, independent lives and to become informed, active, and responsible citizens. It is an intrinsic part of the physical, intellectual, and emotional growth of an individual and it is essential that pupils have sufficient age-appropriate awareness and understanding of the protected characteristics, know how to stay safe, including online. The pupils' spiritual, moral, social and cultural development, understanding of British values is important for the development of their character and wider development. Our Relationship and sex education is delivered through the PSHE and Citizenship framework and the Science curriculum.

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Sex and Relationships Education (RSE) is an important part of PSHE Education (DfE, 2014).

- When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty. Academies do not have to provide RSE but must also have regard to Secretary of State's guidance when they do (DfE, 2013). Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64)

- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014). Updated government safeguarding guidance is now available (Keeping Children Safe in Education) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2016) which includes a section for schools. RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy • Safeguarding/Child Protection Policy
- Special Educational Needs Policy

At Victoria Road Primary and Nursery School, RSE is delivered through the **Jigsaw PSHE programme**.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RSE 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 Headteacher liaises with external agencies regarding the school RSE 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 headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Equal Opportunities Statement

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice - including homophobia - and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

The table below only covers the lessons (pieces) that relate to life cycles, the human body in puberty and human reproduction. The lessons (pieces) that parents are able to withdraw their children from are highlighted in red font. **Please refer to the Puzzle Map for detail about the wider learning about growing and changing in each year group.**

Year group	Piece (lesson) number and name	Learning Intentions relating to body changes in puberty and human reproduction

Ages 3-4	Piece 1- My Body	<ul style="list-style-type: none"> I can name parts of my body and show respect for myself
	Piece 3 Growing Up	<ul style="list-style-type: none"> I understand that we all start as babies and grow into children and then adults
	Piece 4 Growth and Change	<ul style="list-style-type: none"> I know that I grow and change
Ages 4-5 Reception	Piece 1- My Body	<ul style="list-style-type: none"> I can name parts of the body.
	Piece 3 – Growing Up	<ul style="list-style-type: none"> I understand that we all grow from babies to adults.
Ages 5-6 Year 1	Piece 1 Life Cycles	<ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK
	Piece 2 Changing Me	<ul style="list-style-type: none"> I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they happen whether I want them to or not
	Piece 3 My Changing Body	<ul style="list-style-type: none"> I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus I respect my body and understand which parts are private
Ages 6-7 Year 2	Piece 1 Life Cycles in Nature	<ul style="list-style-type: none"> I can recognise cycles of life in nature

		<ul style="list-style-type: none"> I understand there are some changes that are outside my control and can recognise how I feel about this
	Piece 2 Growing from Young to Old	<ul style="list-style-type: none"> I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me
	Piece 3 The Changing Me	<ul style="list-style-type: none"> I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus) and appreciate that some parts of the body are private I can describe what I enjoy about being a boy or girl whilst understanding we are all different
Ages 7-8 Year 3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby I can express how I feel when they see babies or baby animals
	Piece 2 Outside Body Changes	<ul style="list-style-type: none"> I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 3 Inside Body Changes	<ul style="list-style-type: none"> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up

		<p>(introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period)</p> <ul style="list-style-type: none"> I recognise how I feel about these changes happening to me and know how to cope with these feelings
	Piece 4 Keeping Ourselves Clean	<ul style="list-style-type: none"> I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy I know some simple ways of keeping clean which can keep me healthy and protect me from some infections I have started to think about the ways to keep my body clean as I grow up and how I feel about this
Ages 8-9 Year 4	Piece 2 Puberty and Menstruation	<ul style="list-style-type: none"> I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I have strategies to help me cope with the physical and emotional changes I will experience during puberty <p>Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.</p>
	3. Being Part of a Family	<ul style="list-style-type: none"> I know there are many types of family and that often our family members form part of our inner circle I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty I recognise that sometimes I may feel anxious about growing up and this is natural, and can identify people who can support me with this
Age 9-10 Year 5	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> I can explain how girls' bodies change during puberty and understand the importance of looking after ourselves physically and emotionally

		<ul style="list-style-type: none"> I understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys	<ul style="list-style-type: none"> I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	<ul style="list-style-type: none"> I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby I appreciate how amazing it is that human bodies can reproduce in these ways <p>Parents have the right to withdraw children from this session as it is classed as human reproduction.</p>
	Piece 5 Looking Ahead 1	<ul style="list-style-type: none"> I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (includes clarification on standing up for self, how age restrictions are there to help you, the pressures of misleading media messages around romantic/physical relationships) I am confident that I can cope with the changes that growing up will bring
Age 10-11 Year 6	Piece 2 Puberty	<ul style="list-style-type: none"> I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty
	Piece 3 Babies – Conception to Birth	<ul style="list-style-type: none"> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

		<ul style="list-style-type: none"> I recognise how I feel when I reflect on the development and birth of a baby <p>Parents have the right to withdraw children from this session as it is classed as human reproduction.</p>
	Piece 4 Boyfriends and Girlfriends	<ul style="list-style-type: none"> I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
Ages 11-12 – Scotland Only	Piece 1 – My changing body	<ul style="list-style-type: none"> I understand how my body changes in puberty I can express how I feel about the changes that happen during puberty

Organisation

The school's RSE programme will not be delivered in isolation but will be firmly embedded in relevant curriculum areas including PSHE, Citizenship, RE, Literacy and assemblies. RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Victoria Road Primary and Nursery School has a code of practice for using visitors to support the delivery of PSHE: Visitors are invited in to school because of the particular expertise or contribution they are able to make;

- All visitors are familiar with and understand the school's RSE policy and work within it;
- All inputs to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RSE Coordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Working with parents and carers

The government guidance on RSE emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. It does not apply to sixth form colleges and further education colleges. Parents/carers have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Staff Professional Development

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Specific Issues within RSE Language

During all RSE lessons across KS1 and KS2, the correct terms for all body parts and functions will be used. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this

point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and points out the offensive nature of some words.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSE Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that RSE Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Sexual Identity and Sexual Orientation

Victoria Road Primary and Nursery School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively in line with our Anti Bullying Policy.

Pupils' Access to Help and Support

The school displays posters, and information about any agencies that support the welfare of children is held in the main office. The School Nurse can offer confidential advice to any child. Girls who start their periods at school are given confidential advice and support by members of staff. Girls will be made aware of the provision of sanitary protection which can be obtained from the school office. There will be a sanitary bin in the girls' toilets as our children move through the school.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers. Parents will be informed each year when the 'Changing Me' topic will be delivered to the children.

Policy Review

This policy is reviewed on a 3-year cycle. It will next be reviewed in **FULL September 2028, interim review May 2027**

