

Palace Wood Primary School

Relationships and Sex Education Policy



Written by	Eleanor Fullagar
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This policy has been impact assessed by Clare Cairns in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Relationships and Sex Education Policy

1 Introduction

1.1 At Palace Wood Primary School, we believe relationships and sex education (RSE) goes beyond the biological knowledge of sexual body parts and the importance of personal hygiene; it also has moral, legal, cultural and ethnic dimensions. It is part of our 'Healthy Schools' status to guide and develop the children in making informed choices, to understand and deal with their emotions and experience healthy relationships with others. The school follows the DfE Guidance (2019) and checks regularly for updates. The next update is to be undertaken by schools in 2026.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (DfES Guidance Document DfES 2019)

2 Aims and Objectives

2.1 Our RSE curriculum follows our school values – COURAGE, COMPASSION, CHALLENGE, CURIOSITY. We aim to contribute and promote the spiritual, moral, cultural, mental and physical development of our children. It will prepare them for opportunities, responsibilities and experiences of adult life. We aim to help pupils foster gender equality.

Relationships Education

The focus of relationships education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

2.2 Throughout our teaching we hope to enable children to learn the significance of stable relationships. We aim to encourage children to develop caring, honest relationships and value others. These relationships could be with family, friends or a significant other. We will be inclusive will encourage a respect of diversity within families and relationships. Our provision complies with the 2010 Equalities Act.

2.3 We aim to inform the children about the physical changes of the male and female bodies throughout puberty and encourage them to ask questions in an anonymous way. We will also provide reassurance that puberty is normal and acceptable.

2.4 We aim to help young people build their self-esteem in order to respect themselves and others and move with confidence from childhood through to adolescence.

2.5 We aim to provide support to help build children's confidence and understanding of the online world, including sexting and grooming

2.6 We aim to provide children with the confidence for transition into secondary school

2.7 The role of parents in the development of their children's understanding about relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. At Palace Wood, we aim to have strong relationships with parents by ensuring they understand what is being taught and when. Government research shows that pupils want help and support from both parents and schools so we want to ensure this is a focus at Palace Wood.

RSE

3. Statutory requirements

3.1 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

3.2 Parents/carers have the right to withdraw pupils from sex education (but not Relationships or Health Education). Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

At Palace Wood Primary School, we teach RSE as set out in this policy.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. This policy has been written in conjunction with the government RSE guidance 2019. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governors – governors were consulted at an early stage and asked to review resources and the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE as well as gaining the views of ex-pupils on what they were taught
5. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
6. Ratification – once amendments were made, the final policy was shared with governors and ratified

5. 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. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. Our named RSE governor is Simon Dallender.

6.2 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/non-science components of RSE(see section 7).

6.3 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 wish them to be withdrawn from the non-statutory/non-science 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.

6.4 Pupils

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

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory and non-science non-statutory/non-science components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

8. Teaching and Learning Style

8.1 At Palace Wood Primary School, we use a variety of teaching and learning styles to aid RSE. Our principal aim is to teach children to foster and develop caring relationships with others and to understand what sex is and its possible consequences.

8.2 RSE is part of and supports the Science, R.E. and PSHE policies across Key Stage 2. PSHE throughout the school is supported by the use of the 1Decision Scheme

8.3 RSE has three main elements:

- Attitudes and values: learning the importance of values, individual conscience and moral considerations; learning the value of family life, marriage and stable loving relationships; learning the value of respect, love and care; exploring and understanding moral dilemmas; developing critical thinking as part of decision-making
- Personal and social skills: learning to manage emotions and relationships confidently and sensitively; learning to develop self-respect and empathy for others; learning to make choices based on an understanding of difference with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse
- Knowledge and understanding: learning and understanding the physical development at the appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships.

8.4 In Year 5 and 6, children have the opportunity to watch videos as part of the 1Decision scheme which cover puberty in Year 5 and conception in Year 6. Children have the opportunity to watch this video together and then ask questions anonymously. Teaching methods take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Prior to the showing of the video to the children, parents are invited to view the programmes and discuss any issues arising. This provides them with the opportunity to ask any questions.

8.5 Teachers have responsibility to ensure the safety and welfare of pupils and can reassure parents that personal beliefs and attitudes of teachers will not influence the teaching of RSE at Palace Wood Primary School.

8.6 The teaching of RSE always follows the school's safeguarding policy. At the heart of RSE there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE, 2025) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.

9 RSE Curriculum Planning

9.1 RSE is part of the PSHCE, R.E. and Science curriculum. It is outlined in our medium term plans and gives a planned unit of progressive skills and learning for each year group. The school uses the scheme 1Decision [Award-Winning PSHE & RSHE Resources for Primary Schools](#)

9.2 RSE is will be taught in all year groups, it will be age appropriate and will build on knowledge from year to year.

By the end of primary school, the PSHE topics that will be covered at Palace Wood are :

- **Keeping/ Staying Safe**
- **Keeping/ Staying Healthy**
- **Relationships**
- **Being Responsible**
- **Feelings & Emotions**
- **Computer Safety**
- **Our World**
- **Fire Safety**

Within the 'Relationships' topic, the following subjects are covered:

KS1:

Friendship
Bullying
Body Language

KS2:
Touch
Appropriate Touch (Relationships)
Puberty
Adult and Children's Views
Conception

9.3 Maintained schools are required to teach the national curriculum for science. At key stages 1 and 2 this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.

9.4 Pupils will also be taught characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Teachers will go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Pupils will be taught about:

- **Mental wellbeing**
- **Internet safety and harms**
- **Physical health and fitness**
- **Healthy eating**
- **Drugs, alcohol and tobacco**
- **Health and prevention**
- **Basic first aid**
- **Changing adolescent body**

10 Contribution of RSE to teaching in other curriculum areas

10.1 The skills that children develop in RSE are linked to and applied in every subject of our curriculum. The children's skills in developing relationships with others are practised all the time. Decision-making and choices are also key skills that filter through the curriculum.

11 Teaching RSE to children with special needs

11.1 Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs or disadvantage. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

11.2 Children with specific learning needs are able to access the RSE through enlarged texts, small group discussion, visual and written materials in different formats, through ICT, through signs, symbols and pictures and by teaching assistants supporting them in the classroom. For some SEND pupils there may be a need to tailor content and teaching to meet the specific needs of children at different developmental stages.

11.3 For the vast majority of pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration for the head teacher in deciding whether to grant a parental request, however there may be exceptional circumstances where the head teacher will want to take a pupil's SEND into account when making this decision

12 Assessment and recording

12.1 Teachers carry out assessments through observation, discussion with the children and written evidence. There is also feedback from midday supervisors about lunchtimes and any social or friendship difficulties. Any worrying behaviour is discussed with the safeguarding leaders and, if necessary, recorded following the school safeguarding procedures.

13 Resources

13.1 There are some resources to support RSE. Emotional Literacy/Conflict Resolution games, board games, adventure playground, outdoor equipment (skipping ropes, lo-lo balls etc.). There are also video materials to support the RSE and various worksheets and dilemmas, SEAL resources. The school uses the 1Decision scheme of learning to plan RSE in Year 5 and 6.

14 Monitoring and Review

14.1 Monitoring the standards of children's work and the quality of teaching in RSE is the responsibility of the PSHCE subject leader. The subject leader also needs to offer support and advice to colleagues in the teaching and learning of RSE. The PSHCE leader gives the deputy headteacher an annual summary report evaluating the strengths and weaknesses in this area and suggests further developments. The deputy headteacher is the senior leader in charge of monitoring and reviewing this policy alongside the PSHCE lead.

14.2 The DVD shown to the children is regularly reviewed and must be approved by staff and governors.

Appendices

Appendix 1: RSE letter for Year 5 parents and RSE letter for Year 6 parents

Dear Year 5 parents and carers,

In Term 6, Year 5 will be learning about the physical changes that occur in humans as they grow, with a particular focus on puberty. This unit of work is part of our science curriculum and covers objectives from the statutory relationships, sex and health education guidance.

Some children in Year 5 begin to go through puberty and it is vital that they are prepared for this and can understand what is happening to their body. By Year 5 and 6, children are increasingly exposed to conflicting messages about this topic from television, the media and friends. Our relationships programme aims to put these images into context, so that pupils don't grow up with misapprehensions to take into adulthood.

Some children are taught about relationships and sex education at home and some are not. Our responsibility is to take nothing for granted and in a caring manner, explain to the children details relating to how our bodies change during puberty and how important hygiene is. It also involves education about the importance of loving relationships, responsibility and respect towards oneself and others, both in the on and offline world.

At Palace Wood, we have successfully delivered this unit of work for many years, but we also know that some families rightly have questions about what is going to be taught. Key objectives that this unit will cover include:

Health Education

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. This does include wet dreams and erections.
 - about menstrual wellbeing including the key facts about the menstrual cycle

Science

- describe the changes as humans develop to old age.
- pupils should learn about the changes experienced in puberty.

PSHE

- Peer pressure
- Online images
- Safe and unsafe touch
- Healthy relationships

We use the 1decision scheme of work for PSHE and this includes an animated video that explain the topic of puberty.

We will be holding a screening of this video on _____ and we will show children the video in the following week. If you would like to come and watch the video before we show the children, please attend the viewing.

Below are some further questions that you may have.

How is the video used?

The video is used as a visual resource to highlight physical changes that occur at puberty. There are some male and female sexual organs displayed and labelled within the video.

What reactions might I expect from my child?

Our experience is usually that children are very keen to listen and learn. Some children may initially feel embarrassed or awkward, but we endeavour to make the children feel comfortable and happy within the sessions. There may be some giggles too, but not at someone else's expense. Hopefully children will want to come home and discuss the issues raised with their parents.

What should I do as a parent?

Please find time to listen to the things that your child might want to talk about and be prepared for them to ask questions. Awkwardness and embarrassment in adults can communicate itself to children and can be counterproductive to the process of learning about sexual development and relationships.

If you have any further questions, please speak to a member of the Year 5 team, or contact a member of the leadership team and we would be happy to help.

Best wishes,
The Year 5 Team

Dear Parents and Carers,

We hope this message finds you well.

As we begin an exciting new term, we would like to warmly invite you to a short information session regarding our PSHE (Personal, Social, Health and Economic Education) curriculum for Year 6. This term, we will be focusing on Relationships Education, a key and valuable part of the national curriculum that supports children in developing healthy, respectful relationships and understanding the world around them.

The session will offer an overview of the topics we will be covering in class, the resources we will be using, and the supportive approach we take to ensure that learning is age-appropriate, inclusive, and sensitive to the needs of all our pupils.

If you have any questions, concerns, or would simply like to preview the learning content before it is delivered in class, please join us in Oaks Hall on _____ Your involvement and support are greatly appreciated, and we hope this session will help you feel well-informed and confident about what your child will be learning.

Thank you as always for your continued partnership in your child's education. We look forward to seeing many of you there.

Kind regards,

Year 6 Team

