

Goddard Park

Community Primary School



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Everybody learns, everybody cares

RSE Policy July 2026



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Relationships Education, Relationships and Sex Education and Physical Health and Mental Well-Being Policy

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1 Introduction

- 1.1 The school believes that to prepare for the opportunities and responsibilities of adult life, children and young people need to have the knowledge, skills and self-confidence to make informed and ethical decisions about their wellbeing, health, and relationships. Relationships education and relationships and sex education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. The school recognises that physical health and mental wellbeing are interlinked, and it is important that pupils can recognise when things are not right in their own health or the health of others and can seek support when needed.
- 1.2 The school has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its academies irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, or sexual orientation. Relationships education, RSE and health education will be taught in a way which is sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort.
- 1.3 The school is aware of the need to be mindful of, and respectful to a wide variety of faith and cultural beliefs across its academies and will make every attempt to be appropriately sensitive. Equally, it is essential that children and young people still have access to the learning they need to stay safe, healthy, and understand their rights as individuals. The school believes that its pupils deserve the right to honest, clear, and impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.
- 1.4 The school will ensure pupils understand the importance of equality and respect and that they learn about protected characteristics. The teaching of lesbian, gay, bisexual and transgender content will be sensitive and age appropriate and will be fully integrated into programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. The school is mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate and will be careful not to endorse any particular view or teach it as fact. The School will ensure pupils are taught to recognise that all those with a protected characteristic should be treated with dignity and respect.
- 1.5 This policy has been developed in consultation with parents, pupils, and staff to ensure that it meets the needs of the whole School community.
- 1.6 The policy will be reviewed annually, and parents will be consulted in advance about significant changes.

2 Aims and objectives

- 2.1 Through the delivery of high quality, evidence-based and age-appropriate relationships education, RSE and health education, the school aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education the school hopes pupils will have developed resilience and feelings of self-respect, confidence, and empathy in preparation for the responsibilities and experiences of adult life.
- 2.2 Relationships education, RSE and health education are intended to help pupils to:
- Build healthy, respectful relationships focusing on family and friends.
 - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
 - Learn about intimate relationships and sex.
 - Learn about mental wellbeing.
 - Develop key personal attributes, such as kindness, integrity, generosity, and honesty.

3 Definition of relationships education and relationships and sex education (RSE)

- 3.1 Relationships education at primary phase is about 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 and who can support them. It includes 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, establishing personal space and boundaries. Relationships education doesn't involve explaining the detail of different forms of sexual activity but can cover sensitive topics such as sexual violence in order to keep children safe.
- 3.2 RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable, and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.
- 3.3 **RSE does not encourage early sexual experimentation.** It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.

- 3.4 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage and civil partnerships as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4 Roles and responsibilities

All members of the school community are expected to follow this policy. Roles, responsibilities, and expectations of each section of the school are set out in detail below.

4.1 Governors

Governors will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the head of school to account for the implementation of the policy.

4.2 Head of school

Head of school, with support from their respective senior leadership team, will ensure that staff are supported and up to date with policy changes. They will ensure that relationships education, RSE and health education are well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND, and that the subjects are resourced, staffed, and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents about any concerns or opinions regarding relationships education, RSE and health education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of relationships education, RSE and health education.

4.3 Staff

Teachers of relationships education, RSE and health education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs, and support them seriously. If a pupil comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they will take this concern to their line manager.

4.4 Parents

The school hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation, and school. Parents are expected to share the responsibility of sex education and support their children's personal, social, and emotional development. The school hopes parents will create an open home environment where pupils can engage, discuss, and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.

4.5 Pupils

Pupils are expected to take relationships education, RSE and health education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the school's behaviour policy.

5 Delivery of relationships education, RSE and health education

5.1 Relationships education, RSE and health education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of relationships education, RSE and health education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values, and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

5.2 Staff will ensure that all resources used in the delivery of relationships education, RSE and health education are appropriate for the age and needs of their pupils. Examples of these resources are included in the annexes of this policy.

5.3 The School believes that working with external organisations can enhance the delivery of relationships education, RSE and health education.

5.4 Primary:

Relationships education will be delivered in PSHE lessons. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

6 Relationships education and RSE: Curriculum and outcomes

6.1 By the end of primary, the School will cover the content set out in Annex 1.

6.2 The School recognises that pupils may ask questions about topics which go beyond any sex education covered by the school, or which relate to sex education from

which they have been withdrawn. The school recognises that children may turn to inappropriate sources of information, including online, when they have unanswered questions. Staff will use different strategies to handle these questions, which may include speaking with a parent, schooled adult or a support service.

6.3 Curriculum materials can be viewed on the website.

7 Health education: Physical health and mental well-being

7.1 The school wants to support students to make healthy choices by encouraging their ability to self-regulate and by teaching strategies to support this. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks, or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The school believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.

7.2 By the end of primary the school will cover the content set out at Annex 3.

7.3 Curriculum materials can be viewed on the school website.

8 Pupils with special educational needs and/or disabilities

8.1 The School will endeavour to ensure that relationships education, RSE, and health education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships education, RSE and health education may be particularly important for such pupils, for example those with social, emotional and mental health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

8.2 Staff will make reasonable adjustments to alleviate disadvantages faced by pupils with disabilities and will be mindful of the SEND code of practice and the School's SEND policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information, which include use of technology, expert guest speakers and group activities.

9 Right to request withdrawal from sex education

9.1 The School hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

9.2 Parents have the right to withdraw their child from sex education and should state this in writing and send it to the Headteacher.

9.3 Before withdrawing or making a request, the school strongly urges parents to carefully consider their decision, as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from relationships education or health education or the elements on human growth and reproduction which fall under science curriculum.

- 9.4 If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

10 Confidentiality and child protection

- 10.1 The school hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the school's child protection and safeguarding procedures.
- 10.2 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the designated safeguarding lead to decide what is in the best interest of the child.

11 Equal opportunities

- 11.1 Relationships education, RSE, and health education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings, e.g. menstruation and personal hygiene.
- 11.2 The school has a commitment to ensure that relationships education, RSE and health education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the school's behaviour policy.

12 Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the headteacher in accordance with the school's complaints policy.

Annex 1

Goddard Park follows the Kapow RSHE scheme of work.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	Online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?