

South Avenue Primary School



Relationships and Sex Education Policy

Approved by:

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Definition

RSE is part of lifelong learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline. It enables pupils to explore their own and others attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

RSE is not about the promotion of sexual activity.

RSE and the Law

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life' The DfE released statutory guidance in June 2019 under sections 34 and 35 of the Children and Social Work Act 2017.

Parents' right to withdrawal

As parents you have the right to request that your child be withdrawn from some or all of sex education unless it forms part of the science national curriculum. Before making a decision, please look at the lesson outlines and request to view the materials. Teaching RSE with Confidence in Primary Schools has been mapped to the science curriculum, Relationships Education and Health Education guidance. Some lessons, mainly in year 6, contain elements of age appropriate sex education that are non-statutory (for example, how a baby is conceived) which parents/carers can withdraw their children from.

Delivery of RSE

Our RSE scheme of work, Kapow Primary: Kapow Primary provides a Relationships and Sex Education (RSE) (RSE) scheme for primary schools that uses a spiral curriculum to build knowledge progressively from Year 1 to Year 6. The scheme offers age-appropriate resources, lesson plans, and guidance to help teachers cover statutory requirements confidently, with topics including different types of families, healthy friendships, consent, puberty, and the emotional aspects of growing up. The aim is to equip children with the skills and understanding to lead healthy, confident lives and become responsible citizens, with sensitive topics like puberty and menstruation introduced with care and empathy.

A spiral curriculum

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ **Increasing depth:** Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ **Prior knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.



What about sex education?

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2: Notice that animals, including humans, have offspring which grow into adults
- Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

The RSE statutory guidance states that:

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

The Kapow Primary scheme of work includes two Year 6 lessons which parents have the opportunity to withdraw their children from all/part of the lesson: Safety and the changing body: Lesson 5: Conception and Lesson 6: Pregnancy and birth.

Below is a table that shows the curriculum links to statutory guidance.

Area of Relationships Education	Suggested outcomes	Coverage
Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Year 1 Year 3 Year 6
Caring friendships	Pupils should know	Reception Year 1

	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.	Year 3 Year 4 Year 6
Respectful relationships	Pupils should know • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	Reception Year 1 Year 2 Year 3 Year 4 Year 6
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.	Year 4 Year 6

Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	Year 1 Year 3 Year 6
Mental wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Year 1 Year 4 Year 5 Year 6

Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	Year 4 Year 5 Year 6
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Content:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Reception	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	Introduction lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson
Year 2	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic wellbeing Transition lesson

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic wellbeing Transition lesson
Year 4	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Citizenship Economic wellbeing Transition lesson
Year 5	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson: Roles and responsibilities
Year 6	Introductory lesson Family and relationships	Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Identity Transition lesson: Dealing with change

Teaching and Learning

All teachers will have responsibility for planning and delivering RSE. Teaching assistants may provide additional support for children with special educational needs. Everyone involved in the teaching of RSE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy.

Within RSE children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

Assessing Learning

Teachers may use the following ways of assessment when teaching SRE:

- Pupil questions
- Class discussions
- Worksheets
- Quizzes
- Mind Maps
- Self-evaluations