



Nicol Mere Primary **School**

Relationships and Sex Education (RSE) Policy

Policy Start Date: September 2026

This Relationships and Sex Education (RSE) policy ensures full compliance with statutory Department for Education (DfE) guidance and covers all mandatory areas outlined in the policy review guidelines.

This policy is intended to ensure that RSE is taught in an age-appropriate manner, in consultation with parents and carers, links with PSHE and Science and is in accordance with current legislation and government policy.

1. Roles and Responsibilities

- **Governing Body:** Holds final responsibility for the policy, ensuring the school meets legal obligations and that the curriculum is well-led and resourced.
- **Headteacher:** Responsible for consistent implementation, managing requests for withdrawal from sex education, and ensuring a copy of the policy is available to all parents and carers when requested.
- **PSHE Lead (Mrs Parkinson):** Oversees curriculum design, provides training and support for staff, and coordinates with external providers.
- **Teaching Staff:** Responsible for delivering high-quality, age-appropriate lessons in a safe environment, establishing ground rules and handling sensitive questions.
- **External Providers:** Must agree in advance to the school's safeguarding and confidentiality protocols.

2. Legal Duties

Under the Children and Social Work Act 2017, Relationships Education is compulsory for all pupils receiving primary education. This policy also adheres to the Equality Act 2010, ensuring the curriculum is inclusive and does not discriminate against pupils based on protected characteristics such as disability, race, religion, or sexual orientation.

3. Curriculum Content

At Nicol Mere, we teach RSE through our PSHE progressive curriculum. The curriculum is carefully sequenced to be age-appropriate and relevant to pupils' needs. The way our PSHE curriculum is designed and taught allows for links to be made with other subjects: Science, Computing and PE. Our curriculum promotes our children's spiritual, moral, social, cultural, mental and physical development. It has also been devised so that there is a smooth transition between primary and secondary school. Materials and resources are chosen to be age-appropriate, accurate, relevant and unbiased. Teaching is adapted and personalised, with reasonable adjustments made to ensure content is accessible to all pupils, including those with SEND. Content is informed by pupil engagement to ensure it is relevant as well as considering our local community and area needs.

Under statutory DfE guidance, by the end of primary school, children will be taught Relationships education and Health and Wellbeing.

Relationships education

Primary school relationships education focuses on the fundamental building blocks of positive, safe, and respectful relationships, with topics covering: Families and people who care for me; caring friendships; respectful, kind relationships; online safety and awareness; being safe.

From the beginning, we teach 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 will enable our children 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. The principles of positive relationships also apply online. We address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

At Nicol Mere, when teaching about families, we recognise this requires sensitive and well-judged teaching based on knowledge of our children and their circumstances. We recognise that families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We take care to ensure there is no stigmatisation of children based on home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

The curriculum is designed to equip children with the essential knowledge and skills to make informed, ethical decisions about their health and wellbeing while fostering positive character traits like resilience, kindness, and self-respect. By learning how to recognise risks—including those found online—and understanding children's rights over their own bodies, pupils are empowered to identify when things are not right and seek help, which serves as a vital tool for preventing harm and abuse. This teaching is carefully sequenced to be age-appropriate and inclusive, ensuring all children are well-prepared for the responsibilities of adult life and the transition to more complex topics in secondary school.

Health and wellbeing

Primary school health and wellbeing education aims to empower children to make informed decisions about their own health while understanding the vital link between their physical and mental wellbeing. The curriculum covers a broad range of essential topics, including the benefits of physical activity, healthy eating, and sufficient sleep, alongside developing emotional literacy to help children articulate their feelings and recognise when they—or others—need support. By reducing the stigma around health issues and teaching practical self-regulation strategies, this education helps build children's resilience and allow them to know how to maintain a healthy, active lifestyle as they grow.

It is important for us to promote pupils' self-control and ability to self-regulate and provide them with strategies for doing so. This will enable our children 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 challenges. Our integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a potential positive impact on children's behaviour and attainment.

Pupils also learn about personal safety, basic first aid and the physical changes associated with growing up, such as personal hygiene and puberty.

Puberty

Within the compulsory Health and Wellbeing curriculum, children will be taught about puberty and developing bodies. Children must learn about the ways in which their body can change and develop, particularly during adolescence. In KS2, children will learn the facts about the menstrual cycle, including physical and emotional changes. Starting their period can be confusing or even alarming for girls if they are not prepared. We teach both girls and boys the key facts about periods including what is an average period, range of menstrual products and the implications for emotional and physical health. We aim to ensure that boys and girls are prepared for changes that they and their peers will experience, and they are therefore taught in mixed gender classes. In addition, we make sensitive arrangements to help girls prepare for and manage periods, including with requests for menstrual products.

Consultation with parents and knowing the needs of our children has dictated the suitability of when content is taught.

Sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health and Education compulsory for all pupils receiving primary education. Therefore, all children must receive this curriculum and cannot be withdrawn from this.

Sex Education

At Nicol Mere, we teach non-statutory Sex Education (taught in Year 6). Following consultation with parents, this content was added based on the views of our parents and the needs of our children. The content can be found in Appendix A of this policy.

Parents have the right to request that their child be withdrawn from the additional content. Before granting any such request, the parents/carers will be asked to meet with the class teacher to discuss the request, to ensure that their wishes are understood and to clarify the nature and purpose of the additional content. During this meeting, the class teacher will discuss with parents the benefits of receiving this important information and any detrimental effects that withdrawal might have on their child e.g. the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

With the sensitivity of some content, parents are informed and the resources that will be used are shared through a prior meeting parent meeting.

See Appendix A for Nicol Mere coverage of our Changing and Growing Up unit which covers statutory and non-statutory content of RSE.

4. Safe Learning Environment

To manage sensitive or controversial issues, teachers follow established protocols:

- **Ground Rules:** Established at the start of lessons to ensure respect and safety. Teachers allow pupils to explore issues and raise questions anonymously if they wish.
- **Answering Questions:** If questions go beyond the primary curriculum or relate to topics from which a child is withdrawn, teachers will support the child by signposting them to parents or trusted adults.

5. Safeguarding

At the heart of RSE, is keeping our children safe. RSE plays a vital role in preventative education.

- **Procedures:** All staff follow Keeping Children Safe in Education (KCSIE) protocols for reporting disclosures. Staff know how to respond to safeguarding concerns as they arise and will report immediately to the Designated Safeguarding Lead if a child is at risk of harm.
- **Confidentiality:** Staff cannot promise unconditional confidentiality and must report concerns to the Designated Safeguarding Lead (DSL).
- **Visitors:** External agencies must agree to the school's safeguarding reporting procedures before delivering any content.

6. Working with Parents and Carers

The school recognises parents as the first educators of their children.

- **Consultation:** Parents are proactively consulted during the development and review of this policy.
- **Openness:** All curriculum materials are available for parents to view upon request.
- **Right to Withdraw:** Parents have the right to request their child be withdrawn from sex education (other than what is taught in the National Science Curriculum). There is no right to withdraw from Relationships or Health Education.

7. Monitoring and Evaluation

- **Monitoring:** The PSHE lead and Senior Leadership Team (SLT) monitor delivery through learning walks, staff feedback and planning.

- **Evaluation:** Pupil voice is used to evaluate and tailor the curriculum to ensure it continues to meet their needs.

8. Assessment

We have the same high expectations of teaching as with all parts of the curriculum. Our PSHE will build on the knowledge our children have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Learning will be assessed and used to identify where pupils need extra support or intervention. Pupil interviews, questioning and discussions will be used to capture progress.

This RSE policy will be reviewed on an annual basis by the SLT, Governors and through parent consultation.

Date of next review: September 2027

Appendix A

Changing and Growing up

	Content covered at Nicol Mere Children will learn:
Reception	<u>How am I special and unique?</u> • What makes me special and unique? • Recognise what makes them special and unique including their likes, dislikes and what they are good at. • How are we different – discuss gender • Lead onto discussion around the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples • NSPCC Pantosaurus – understanding private body parts and keeping our bodies safe • Who to speak to if we are worried In England, the expectation is that children learn the correct anatomical names for body parts, including external genitalia, during Key Stage 1, rather than waiting until later primary school. Teaching this in EYFS and KS1 supports safeguarding by helping children: • communicate clearly if they need help or need to report inappropriate behaviour; • understand body ownership and privacy; • distinguish between public and private body parts using accurate language.
Year 1	<u>Do I understand which parts of my body are private?</u> 1. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples 2. To understand private body parts and keeping our bodies safe, following NSPCC guidelines 3. Who to speak to if they are worried In England, the expectation is that children learn the correct anatomical names for body parts, including external genitalia, during Key Stage 1, rather than waiting until later primary school. Teaching this in EYFS and KS1 supports safeguarding by helping children: • communicate clearly if they need help or need to report inappropriate behaviour; • understand body ownership and privacy; • distinguish between public and private body parts using accurate language.
Year 2	<u>Do I understand boundaries and safe touch?</u> 1. The underpants rule and private body parts (revisited from Year 1) 2. To explain the difference between private and public behaviours (e.g. getting changed, using the toilet). 3. To recognise that everyone has the right to say "no" if they feel uncomfortable. 4. To understand that personal boundaries may be different for different people. 5. To identify examples of touch that can be safe, unsafe or unwanted and understand that a touch can be unwanted even if it is not intended to hurt. 6. To recognise warning signs that something does not feel right and know that these feelings should be taken seriously. 7. To identify trusted adults at home and at school who can help keep them safe and demonstrate how to ask for help if they are worried, frightened or confused. This is in line with statutory objectives within the Health and Wellbeing DfE programme of study. It is important that children revisit learning taught about

	correct vocabulary and names of body parts. Children need to understand safe touch and personal boundaries and when to recognise if touch makes them uncomfortable.
Year 3	<u>Do I understand how I have changed over time?</u> 1. To understand that their bodies change and develop throughout life. 2. To recognise that bodies come in many different shapes, sizes and appearances and that all bodies deserve respect. 3. How they have changed since they were a baby and how they will change as they grow older. 4. To understand that their body is their responsibility and they need to talk to someone they trust if they are worried or concerned. This is in line with statutory objectives within the Health and Wellbeing DfE programme of study. Children will make links with the human lifecycle and consider how their body can change and develop over time.
Year 4	<u>How can I keep my body clean as I grow older?</u> 1. How growing can affect body hygiene 2. To think about ways to keep themselves clean as they grow older (eg. washing regularly and using deodorant). This is in line with statutory objectives within the Health and Wellbeing DfE programme of study. Children will learn about puberty and how the body can change and develop. It is important that children learn how to look after their body and keep it clean as they grow older for personal hygiene.
Year 5	<u>Do I understand how puberty affects my body?</u> 1. Physical changes associated with puberty a. Boys; sweating, hair growth, height, emotions, changes to private parts (correct vocabulary will be used – penis, testicles and scrotum) b. Girls; emotion and hormones, sweating, hair growth, growing breasts and hip widening, periods (correct vocabulary will be used – vulva, vagina, nipples, breasts) 2. That everyone's experience of puberty is different; it begins and ends at different times. 3. The facts about the menstrual cycle, including physical and emotional changes. Whilst the average onset of menstruation is twelve, periods can start at eight 4. About wet dreams and effective methods for managing these including hygiene. 5. To be able to describe the emotional and physical changes during puberty in both males and females (mood swings) and strategies to prepare for and manage these changes and where to find support 6. That people can develop crushes and be attracted to others romantically. 7. That changes during puberty can affect relationships with other people This is in line with statutory objectives within the Health and Wellbeing DfE programme of study.
Year 6	<u>Sex and Relationships Education</u> 1. To identify the physical, emotional and behavioural changes that occur during puberty for both males and females. 2. To understand that puberty is individual and can occur any time between 8-17. 3. To use the correct vocabulary and terminology to name male and female sex parts.

4. About the external genitalia and internal reproductive organs in males and females (correct terminology will be used – penis, testicles, scrotum, vagina, vulva, nipples, breasts)
5. That people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them
6. *To know how humans reproduce.*
7. *To know how babies are born*
8. *To understand that sex is consensual – discuss legal ages and importance of consent in a sexual relationship.*
9. *To understand that reproduction should take place in a loving, respectful relationship.*
10. *To know the male and female body parts associated with reproduction.*
11. *To identify some of skills and qualities needed to be parent and carer.*
12. *To understand the variety of ways in which parents and carers meet the needs to be a parent and how carers meet the needs of babies and children.*
13. *To recognise that both men and women can take on the roles and responsibilities of parenthood.*

This is in line with statutory objectives within the Health and Wellbeing DfE programme of study.

**This content is non-statutory Sex Education as agreed through parent consultation as appropriate and suitable for our children.*

**Children can withdraw from these areas of the curriculum at parents request.*