



Relationships And Sex Education Policy

Aims

The aims of relationships and sex education (RSE) at our school are to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using KAPOW, the mindful approach to PSHE.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

Objectives/Pupil learning intentions:

Our teaching is delivered using Kapow Primary's PSHE/RSE curriculum, a carefully structured, spiral programme that revisits key themes with increasing depth and maturity. The Kapow curriculum is fully aligned with the DfE's new 2026 statutory requirements and includes clear guidance for teachers on vocabulary, safeguarding and sensitive topics. Our approach ensures pupils learn factual, age-appropriate information that supports their safety and personal development.

At Rendell, we do not teach Sex Education and therefore parents do not have the right to request their child's withdrawal from any of these lessons.

A full break down of what is taught in school from foundation to year 6 can be found at in the RSE Parent guidance breakdown by year group: <https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>

Statutory and legal requirements

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

The National curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Since September 2020, it is statutory for primary schools to cover Relationships Education. Health Education is also statutory for both phases and covers the key facts about puberty, menstrual wellbeing, growing up and physical/emotional changes etc. in the 'Developing Bodies' unit.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including

the current statutory guidance document from the DfE, can be found in [Relationships Education, Relationships and Sex Education and Health Education guidance](#).

Definition and aims of RSE

At Rendell Primary school, we believe that our pupils need to be educated in Relationships Education and Relationships & Sex Education (RSE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

We ensure that any Relationships Education and RSE we deliver are inclusive and meet the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND).

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Delivery of RSE

Our Relationships Education/RSE curriculum is delivered predominantly by teachers or other staff within our school from Foundation to 6 and forms part of our timetabled Personal, Social, Health & Economic (PSHE) education programme.

Creating a safe learning environment is a vital part of effective Relationships Education/RSE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way.

To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Using 'distancing' techniques and strategies.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During Relationships Education/RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters.

Inclusion

It is our intention that all pupils have the opportunity to experience a programme of Relationships Education/Relationships at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access Relationships Education/RSE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around Relationships Education/RSE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in Relationships Education/RSE.

During PSHE and RSE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Rendell Primary School, we are committed to working closely with parents to ensure that we create the best possible Relationships Education/Relationships (RSE) curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards Relationships Education/RSE provision, where transparency and respectful understanding are the basis for all discussions.

Roles and responsibilities

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

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 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.

Pupils

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Monitoring arrangements

The delivery of RSE is monitored by the subject leader/curriculum leader/SMT through:

- Planning scrutinies, learning walks and pupil interviews.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our curriculum is set out in the following format and follows a 'spiral' pattern - each year the children are taught broader content under the same headings:

Autumn 1	My Healthy Self	Staying active, eating well, resting, and talking about feelings all help children stay healthy, happy, and able to cope with emotions, while knowing when and how to seek support keeps them safe and well.
Autumn 2	Connecting with Others	Loving families and caring friendships help them feel safe and supported, that respectful relationships are built on kindness, boundaries, and understanding differences, and that they can always seek help from trusted adults if a relationship feels unkind, unsafe, or hurtful.
Spring 1	The Online World	staying respectful and safe online means protecting their privacy, thinking carefully about what they see and share, and recognising risks such as bullying, scams, strangers, and addictive content, while knowing how to report concerns and seek help from trusted adults.
Spring 2	Citizenship	Children are taught that safe, respectful relationships—offline and online—help them grow securely, that <i>"families...provide love, security and stability"</i> and <i>"healthy friendships are positive and welcoming towards others"</i> , and that they must protect their privacy and wellbeing in digital spaces.
Summer 1	Staying safe & protecting others	Children learn how to keep themselves safe by setting boundaries, understanding privacy, and knowing that their body belongs to them, while also recognising unsafe situations and knowing how to report concerns or ask for help.
Summer 2	Growing up	Children learn that their bodies change as they grow, including puberty and the menstrual cycle, and that private body parts — such as the penis, vulva, vagina, testicles, scrotum, and nipples — belong to them and should always be respected.