
RSE (Relationships, Sex Education and Health) Policy

Date of policy: Initially May 2010, revised

Date last review adopted by governing body: 7th July 2025

Frequency of review: Annually

1. What is RSE?

RSE is a lifelong learning about physical, moral and emotional development. It is embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful Physical Health and Wellbeing.

It has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

The SRE guidance (2019) recognises the need for the focus in primary school to be on teaching characteristics of good physical health and mental wellbeing and that both are as important.

2. How is RSE provided?

RSE is an integral part of Personal, Social, Health Education (PSHE), statutory and is delivered through the main themes of our PSHE curriculum in KS1 namely:

- Physical Health and Wellbeing
- Relationships education
- Living in the Wider World

In EYFS within the health and self care curriculum.

A key aim is that we ensure that we focus on boundaries, ensuring children even of the age we have understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. This is a continuous message to the children in our school.

It is also one of a number of specific themes, which make up the National Healthy School Standard (NHSS) as well as being covered in Science under Living things and their habitats:

- Children should notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

- Describe the importance for humans of exercise, eating the right amounts of different food

By the end of primary school pupils should know about families and people who care for them, caring friendships, respectful friendships, online relationships and being safe.

In terms of physical health and wellbeing, children need to be aware of mental well-being, internet safety and harms, physical health and fitness, healthy lifestyles, changing adolescent body (Junior school age).

RSE is fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way.

Some aspects, particularly those dealing with behaviour and relationships are also covered in assembly, religious education, through topics and in other activities which make up school life. Class teachers and the senior Management Team will have the responsibility for ensuring the delivery of RSE. When an area of RSE is about to be taught, for example body parts, parents will be notified in advance so any concerns can be addressed.

3. Links with policies

The RSE policy has clear links with other school policies including the:

- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Drugs Education Policy
- PSHE Policy
- Behaviour Policy
- Managing medical conditions in school policy

4. Monitoring and evaluation

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted throughout the school.

5. Parents' rights to withdrawal

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make Health Education compulsory in all schools except independent schools. Parents are always welcome to discuss any reservations with the class teacher(s) concerned or the Headteacher.

6. Children with SEND/Vulnerable children

Sex and relationships education must be accessible for all pupils. The circumstances of individual children must be taken into account when planning SRE and in general, for example those children who have same sex parents.

7. Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.