Overview

RSE is part of the personal, social and health education curriculum in our school and some aspects are taught through science. RSE will be taught in the context of relationships. It will promote self-esteem, emotional health and wellbeing and will help our pupils form and maintain worthwhile and satisfying relationships, based on respectfor themselves and for others, at home, school, work and in the community. Every pupil will receive their full entitlement to RSE, regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith.

Statutory Relationships and Health Education

"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. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

At the point at which schools consider it appropriate to teach their pupils about LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer and questioning), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBTQ+ content at a timely point as part of this area of the curriculum".

"It supports them to understand different family structures and to know that under the rule of British law it is legal to both enter into same-sex relationships and get married. It is critically important that all children are taught to respect all forms of difference. It is also important to acknowledge to young people that although LGBTQ+ identities and relationships may not be permitted within the context of a religion, in the UK they are permitted under the rule of

law. Given that LGBTQ+ people exist within all walks of life (in families, schools, colleges, universities, the workplace, and the community) it is important that young people learn to respect people's differences, regardless of personal or religious beliefs. Education should play a critical role in supporting all children and young people to understand that prejudice and discrimination are wrong, both from a legal and a moral perspective. Critical pedagogy serves a powerful role in advancing social justice through educating young people about all forms of discrimination. It offers hope for creating a better and more equitable society in the future and supports young people to be responsible future citizens."

Running Scared? A Critical Analysis of LGBTQ+ Inclusion Policy in Schools
by Jonathan Glazzard and Samuel Stones

At KGPS we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships and Sex Education.

Aims and Objectives

We teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- respect for their own bodies and the importance of sexual activity as part of a committed,long-term and loving relationship
- the importance of family life and the many different types of families this encompasses
- moral questions
- relationship issues, including issues of peer pressure and the right to say 'No' and the confidence to do so
- respect for themselves and the views of other people
- responsibility for their own actions
- inappropriate sexual behaviour, and what they should do if they are worried about any sexual matters
- social media and online issues
- the biological differences between boys and girls
- communication

Definitions

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

Delivery of RSE

- RSE is taught within the personal, social, health and economic education (PSHEE) curriculum.
- Biological aspects of RSE are covered in these sessions as well as being taught as part of the science curriculum. Pupils also receive stand-alone sex education sessions delivered by their class teacher.
- Resources used include 'Growing up Safe' cards (Appendix 2).

- 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

These areas of learning are taught within the context of family life taking, care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Organisation

We teach SRE through different aspects of the curriculum. Whilst we carry out the main sex education teaching in our PSHEE curriculum, we teach some aspects through other subject areas, such as PE, where we feel they contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHEE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work and change. In Upper School we explain to the childrenwhat will happen to their bodies during puberty. For example, we tell the children that boys' voices will change, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it and provide opportunities for them to ask questions in confidence.

We inform all parents and carers of children in all year groups when the specific programme of sex education lessons are to take place and give them the opportunity to view resources used, to explain how they are taught and to encourage parents to support their children by discussing any issues arising from their learning in school.

OVERVIEW OF THE LESSONS

KEY STAGE 1 (YEAR 1 OR YEAR 2)

My special people

This lesson focuses on early learning about healthy, happy relationships, which is later built on in KS2. This lesson is based on a story, Grandfather and I by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

Growing up: the human life cycle

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

Everybody's body

Pupils may have been using a variety of different words to name the male and female genitalia/ sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them

KEY STAGE 2 (YEAR 3 OR YEAR 4)

What makes a good friend?

This lesson builds on pupils' learning from key stage one about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. This lesson will help to develop pupils' understanding of positive, healthy relationships, and is written at a level appropriate for pupils in year 3 or 4.

Falling out with friends:

Sometimes, even good friends have disagreements or 'fall out' – it is important that pupils learn that there are ways to manage this if it happens to them. Pupils should understand that a quarrel does not always mean the end of a friendship and that there are things they can do that might help to mend or strengthen their friendship. To further develop their understanding, pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it.

KEY STAGE 2 (YEAR 4 OR YEAR 5)

PUBERTY LESSONS 1-4

Time to change

The first lesson focuses on some of the external changes that happen to the body.

Menstruation and wet dreams

The second lesson focuses in more detail on some of the external and internal changes that happen to the human body.

Physical hygiene

This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty.

Emotions and feelings

This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.

KEY STAGE TWO (YEAR 6)

Puberty: re-cap and review

This lesson has been designed to consolidate pupils' previous learning about puberty and is specifically aimed at year 6 pupils. Pupils should have already learned about puberty in year 4 or year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to revisit key vocabulary used in later lessons.

Puberty: change and becoming independent

This lesson extends pupils' thinking about puberty and the concept of change throughout our lives. It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that this might bring.

Positive, healthy relationships

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. The lesson also explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change.

How babies are made

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding what is meant by sex is an important foundation for the RSE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby is something for when they are much
older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE — as part of the wider PSHEE curriculum.

The role of parents

Wewish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we:

- inform parents about the school's sex education policy and practice
- provide parents with the opportunity to examine and view any materials and discuss vocabulary to be used before they are delivered to the pupils
- answer any questions that parents may have about the sex education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- involve parents in a consultation period regarding the policy where feedback is invited
- offer a list of recommended reading which they can share with their children at home.

Trusted Websites recommended to parents

www.childline.org.uk

www.nspcc.org.uk

www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx

www.kidshealth.org/kid/

www.bbc.co.uk/education/topics/z3xxsbk

www.thinkuknow.co.uk/

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Right to Withdraw

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school; this does not include the elements linked to the science or relationships curriculum. If a parent wishes for their child to be withdrawn from sex education lessons, they should discuss this first with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the designated safeguarding lead (DSL). The DSL will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy/ Safeguarding Children.)

Roles and responsibilities

Leader of PSHEE and Wellbeing

- The Leader of PSHEE and wellbeing is responsible for ensuring that RSE is taught consistently across the school.
- With support from the senior leaders, will also manage requests to withdraw pupils from (non-statutory/non-science) components of RSE.

Staff

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/non-science) components of RSE

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. The leader of PSHEE will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the leader of PSHEE.

Monitoring arrangements

The delivery of RSE is monitored by Hanna Spencer as leader of PSHEE through:

• Lesson observations

• Book looks

• Learning walks

• Pupil, staff and parent surveys

• Planning monitoring

• Enrichment

• Documentation

• Assessment reviews

The Policy should be read in conjunction with the following documents:

- Curriculum Policy
- Marking and Feedback Policy
- Curriculum Time Allocation
- All Subject Policies
- PSHEE Policy
- SEND & GT Policy
- EYFS Policy

(ISI 2019 Handbook, Part 1(2.1) and (2.2).

Policy Review

Updated by: James Doughty (Head of PSHEE & RSE) October 2025

Next Review Date: September 2026

Appendix 1

Example of RSE Workshop letter to parents:

Dear Parents,

As part of our school's PSHEE and Relationships, Sex Education curriculum, for the final term of the year, pupils will receive the 'Growing and Changing' unit which includes identification of body parts, further discussion of relationships and sexual education at age-appropriate levels, in accordance with the National Curriculum Guidelines as of September 2020.

The upcoming curriculum is designed to encourage the development of positive, safe, and healthy relationships with a foundation of respect. The grid attached to this letter shows specific curriculum content for each year group. Please have a look at what will be covered.

Our aim is to involve parents in a transparent and constructive approach to the RSE programme. Therefore, we would like to invite you to attend an RSE talk, where the curriculum will be discussed in further detail. This will take place on Monday 17th March and the presentation will be uploaded on MySchoolPortal. Within the meeting, you will have an opportunity to look at specific lessons plans and resources for each year group, so you are aware of the progression and content covered.

Statutory government guidelines state that lessons about health and relationships are a compulsory element of the primary school curriculum. These are taught in the Autumn Term. However, you do have the right to withdraw your child from lessons focused specifically on sex education which take place in the Summer Term. Please email your child's class teacher and cc Head of Upper/Lower School, if you wish to withdraw your child from these sessions, by Friday 28th March.

Kind regards,

James Doughty
Head of PSHEE

Appendix 3

Areas specific to sex education:

Year Group	Topic
Year 1	Body Parts
Year 2	Naming Body Parts Differences: Boys and Girls
Year 3	Naming Body Parts Differences: Male and Female Challenging Gender Stereotypes
Year 4	Growing and Changing Body Changes and Reproduction What is Puberty
Year 5	Puberty and Hygiene Becoming Men and Women Menstruation and wet dreams Menstruation Education for Girls
Year 6	Puberty and Reproduction Conception and Pregnancy HIV Transmission

Appendix 4

Resource A: Puberty fact or myth cards

1. Everybody starts puberty at the same time, around the age of eight
2. Pubic hair grows during puberty
3. People's body shape changes when they grow through puberty
4. Everyone gets tummy ache when they get their period
5. It is normal to have mood swings or to feel different, strong emotions during puberty
6. The size of a person's breasts or penis is determined at puberty
7. Puberty causes people to sweat more
8. Voices get deeper at puberty
9. Squeezing spots will help them to go away
10. Pads are the only available for use during periods
11. Puberty is a natural part of growing up and the human life cycle