



RELATIONSHIPS AND SEX EDUCATION POLICY

SHAKESPEARE PRIMARY SCHOOL

To be reviewed - Annually

Amended and Reviewed by - Miss H Hayton/Mrs H
Hay - January 2026

To go to - Curriculum Committee

Approved by Governors - January 2026

RSE (Relationships & Sex Education) Policy 2025-2026

Relationship and Sex Education (RSE) at Shakespeare Primary School provides every child with the knowledge, skills, and values they need to become confident, healthy, safe, and fulfilled individuals.

Introduction

Our PSHE and Relationships and Sex Education supports each individual pupil, fostering their personal development, wellbeing, and moral understanding. Empowering them to become thoughtful, respectful, and active citizens of our school, community, and wider world.

We believe that all children should leave primary school as self-respecting individuals who know how to keep themselves and others safe, preparing them for life in modern Britain. We believe our children should learn within a moral framework that promotes our school values and guides their future decisions.

Each child is a unique being; as such, our school seeks to enable children to develop through an inclusive programme of teaching based on our school principles, which respect the human body and promote health and well-being.

Our RSE programme of study is informed by the PSHE Association and is taught within our PSHE curriculum as part of the health and wellbeing strand.

Aims and Objectives

RSE Policy

Shakespeare Primary School alongside the parents and carers aim to: - provide an environment for the development of a positive self-image - enable children to understand the processes of growth and sexual development - inform children in matters of personal hygiene and related health issues - promote a positive attitude towards issues of love, sexuality and relationships - encourage children to establish their own values system - enable children to make informed choices and responsible decisions - to prepare children for healthy relationships in an online world

We believe our school curriculum promotes pupils' self-esteem and emotional well-being and helps them form and maintain worthwhile and satisfying relationships, based on respect for themselves and others, at home, at school, at work, and in the community. It develops their ability to relate to others and work for the common good.

Policy Development

This policy was developed in consultation with staff, selected pupils, parents, and governors.

The process included:

Review: A leadership team member gathered relevant national and local guidance.

Staff consultation: School staff reviewed the policy and provided recommendations.

Pupil consultation: We gathered pupil input on their expectations for Relationships Education and PSHE lessons.

Ratification: The full Governing Body reviewed and approved the policy.

Statutory requirements

Shakespeare Primary School complies with the requirements of the Equality Act and the Public Sector Equality Duty, as well as the updated statutory guidance on Relationships Education, Sex Education (RSE), and Health Education 2020. The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education. Class teachers will lead and teach the RSE curriculum. All class teachers will have the opportunity to receive training in areas where they feel less confident and to access appropriate courses. Staff professional development needs will be determined on a regular basis and the appropriate training will be sought to meet these needs. All ECTs in the team will be given additional support in this area

Moral and Values Framework

The Relationships and Sex Education Policy will be sensitive to the established moral and value frameworks of the major world religions and philosophies.

The Relationships and Sex Education Policy will align with the school's Religious Education and PSHE policies.

Child Protection and Safeguarding

RSE lessons may raise sensitive issues; there may be opportunities for pupils to make unexpected disclosures to staff. Staff should be familiar with the Safeguarding and Child Protection Policy and aware of the Designated Senior Leader (DSL) for Safeguarding and Child Protection.

If a disclosure is made or if staff need advice, they should consult with the designated leader immediately. Sometimes, teachers may ask pupils to place their questions in a

question box so they can prepare before answering, as sensitive topics may be addressed during RSE lessons.

All concerns are reported to our Family Support Team and recorded. We then implement our assessment system, based on levels of need, to ensure that children receive the support they require, either within the school or through an external specialist service.

Support for Pupils

There may be times when individual pupils need additional help and support in this area. Provision will be made to meet individual needs. Pupils will be given information about the school and external agencies they may be able to access for specialist help and support, such as the School Nursing Team, the Shine Practitioner, and Barnardo's. Monitoring and Evaluation The PSHE subject leader (Miss Hayton) will evaluate the effectiveness of teaching and learning. This may include direct classroom observation of teaching and learning. This will also include monitoring and recording progress through assessment procedures.

Parental Involvement

Parents are informed about RSE through the school newsletter, the school website, and class dojos, and are frequently consulted on developments. Parents are consulted as part of the planning process.

Withdrawal

The Science Curriculum includes Sex Education, which is mandatory for all children.

KS1: Life Processes - Humans and other animals

KS2: Life Processes - Humans and other animals - Growth and reproduction

Living things in their environment

Protection

Humans and other animals

The parents and Governors are kept fully informed of all aspects of our RSE programme and are always invited to review the scheme of work used with their children. Parents do not have the right to withdraw their child from any part of the sex education strand of RSE.

There will be regular consultations with parents, and up-to-date information on the RSE programme of study will be available on our school website. In addition to this, there will also be relevant information on half termly overviews for each class throughout the

year. Children can only be withdrawn from elements of our RSE programme that are outside of the Science and Sex Education curriculum. If any parents have any concerns and wish to discuss their reasons for withdrawal from the programme, discussions will be held with the headteacher and further advice will be given.

Definitions

Relationships education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex education is a programme of work that covers puberty, body changes, romantic relationships, sexual intercourse, conception and birth.

Health Education is a programme of work that covers puberty, physical health and fitness, healthy eating, mental well being , drugs, alcohol and tobacco. The Science curriculum covers human reproduction, health and hygiene.

The PSHE curriculum covers relationships, online safety, health and fitness. We believe that parents are the prime educators and our aim is to facilitate discussions and information sharing in the home. For full information see Scheme of Work available on the school website.

Use of visitors.

Where it is determined that a visitor would enhance sex and relationships education, the visitor will be incorporated into the planning for a specific year group. The visitor would be contacted and provided with a clear, precise remit aligned with the objectives in the Scheme of Work. (eg; Midwife, School Nurse)

Our Curriculum

(Key Stage 1)

Relationships: Children will consider themselves as individuals, interact with peers and adults, and explore their feelings and emotions. They will broaden their experience to include the wider community. **Safety:** They will consider personal safety and how to deal with situations. They will begin to value their own and others' safety.

Family Life: They will explore different types of families and identify key members. They will examine human life cycles and discuss birth and marriage. They will identify, discuss and express emotions.

Growth and Development: They will recognise themselves as individuals, raise awareness of gender issues, and explore stereotypes. They will understand their bodies,

chart their growth, and discuss caring for their bodies. This includes the naming of body parts.

(Key Stage 2)

Relationships: Children will have opportunities to explore emotions and feelings, take responsibility for themselves, and examine risk-taking and consequences. They will also discuss changes in the body and attitudes toward the opposite sex, and celebrate individual uniqueness.

Safety: They will consider personal safety, safe places, and basic safety skills. They will identify dangerous individuals and situations and how to address them. They will develop a responsibility for themselves and others.

Family Life: They will identify key family members, understand different types of families, and appreciate each other's situations. They will understand and use life cycles and be familiar with the rituals of birth, marriage, and death. They will discuss cooperation and the impact of their behaviour on others.

Growth and Development :

Children will have opportunities to raise their awareness of gender issues, they will explore how it feels to be male/female. They will examine different rates of development, personal change, onset of puberty and sexual reproductions.

The Science Curriculum (statutory guidance) states that;

At Key Stage 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. -explore and compare the differences between things that are living, dead, and things that have never been alive, notice that animals, including humans, have offspring which grow into adults - notice that animals, including humans, have offspring which grow into adults

At Key Stage 2 –

Recognise that living things can be grouped in a variety of ways –

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals

Describe the changes as humans develop with age.

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways, and that adaptation may lead to evolution.

This policy has been developed in consultation with staff, Governors, parents and pupils.

Supporting and training staff

We want all staff to be confident in their knowledge of mental health and wellbeing, to promote positive mental health and wellbeing, to identify children's mental health needs early, and to know what to do and where to get help. Supporting and promoting staff mental health and well-being is an essential component of a healthy school. We offer opportunities to maintain a healthy work-life balance, including a well-being day for all staff, well-being breakfasts, Shakey Reiki, and a staff supervision/listening service. All staff have access to the Employment Assistance Programme.

Links to Other Policies

- Science
- Confidentiality
- Child Protection/Safeguarding
- Inclusion
- Behaviour
- Equal Opportunities
- Anti-Bullying
- Well-being Policy
- Online Safety Policy

Reviewed and Updated: January 2026