EVERSLEY PRIMARY

SCHOOL POLICY

RSE Curriculum

Implemented: Autumn 2026

Date for review: Autumn 2027

Aims

The aims of Relationships and Sex Education (RSE) at Eversley Primary School are to:

- provide a framework in which sensitive discussions can take place;
- prepare pupils for the changes their body will go through, and give them an understanding of sexual development and the importance of health and hygiene;
- help pupils develop feelings of self-respect, confidence and empathy;
- create a positive culture around issues of sexuality and relationships;
- teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

As a maintained primary school we must provide Relationships Education to all pupils as per Section 34 of the Children and Social Work Act 2017.

The teaching of Sex Education in primary school is not compulsory, however at Eversley Primary School we believe that this education is important for children from Year 1 up to Year 6 to learn about at an age-appropriate level, matching pupils' physical and emotional maturity. This ensures that both boys and girls are prepared for the changes that adolescence brings. Also, it equips children to understand about their own bodies and talk confidently about themselves, helping to protect and safeguard all of our children.

Parents have the right to remove their child from Sex Education (see further on in this policy). Some elements of Sex Education are taught through the science curriculum. This is a compulsory element of the National Curriculum which parents do not have the right to withdraw their child from. The elements of Sex Education taught in the primary science curriculum are:

- Year 1 – naming key parts of the human body
- Year 2 – learning about the human lifecycle
- Year 5 – reproduction of plants and animals, including humans; naming the main external body parts and the human body as it grows from birth to old age (including puberty)

For further information on these objectives in our science curriculum visit:
https://www.eversley.essex.sch.uk/page/?title=Science&pid=65

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Eversley Primary School we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy and share their views by email or in person with the Headteacher or Deputy Headteacher
4. Ratification – once amendments were made, the policy was shared with Governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Children learn about the changes their bodies will undertake as they grow as a child and as they develop into an adult. Towards the end of primary school, children will learn about how babies are made and how they are born.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity, personal beliefs or partisan political views.

Curriculum

The focus of our Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

In ***Relationships Education***, pupils will be taught:

- what a relationship is;
- what friendship is;
- what family means and who the people are that can support them;
- how to take turns;
- how to treat each other with kindness;
- how to show consideration and respect for others;
- the importance of honesty and truthfulness;
- the importance of permission seeking and giving;
- the concept of personal privacy;
- about establishing personal space and boundaries;
- about understanding the differences between appropriate and inappropriate or unsafe physical and other contact;
- about understanding that they have rights over their own bodies;
- knowledge to recognise and report abuse (emotional, physical and sexual) or report concerns and seek advice when they suspect or know that something is wrong.

Teachers will talk about the features of healthy friendships and family relationships, drawing attention to these in a range of contexts. These familial contexts are outlined in Appendix 1. Teaching will also focus on face-to-face relationships as well as online friendships.

In ***Sex Education***, pupils will be taught:

- preparing boys and girls for the changes that adolescence brings;
- the human lifecycle, and the different stages of this lifecycle;
- the importance of personal hygiene;
- accurately describing and naming parts of their own body;
- how a baby is conceived and born.

There is a more detailed outline about the content of our Sex Education curriculum in Appendix 2. In Appendix 3 there is a list of the scientific vocabulary that will be used in each year group.
Our Sex Education units of work are part of the whole school Personal, Social, Health and Economic Education (PSHE) curriculum produced by the respected JIGSAW PSHE scheme of work. These have been designed to teach children at an age-appropriate level, matching their emotional and physical maturity.

We are clear that parents and carers are the prime educators for their children on many of these matters. As a school, we compliment and reinforce this role of parents, building on what pupils learn at home.

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 children don't seek answers online.

Delivery of Relationships and Sex Education

Relationships Education is taught within the Personal, Social, Health and Economic (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone Sex Education sessions each year from Year 1 to Year 6, as part of their PSHE learning.

Teaching is undertaken through the use of:

- age-appropriate story books;
- age-appropriate teaching input and discussions led by the teacher;
- ordering and sorting activities;
- drawing and labelling diagrams;
- DVD resources (used in Year 5 and 6 to teach about puberty and reproduction)

In Year 5 and Year 6, when children learn about puberty and reproduction, children will watch the educational DVD programmes altogether, with children learning about the changes in puberty to both boys and girls. Follow-up discussions then take place in single-sex groups led by teaching staff of the same gender.

All aspects of teaching in RSE will reflect the dual lives that children lead – in the real world and virtually in the online world.

Teaching in Sex Education is focused on facts. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of all pupils and families. Teachers do not promote their own personal beliefs. Teaching of this subject is always carried out in a class by two members of staff at the same time.

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, LGBT 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). This is a requirement on schools in law (The Equality Act 2010).

As with all teaching across the curriculum, the teaching of RSE will be accessible to all pupils, regardless of learning needs or disability. Where appropriate, teachers will modify teaching to support the learning and understanding of pupils with special educational needs and disabilities (SEND).

Roles and responsibilities

The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory and non-science components of Sex Education (see next section)

Teachers

Teachers are responsible for:

- delivering RSE in a sensitive way;
- modelling positive attitudes to RSE;
- monitoring progress;
- responding to the needs of individual pupils;
- reporting to parents a least one month before Sex Education lessons will be taking place in their child's class;
- signposting resources to support parents with conversations at home arising from learning within school;
- in Year 5 and Year 6, parents will be invited to attend a meeting to view the resources used and ask questions to staff before teaching on puberty and on how babies are made and how babies are born is delivered to pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE;
- reporting safeguarding concerns to the school's Designated Safeguarding Lead that may arise from discussions and learning that take place.

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.

All teachers in Year 1 to Year 6 are responsible for teaching RSE at Eversley Primary School.

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSE.

Requests for withdrawal should be put in writing (by letter or email: admin@eversley.essex.sch.uk). Parents will then be invited to meet with the Headteacher to discuss the matter further.

Alternative work will be given to pupils who are withdrawn from Sex Education.

Monitoring arrangements

The delivery of Relationships Education and Sex Education is monitored by the Headteacher and Deputy Headteacher.

Monitoring arrangements include:

- scrutinising teachers' planning
- monitoring pupils' work
- learning walks

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

This policy will be reviewed by the Deputy Headteacher regularly. At every review the policy will be approved by the Governing Body.

Appendix 1 – Family Contexts

When talking about 'families' with children across the year groups, the different types of family that children live with will be referenced, including:

- Children living with a Mum and Dad together
- Children having a Mum and Dad living away from one another, spending time living at one or both homes
- Children living with a Mum and stepfather or Dad and stepmother, with possible step-siblings or half-siblings
- Children living with just their Mum or their Dad
- Children living with grandparents or another relative
- Children living with two Mums or two Dads
- Children living in foster families
- Children that are adopted into other families

Children will also learn that marriage is chosen by some adults and represents a formal and legally recognised commitment between two people (opposite and same-sex couples), which is intended to be lifelong.

Appendix 2 – Sex Education Curriculum

Objectives are taken from the Cambridgeshire Primary Personal Development Programme, the scheme of work used at Eversley Primary School.

Outlined below is the key learning that will take place in each year group as part of the Sex Education curriculum:

Year 1	**What children will learn:** • Know the names and functions of some parts of the body • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on **Examples of how they will be taught:** • Age-appropriate story books and discussions • Labelling the main body parts of cartoon body outlines of children • Examples of scenarios and children choosing what they would do in this scenario
Year 2	**What children will learn:** • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time **Examples of how they will be taught:** • Age-appropriate story books and discussions • Looking at photographs of how they and their parents have changed over time
Year 3	**What children will learn:** • Know the physical differences between male and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable • Know the correct names for private body parts • Know that life cycles exist in nature • Know that aging is a natural process including old age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age **Examples of how they will be taught:** • Age-appropriate story books and discussions • Drawing and labelling the main body parts of cartoon body outlines of children and adults • Sorting activities and games
Year 4	**What children will learn:** • Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers

	• Know some of the changes that happen between being a baby and a child **Examples of how they will be taught:** • Age-appropriate story books and discussions • Ordering activities and games
Year 5	**What children will learn:** • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that change can bring about a range of different emotions • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted **Examples of how they will be taught:** • Age-appropriate story books • Age-appropriate DVD teaching materials • Drawing and labelling the external and internal body parts of cartoon body outlines of adults • Single-sex group discussions facilitated by an adult of the same gender • Looking at photographs of how they have changed over time • Anonymous question box
Year 6	**What children will learn:** • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that becoming a teenager involves various changes and also brings growing responsibility • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class **Examples of how they will be taught:** • Age-appropriate story books • Age-appropriate DVD teaching materials • Single-sex group discussions facilitated by an adult of the same gender • Looking at photographs of how they have changed over time • Anonymous question box

Appendix 3 – Scientific vocabulary used in Sex Education

Outlined below is the recommend scientific vocabulary and terminology used in Sex Education in each year group. These will be taught alongside the more colloquial, slang terms that children will be more familiar with:

Year 1	*Scientific vocabulary to be introduced in this year group:* • Penis • Testicles • Breasts • Vagina • Vulva • Anus
Year 2	*Scientific vocabulary from previous year groups will be used, and the following terminology introduced this year will be:* • Womb • Breast milk • Breast feeding
Year 3	*Scientific vocabulary from previous year groups will be used, and the following terminology introduced this year will be:* • Pubic hair
Year 4	*Scientific vocabulary from previous year groups will be used, and the following terminology introduced this year will be:* • Birth • Baby • Adolescent • Adult • Middle age • Old age • Death • Human lifecycle • Male seed • Female egg
Year 5	*Scientific vocabulary from previous year groups will be used, and the following terminology introduced this year will be:* • Foreskin • Scrotum • Opening to the urethra • Outer labia • Inner labia • Clitoris • Ovary • Fallopian tube • Cervix • Uterus (as another name for the womb) • Endometrium • Puberty • Egg/ovum • Period • Menstruation/menstrual cycle • Tampon • Sanitary towel • Sperm • Semen • Erection

	• Ejaculation • Wet dream
Year 6	*Scientific vocabulary from previous year groups will be used, and the following terminology introduced this year will be:* • Reproduction • Sexual intercourse • Fertilisation • Pregnancy • Labour • Natural/vaginal birth • Caesarean birth