



Eton Wick C of E First School

Policy Document

RELATIONSHIPS AND SEX EDUCATION (RSE)

Category: Statutory	Approved by Headteacher:  Date: April 2025
To be reviewed by: Headteacher/FGB	
To be reviewed: Bi -Annually, or when legislation changes	Overviewed by FGB: Date:
Next review due by: April 2026	

Our ethos as a church of England School is captured in the vision of good seed growing in good soil. We endeavour to provide an environment in which we are all developing, learning and growing. Rooted in that vision, our policies have been developed.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, 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

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (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 Eton Wick, we teach RSE as set out in this policy

3. Definition

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.

4. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

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

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- *We will **not** teach, how a baby is conceived and born*

For more information about our curriculum, see our curriculum map in Appendix 1.

5. Delivery of RSE

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

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

In some individual circumstances, the content may need to be adapted or taught over a longer period of time. In these cases, the individual parents/carers will be informed and the structure of learning set out.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers.

7.3 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

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.

7.4 Pupils

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

8. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers do not have the right to withdraw their child from any components of our sex education within RSE. All science learning is compulsory, and we have chosen **not** to teach conception at Year 4.

9. 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 headteacher 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through:

Learning walks, pupil voice and curriculum plans.

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

This policy will be reviewed by the Headteacher bi-annually, unless there is any change to legislation. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Nursery Ages 3-4	• I can name parts of my body and show respect for myself • I understand that we all start as babies and grow into children and then adults • I know that I grow and change
Reception Ages 4-5	• I can name parts of the body. • I understand that we all grow from babies to adults.
Year 1 Ages 5-6	• I am starting to understand the life cycles of animals and humans • I understand that changes happen as we grow and that this is OK • I can tell you some things about me that have changed and some things about me that have stayed the same • I know that changes are OK and that sometimes they • I can tell you how my body has changed since I was a baby • I understand that growing up is natural and that everybody grows at different rates • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus • I respect my body and understand which parts are private

YEAR GROUP	TOPIC/THEME DETAILS
Year 2 Ages 6-7	• I can recognise cycles of life in nature • I understand there are some changes that are outside my control and can recognise how I feel about this • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can identify people I respect who are older than me • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I feel proud about becoming more independent • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private I can tell you what they like/don't like about being a boy/girl
Year 3 Ages 7-8	• I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby • I can express how I feel when they see babies or baby animals • I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow (New vocab – uterus /womb) • I can express how I might feel if they had a new baby in their family • I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • I can identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty) • I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period) • I can recognise how I feel about these changes happening to me and know how to cope with these feelings Note – this lesson briefly introduces the term 'period' and explains what a period is in simple terms. This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time.

YEAR GROUP	TOPIC/THEME DETAILS
Year 4 Ages 8-9	• I understand that some of my personal characteristics have come from my birth parents. • I appreciate that I am a truly unique human being • I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby and explain in simple terms how this happens • I understand that having a baby is a personal choice and express how they feel about having children when they are adults Note: At Eton Wick, we have decided NOT to introduce conception • I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I have strategies to help me cope with the physical and emotional changes I will experience during puberty Note: teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources