

Relationship and Sex Education policy

Edmund Waller



Approved by the Governing Body:	February 2026
Signed (Headteacher):	Anne Rennie
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1. Introduction/ Aims

At Edmund Waller Primary School we consider Relationships and Sex Education an essential part of our Personal, Social and Health Education (PSHE), and Citizenship curriculum. The programme reflects the school's ethos and values. It closely links to and complements our science curriculum, whereby pupils learn about human development in a safe environment. Our carefully planned programme enables children to make and maintain respectful, loving relationships with others and to feel good about themselves and the choices they make.

We ensure RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND) by providing high-quality teaching that is adaptive and personalised, making reasonable adjustments where needed, and ensuring our teaching is sensitive, age-appropriate, accessible and developmentally appropriate for all pupils.

Relationships and Sex Education is a life-long learning process and the school encourages parents/carers to be partners in their child's learning.

We ensure RSE fosters equality by complying with the Equality Act 2010 and Public Sector Equality Duty, teaching pupils about all protected characteristics, promoting respect and tolerance, and ensuring our curriculum and teaching eliminate discrimination, advance equality of opportunity and foster good relations between different groups.

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, and cultivate positive characteristics such as kindness and integrity
- 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 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 Edmund Waller, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group 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/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

We define 'relationships education' as teaching pupils about safe, respectful and healthy relationships, including with family, friends and others. This includes teaching about families and people who care for them, caring friendships, respectful relationships, online relationships and being safe. It helps pupils understand the characteristics of positive relationships and how to recognise when relationships are making them feel unhappy or unsafe.

We define 'sex education' as teaching about human reproduction and how a baby is conceived and born. This builds on the national curriculum for science, which covers the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals. At Edmund Waller Primary School, our sex education programme prepares pupils for the changes that adolescence brings (including puberty) in Years 4, 5 and 6, and covers conception and birth in Year 6.

- 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.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious 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 are committed to transparency and will share information about our RSHE curriculum with parents and carers in the following ways:

- All curriculum materials will be made available to parents and carers via Microsoft Teams, where they can view lesson plans, resources and activities used in RSHE lessons
- At the 'Meet the Teacher' meeting at the beginning of each academic year, we will outline the RSHE content that will be covered during the year
- Termly reminders will be shared through our school newsletter, highlighting the upcoming RSHE topics for that term
- Before teaching RSHE in the summer term, the RSHE lead and/or class teachers will meet with parents and carers to discuss the content in more detail, answer any questions and address any concerns
- Parents and carers may request to view all curriculum materials at any time by contacting the office.

6. 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).

The school will make sure that:

- › Core knowledge is sectioned into units of manageable size
- › The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- › Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- › Online safety and awareness
- › Being safe

Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- › Diagrams
- › Videos
- › Books
- › Games
- › Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Teachers will assess resources and materials to ensure that they are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

RSE will be assessed through baseline assessments and end point assessments at the beginning and end of each topic and lesson, as well as assessment for learning throughout the lessons as part of high-quality teaching.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

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 and maturity of the 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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality. Outside agencies coming into school to read, sign and send back the RSHE policy making sure they are adhering to the policy in all sections.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

re age-appropriate

- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- › Check the agency's protocol for taking pictures or using any personal data they might get from a session
- › Remind teachers that they can say "no" or, in extreme cases, stop a session
- › Make sure that the teacher is in the room during any sessions with external speakers
- › Inform all external organisations that the school is legally obliged to share all content with parents and carers
- › Share all external materials with parents and carers

We **won't**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme
- › Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- › Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- › Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- › Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) via the safeguarding email; safeguarding@edmundwaller.lewisham.sch.uk

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.

The RSE programme is led by the PSHE lead. PSHE is taught by class teachers and by staff providing PPA cover, all of whom are members of the school's teaching staff. All staff delivering PSHE follow the school's agreed scheme of work and receive appropriate training to ensure consistent, high-quality teaching across the school.

8.4 Pupils

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

9. Parents' right to withdraw

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

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

If a parent/carer requests that their child be withdrawn from non-statutory sex education, the headteacher will try to meet with them to discuss their request and its implications.

The headteacher will automatically grant the request and ensure the pupil receives alternative appropriate, purposeful education during the timetabled sex education lessons they will not be attending.

10. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead through:

- pupil voice
- book looks
- teacher surveys

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

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/ ENQUIRY QUESTION/ THEME DETAILS	RESOURCES
Year 1	Spring	<p>My relationships: How do you choose and make friends?</p> <ul style="list-style-type: none"> • To understand what makes a family • To describe what makes a good friend • To identify how are we similar/ different 	
Year 1	Summer	<p>My safety: How do I keep safe?</p> <ul style="list-style-type: none"> • To understand that boys and girls have different body parts and use scientific vocabulary for these parts • To know that we do not let other people outside of our immediate family touch or look at our genitals 	<p>Social stories- all bodies are different</p> <p>Baby dolls</p> <p>Pantosaurus video</p>
Year 2	Autumn	<p>My relationships: What does a good relationship look like?</p> <ul style="list-style-type: none"> • To identify the different relationships in their life. • To understand that all families are different and how to show love and care to those in my family. • To know what I want in a friend and how to be a good friend. • To know what consent means and different ways they can say no. • To know what bullying is and what to do if I see it. 	

YEAR GROUP	TERM	TOPIC/ ENQUIRY QUESTION/ THEME DETAILS	RESOURCES
Year 2	Spring	<p>My safety: How can I be safe at home?</p> <ul style="list-style-type: none"> • Understand what bullying is (purposeful, repeated, targeted). • To develop understanding of what is cyberbullying and its effects • To understand what to do / who to turn to in the event of experiencing bullying / cyber-bullying 	
Year 3	Autumn	<p>My relationships: How to be happy and safe?</p> <ul style="list-style-type: none"> • To learn about different family structures. • <i>To be responsible and respectful online.</i> • To learn about friendship, including why it is important and what makes a good friend. • To learn how to maintain good friendships and solve conflict with peers. 	
Year 3	Spring	<p>My safety: How to be responsible?</p> <ul style="list-style-type: none"> • To learn about giving and asking for permission (consent). 	
Year 3	Summer	<p>Me, myself and the wider world: How to look after yourself?</p> <ul style="list-style-type: none"> • To identify positive things about themselves (self-esteem) and their achievements and identify an area that needs to be strengthened. What positive traits do they see in their friends? 	

YEAR GROUP	TERM	TOPIC/ ENQUIRY QUESTION/ THEME DETAILS	RESOURCES
Year 4	Autumn	<p>My safety: How can I keep myself safe online, at school and in the community?</p> <ul style="list-style-type: none"> • <i>Learning how to be respectful and responsible online.</i> 	
Year 4	Spring	<p>My relationships: What are the similarities and differences between your family and your friends' family?</p> <ul style="list-style-type: none"> • To learn about healthy friendships and how to manage conflict in friendships • <i>To learn about family relationships and how these might change as we grow up</i> • To learn about diversity, discrimination and citizenship 	

YEAR GROUP	TERM	TOPIC/ ENQUIRY QUESTION/ THEME DETAILS	RESOURCES
Year 4	Summer	<p>Me (myself): What is puberty?</p> <ul style="list-style-type: none"> • To recognise what puberty is, including when and why it happens. • To use scientific vocabulary for external male and female body parts, including genitalia. • To explain what happens during menstruation (periods). • To explain what is meant by a wet dream. • To identify body parts or areas to keep clean during puberty. • To explain how to keep clean during puberty. • To identify some of the feelings experienced during puberty. • To explain where to get help and support for managing puberty. 	<p>Pantosaurus video MEDWAY resources Hygiene products</p>
Year 5	Autumn	<p>My safety: how do you manage risk?</p> <ul style="list-style-type: none"> • To recognise how words, including jokes, can hurt others and why that hurt might be hard to see online. • Understand the difference between a bystander and an upstander. Identify how to be an upstander in online situations as well as actions you can take if you are being bullied. 	

YEAR GROUP	TERM	TOPIC/ ENQUIRY QUESTION/ THEME DETAILS	RESOURCES
Year 5	Spring	<p>My relationships: How do you judge when a relationship is making you feel unhappy/ uncomfortable?</p> <ul style="list-style-type: none"> • Understand what a relationship is and recognise the key differences between a healthy and an unhealthy relationship. • Understand when and how to give and ask for permission (consent). • Recognise the difference between personal space and personal boundaries. • Understand the difference between appropriate and inappropriate touch. • Identify how they know a relationship makes them unhappy/uncomfortable. 	

YEAR GROUP	TERM	TOPIC/ ENQUIRY QUESTION/ THEME DETAILS	RESOURCES
Year 5	Summer	<p>Me (myself): Where do you seek guidance and support from when you are worried?</p> <ul style="list-style-type: none"> • Chn can identify some physical changes that happen to bodies during puberty • Chn can use scientific vocabulary for external male and female body parts • Explain the physical changes to people with female genitalia. • Explain the physical changes to people with male genitalia. • Recognise the importance of personal hygiene during puberty • Explain the emotional changes that will occur during puberty. 	<p>MEDWAY resources Pantosaurus video Hygiene and menstrual products</p>
Year 6	Spring	<p>My safety: How can I keep myself safe and healthy?</p> <ul style="list-style-type: none"> • To learn about appropriate and inappropriate touch. • Peer influence and how to resist it. 	

YEAR GROUP	TERM	TOPIC/ ENQUIRY QUESTION/ THEME DETAILS	RESOURCES
		<p>My relationships: What happens to my body and mind during puberty? How to look after my body and mind during puberty? How is a baby made (sex education)?</p> <ul style="list-style-type: none"> • To describe the physical and emotional changes that occur during puberty and suggest ways to manage them. • To identify what is important for young people to know about puberty. • To explain where to get help and support for puberty issues or worries. • To identify different kinds of loving relationships. • To describe the qualities that enable these relationships to flourish. • To explain the importance of mutual respect in close relationships. • To recognise how relationships may change or end and what can help to manage this. • To describe some of the features of loving relationships. • To explain what is meant by consent in a relationship. • To describe how a baby is made. • To explain what pregnancy means, how long it lasts, and where it occurs. 	<p>Brook resources BBC bitesize videos</p>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> • The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

Appendix 3: Parent/carer form requesting their child’s withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	