



Southfields Primary School

Relationships and Sex Education Policy

Statutory Policy approved by the Headteacher on behalf of the Full Governing Body

Date agreed: 17th September 2025

Review Date: September 2026

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

1. What is Relationships and Sex Education?

RSE (formerly SRE) 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 or a particular sexual orientation.

2. Rationale and Ethos

This policy covers our school's approach to the teaching, assessment, monitoring and review of RSE. Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE will become statutory in all schools from September 2020. At Southfields Primary School we have chosen to implement the teaching of RSE as set out in this policy from September 2020.

2.1 Producing, Monitoring, Evaluating and Reviewing the RSE Policy

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 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 and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate. They also completed a questionnaire before the policy was considered which asked for their views.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

Monitoring and evaluation of the policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, the PSHE coordinator, SLT and parents to inform judgements about effectiveness.

We are committed to working towards the delivery of the entitlements and the provision of the curriculum for RSE.

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our children.

The Curriculum Committee of the governing body monitors our RSE policy on an annual basis. The committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum

Committee gives serious consideration to any comments from parents about the RSE programme.

2.2 At Southfields Primary School we believe that:

- RSE is lifelong learning about our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health.
- It takes place in many contexts; at home, at school and in the community.
- RSE is an entitlement for all young people.
- Difference and diversity must be taken into account when delivering RSE. Special educational needs, disability, gender, sexual orientation, age, nationality, religion, cultural and linguistic background will all be taken into account when planning and delivering RSE.
- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making and enable them to confidently engage with the challenges they may face now and later on in life.
- We help our children to learn to respect themselves and others and make a safe and responsible journey from childhood through to adulthood.

We believe relationships and sex education is important for our pupils and our school because the children are entitled to be equipped with the necessary knowledge, skills and attributes that they will need in order to be responsible, safe and healthy in their body and mind.

Children are entitled to:

- Accurate, up to date, useful and appropriate information delivered in a way that meets their individual ways.
- A well- planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time.
- Know where and how to access information, support and local services.
- Be informed about issues of confidentiality and how it affects them.
- Have their own views and ideas received in a respectful and non-judgemental manner.
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme.

We also consider the following points to be mandatory for the staff in our school working with the children.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.

- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE.
- Contribute their views and ideas in support of the development of RSE for children.
- Professional guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and procedures to be followed.

We view the partnership of home and school as vital in providing the education to our pupils as their parents are their first teachers. We feel that it is appropriate for the parents to be involved at every step to ensure the delivery of the correct information is consistent and understood by all parties.

Parents, carers and other adults in the community are entitled to:

- Accurate, up to date, useful and appropriate information delivered in a way that meets their needs.
- A safe and supportive environment for their children.
- Information on how and when RSE is taught.
- Understand their rights and responsibilities in relation to RSE policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

2.3 Our school's overarching aims for our pupils are:

All adults will work towards achieving these aims and objectives for RSE in our school. We aim to teach and develop the following elements:

Attitudes and values:

- Learn the importance of values and individual conscience and moral considerations.
- Learn the value of family life and stable and loving relationships for the nurture of children.
- Learn the value of respect, love and care.
- Explore, consider and understand moral dilemmas.
- Develop critical thinking as part of decision-making.

Personal and social skills:

- Learn to manage emotions and relationships confidently and sensitively.
- Develop self-respect and empathy for others
- Learn to make choices based on an understanding of difference and with an absence of prejudice.
- Develop an appreciation of the consequences of choices made.

- Manage conflict.
- Learn how to recognise and avoid exploitation and abuse.

Knowledge and understanding:

- Learn and understand physical development at appropriate stages.
- Understand human sexuality, reproduction, sexual health, emotions and relationships.
- Be aware of contraception.
- Learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.
(based closely on Sex and Relationship Education Guidance, DfE 2000)

In addition to this, we also aim to:

- Raise pupils' self-esteem and confidence.
- Develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.
- Teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.
- Support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies.
- Provide pupils with the right tools to enable them to seek information or support, should they need it.
- Teach pupils about consent and their right to say no, in an age appropriate manner.
- Teach lessons that are sensitive to a range of views, values and beliefs.
- Ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

3. Inclusion, equality and diversity

All pupils, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important

vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

There is a great need for sensitivity in the approach to RSE. Considerations will be made for:

- Religious and cultural diversity.
- Differing needs of boys and girls.
- Diverse sexuality of children and young people.
- Homophobic/transphobic bullying and behaviour.
- Children's age and physical and emotional maturity.
- Pupils who are new to English.

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Single gender groups:

Working in single gender groups can considerably ease concerns about RSE, and help to ensure that children and young people receive the RSE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single sex groups are used for pupils, they will typically be given time after the sessions to come together to reflect on their learning.

Special educational needs and learning difficulties:

RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We will ensure that provision is appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons (for example, by using different strategies) to ensure that the vast majority of children can access the information; we recognise that some aspects of RSE will not be accessible for individuals with very significant learning needs.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that RSE is relevant to them. In teaching, reference may be made to people who identify as LGBT.

Pupils who are new to English:

We will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources.

4. Roles and Responsibilities:

The policy applies to:

- All school staff
- Pupils
- Parents/carers
- The governing body

Specific responsibilities	Who
<p>Co-ordinating RSE provision, ensuring a spiral curriculum</p> <p>Policy development and review, including consultation Accessing and co-ordinating training and support for staff</p> <p>Establishing and maintaining links with external agencies/other health professionals</p> <p>Establishing and maintaining links with parents/carers</p>	<p>RSE Co-ordinator</p> <p>PSHE co-ordinator</p> <p>Head Teacher</p> <p>Governors</p>
Named governors responsible for RSE	Cllr Brian Rush
Implementation of the policy; monitoring and assessing its effectiveness in practice	All Staff
Managing child protection/safe guarding issues	Designated Child Protection Leads

All staff will:

- Ensure that they are up to date with this RSE policy and curriculum requirements regarding relationships and sex education.
- Report back to Health and SMSC Leader/Head of School on any areas that they feel are not covered or inadequately provided for in the school's RSE provision.
- Attend and engage in professional development training around relationships and sex education provision, when appropriate.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this from the Inclusion Leader, should they need it.
- It is important that all school staff feel comfortable to take RSE classes. We will make available regular professional development training in how to deliver relationships and sex education. The continuing professional development (CPD) needs of staff, including non-teaching staff, are identified and met through the following ways:
 - Training and support is organised by the Head of Federation who may choose to liaise with Health and SMSC Leader.
 - Staff will be offered generic RSE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy.
 - Staff involved in the delivery of RSE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions.
 - The Health and Wellbeing Service will support CPD needs through courses run each year.

- The School Nurse will provide support and resources around aspects of RSE if needed Lead members of staff (responsible for Health and SMSC).

The lead members of staff will:

- Develop this school policy and ensure it is reviewed annually.
- Ensure all members of the governing body will be offered appropriate RSE training.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with resources, local support, policy changes, and familiar with school policy and guidance relating to RSE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils.
- Ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parent/carers involvement in the development of the RSE curriculum.
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.
- Ensure that provision of RSE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested

All pupils:

- Are expected to attend the statutory National Curriculum Science elements of the RSE curriculum.
- Should support one another with issues that arise through RSE.
- Will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class.

- Will be encouraged and supported to feel as comfortable as possible if they want to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise.
- Will be asked for feedback on the school's RSE provision; they are expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils.

Governors

As well as fulfilling their legal obligations, the governing boards should also make sure that:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- The subjects are resourced, staffed and time.

5. Legislation (statutory regulations and guidance):

5.1 The Wider Agenda

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

- Every Child Matters
- Healthy Schools Status
- Looked After Children
- Keeping children safe in education (2023)
- Forth coming Statutory Status of RSE and Health Education (Autumn 2020)
- Equality Act (2010)
- Education Act (1996)
- Education and Inspections Act (2006) o
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

5.2 At Southfields RSE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all our pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.

- We promote pupil’s self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupil’s to confidently engage with challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through our enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood through adolescence, into adulthood.

Other school policies are relevant to our provision of RSE: PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality, Staff Health and Wellbeing, Healthy Schools.

6. Curriculum Design

Our RSE programme is an integral part of our whole school PSHE education provision and will cover all of the statutory requirements from September 2020.

Our RSE programme will be planned and delivered through primary thematic approach produced by the PSHE association. This covers all of the statutory content.

6.1 Statutory Content: Relationships Education & Physical Health and Mental Well-Being

By the end of Primary School:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <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 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.
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	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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, 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.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
Online Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
Being Safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
Mental Well-Being	<p>Pupils should know</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

	<ul style="list-style-type: none"> • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet and Safety Harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content).

	<ul style="list-style-type: none"> • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and Tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

6.2 The PSHE Association Thematic Approach:

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

This includes the statutory content as well as the extra sex education that we chosen to teach.

6.3 Delivering the RSE curriculum.

Our curriculum for RSE is wholly consistent with the National Curriculum, DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE Association guidance.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

6.4 The objectives of the RSE Curriculum will be taught in:

- PSHE through designated lessons, circle time, focused events, SEAL.
- Other curriculum areas, especially Science, English, RE and PE.
- Enrichment activities, especially our assembly programme, SEAL programme, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on RSE are planned into our teaching programme from Reception to Year 6 with content on puberty being taught in Year 4 and 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single sex groups or small group teaching where this will help meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

6.5 Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by class teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Coordinator.
- The PSHE Coordinator and governing body is responsible for reviewing and evaluating RSE at our school. The PSHE Coordinator will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Coordinator.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the PSHE Coordinator, Head Teacher and Senior Leadership Team.

6.6 Teaching Methodologies

Ground Rules:

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language.
- The asking and answering of personal questions.
- Strategies for checking or accessing information.

Answering Questions:

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the taught planned

curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader and Senior Leadership Team.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues maybe involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the Designated Person/s for Child Protection in line with school Safeguarding and Child Protection Policy.

Distancing Techniques:

In order to protect children’s privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

6.7 Inclusion

At Southfields we understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religious and cultural diversity, we value the different backgrounds of children and in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special education needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs.

We will consider:

- Their level of vulnerability.
- Their need to learn and demonstrate appropriate behaviour.
- Their need to develop self-esteem and positive body language.
- The need to involve staff, including ancillary staff and carers, in policy development, planning and training.
- The management of personal care.
- Clarity about sources of support for pupils.

6.8 Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the RSE curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- Are consistent with the Curriculum for RSE.
- Relate to the aims and objectives of the policy.
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children.
- Appeal to adults and children.
- Are up-to-date in factual content.
- Are produced by a reputable organisation.
- Do not show unfair bias e.g. towards a commercial product.
- Avoid racial, gender and sexual stereotyping.
- Encourage active and participative learning.
- Conform to the legal requirements for RSE.

6.9 Use of Visitors/Outside Agencies to Support RSE

At Southfields we believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE Coordinator and the Senior Leadership Team, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Coordinator beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

6.10 Confidentiality

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils, parents/carers on the School website and displayed in the parent's entry lobby. The policy states:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

6.11 Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person/s for child protection immediately.

Computer networks, including those which may be accessed via the Internet, are important aspects of information technology education. However, they present possible risks to the spiritual, moral and social development of pupils, particularly in terms of the nature of some of the material which may be obtained via the Internet.

Internet safety is embedded within the Computing Curriculum. In addition, teachers teach other E-Safety lessons once per half term.

The Computing Coordinator meets with the Inclusion Team and Head Teacher once a week to discuss E-Safety and Safeguarding. Staff are kept up to date regularly on the latest online trends and threats to the welfare of our pupils, as well as any updates and changes to (online) safeguarding procedures.

6.12 Sexually Active Pupils

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated members of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

6.13 Staff Training

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

6.14 Role of the Governors

This policy describes the governor's views on how RSE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the policy is made available to parents.

In order to facilitate the process, the RSE Policy will appear annually on the agenda of a governors' meeting. The policy will be made available for parents/carers on the school website and displayed in the parent's entrance lobby also a link governor for PSHE (including RSE) will be nominated.

6.15 Pupil Participation

We will involve children in the evaluations and development of their RSE in ways appropriate to their age.

- a. We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- b. We will encourage children to ask questions as they arise by providing anonymous question boxes.
- c. We will ask children to reflect on their learning and set goals for future learning.
- d. We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

7. Sensitive Issues:

7.1 Puberty

We will teach about puberty in Years 5 and 6, in accordance with our curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a younger child appears to have an advanced physical development, we will consider whether they too should be involved in lessons

about puberty. This will always be done in consultation with parents. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly, in a helpful way without embarrassment.

7.2 Contraception

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines and answer children's questions in general terms, this will enable pupils to further understand the responsibilities of adult life. We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals. Sexual activity under 13 years is always a matter of Safeguarding and Child Protection.

7.3 Abortion

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

7.4 Sexually Transmitted Infections (STI's) and HIV/AIDS

We will not teach directly about STI's, however elements of our RSE and Science Curricula will prepare the ground for this explicit teaching later: eg by discussing some issues around HIV/AIDS. We will discuss the different ways any disease might be spread and steps a child might take to reduce this. Some children will be aware of STI's or HIV/AIDS and may ask questions about them in relation to RSE or perhaps drug education. Adults in school will acknowledge these and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

7.5 Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that RSE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that RSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

This policy is consistent with current national legislation (Education Act 2002 and Academies Equalities Act 2002). It takes account of the proposed changes to RSE and Health Education which will become statutory in September 2020 as described in the Children and Social Work Bill 2017. It is also consistent with current national guidance Sex and Relationships Education Guidance (DfE 2000) and Sex and Relationships Education for the 21st century.

We are engaged in the following areas of work, which support this policy and the delivery of effective RSE: Social and Emotional Aspects of Learning (SEAL) Programme, continuing work within the Primary Personal Development Programme, developing as a health promoting school. Our policy also reflects recommendations from Ofsted and the Sex Education Forum.

8. Working with Parents and Their Right to Withdraw:

8.1 Working with Parents/Carers and our School Community

Parents and Carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter or leaflet of forthcoming RSE topics.
- Gathering parents' views on the RSE policy and taking these into account when it is being reviewed.
- Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus.
- Providing supportive information about parents' role in RSE.
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers have access to this policy it will be available on the school website and displayed in the parent's entry lobby.

Parents and carers currently have the right to withdraw their children only from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science. They are able to withdraw their children from those elements which fall within the non-statutory guidance for PSHE. They will be made aware of the forthcoming statutory changes to Relationships Education and Health Education and the effect this will have on their rights to withdraw. The school will make alternative arrangements for children whose parents or carers withdraw them, which will include supporting parents in finding ways to deliver the content at home.

Any parent or carer who wishes to withdraw their child from non-statutory elements of RSE should, in the first instance, contact the Head Teacher to discuss this further. There will be a discussion, to explain clearly which areas of RSE are currently statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to develop their understanding of the Learning Objectives and approaches taken.

9. Assessment, recording and reporting in RSE

Assessment plays a key role in effective SRE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing. We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress as part of PSHE.

9.1 Assessment methods

- Baseline or pre-assessment (essential for needs-led RSE).
- Needs assessment is used to identify existing knowledge and skills of pupils.
- Assessment is built into the RSE programme to inform planning
- Pupil self-assessment is used where appropriate
- Assessment focuses on knowledge as well as skill development and attitudes.
- Identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it.
- Teachers will keep a note of pupils who have missed some or the entire module due to absence from school.
- Pupil progress and achievement is reported to parents/carers.
- Pupil achievement in RSE is celebrated and shared.
- The following are examples of questions that can be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made.

9.2 This is an extract from Assessment, Evaluation and SRE (2012):

- What do I know already?
- What new information have I learnt?
- What do I now think and believe?
- What feelings did I have during the session?
- How did I feel about what I found out?
- Has listening to the views of others changed my views and/or beliefs?
- Did it help me confirm what I really believe?
- Did I learn anything I did not expect to?
- What do I now think and believe?
- How will it change my behaviour in the future?
- What do I now need to learn?
- Is there anyone else I need to talk to about this?

9.3 Monitoring and evaluation:

- Monitoring is an ongoing process that checks the degree to which a programme or scheme of work is being effectively implemented. Monitoring answers questions such as is the programme effectively managed; are staff clear about their roles and responsibilities; and are pupils being taught the programme as planned? Monitoring activities which we will carry out may include:
 - Lesson observations
 - Regular review of the RSE policy and programme
 - Pupil/staff/parent surveys
 - Scrutinising staff planning
 - Samples of children's work
- Evaluation is the process that measures whether the lesson or unit of work is effective and worthwhile. It is a means of improving provision and raising standards. It helps to identify issues for development. Evaluation activities which we will carry out may include:
 - Teacher and pupil evaluations.
 - Evidence from lesson observations.
 - Feedback and evaluation by pupils.

Signed on behalf of the Governing Body:



Sarah Mathlin
Headteacher
17.09.2025

