

ROCKMOUNT PRIMARY SCHOOL

Policy for Relationship and Sex Education (RSE)

July 2025

Review Date: July 2026

Introduction

This Policy has been written taking account of the revised National Curriculum 2014 and the new Personal, Social and Health Education (PSHE) framework.

At Rockmount Primary School, we believe that effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives. It is delivered as an integral part of our general curriculum, especially PSHE, Health and Wellbeing, E-Safety and Science.

RSE is rooted in our school aims:

- to provide the best possible all round education for all of our pupils
- to have high expectations of our children and inspire them to have high hopes of themselves and each other
- to constantly learn from each other, to promote safe, healthy lifestyles
- to develop spiritually, morally and culturally

What is RSE Education?

Relationship and Sex Education (RSE Education) is a planned programme of learning where children acquire the knowledge, understanding and skills they need to in order to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy which is taught through our PSHE lessons.

The definition of Relationships Education is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived.

From 2020 all primary schools in England are required to teach Relationships Education and Health Education.

There is no statutory requirement for primary schools to teach sex education beyond what is required in the Science National Curriculum. However, the Department for Education (DfE) recommends that children are taught about how a baby is conceived and born prior to leaving primary school and therefore we have included conception and birth in our content at Years 5 and 6.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information. The DfE continues "it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively." and recommends, therefore, that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

How does RSE fit into the Personal, Social and Health Education framework at Rockmount Primary School?

Rockmount Primary School has chosen to use lesson plans from Kapow Primary, an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

The lessons are divided up into three overarching themes:

- Families and relationships
- Health and wellbeing
- Safety and the changing body

Below is a summary of some of the areas covered within each theme:

Families and relationships

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships, including staying safe
- Stereotyping

Health and wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the changing body

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

✓ Cyclical: Pupils revisit the five key areas throughout KS1 and KS2.

✓ Increasing depth: Each time a key area is revisited, it is covered with greater depth and

increasing maturity.

- ✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Organisation, Planning and Delivery of RSE

RSE forms part of our PSHE curriculum (Appendix 1) and is taught throughout the key stages.

In the Early Years Foundation Stage (EYFS), pupils will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they will learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. These skills fall under the umbrella of personal, social and emotional development (PSED) in the EYFS and are crucial for children to lead healthy and happy lives.

During Key Stage 1 pupils will have had the opportunity to gain the knowledge and skills necessary to build and maintain healthy relationships. They will consider the effect of their behaviour on other people and will be able to identify and respect differences between people. They will discuss different ways in which family and friends care for each other. Pupils learn the basic rules and skills for keeping themselves clean and healthy. They also learn to name the main parts of the human body and will be taught about changes in humans from babyhood to old age.

During Key Stage 2 pupils have the opportunity to express their views and learn to respect the views of others. They discuss changes, both physical and emotional, that occur at puberty and how to deal with these in a positive way. Pupils practise skills in making judgements and decisions and in being able to resist peer pressure around issues affecting their health and wellbeing. Pupils learn how people can maintain good relationships, for example by listening, supporting and caring.

At Rockmount School a range of teaching methods which involve children's full participation are used to teach Sex and Relationship Education. These include circle time, media, discussion, case studies, role-play and drama. Ground rules are used to establish a safe environment to facilitate discussions and pupils are encouraged to reflect on their learning.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils 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 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 pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader.

Distancing Techniques: In order to protect privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play and video clips to enable pupils to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Teaching of RSE: The member of staff responsible for the class will deliver lessons. We may sometimes invite external agencies to deliver specific lessons or activities. Parents and carers will be informed when this is planned and given all necessary information about the proposed sessions.

Withdrawal of Pupils from RSE

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that they want children with special educational needs (SEN) to be included in these lessons.

As a parent you do not have the right to withdraw your child from any of the statutory content on either relationships or health. You only have the right to withdraw your child from the sex education content that we choose to teach, apart from National Curriculum Science.

National Curriculum Science

At Key Stage 1 the content includes:

- knowing that animals including humans, move, feed, grow, use their senses and reproduce
- being able to recognise and compare the main external parts of the bodies of humans
- knowing that humans and animals can produce offspring and these grow into adults
- being able to recognise similarities and differences between themselves and others and to treat others with sensitivity

At Key Stage 2 the content includes:

- knowing that the life processes common to humans and other animals include nutrition, growth and reproduction
- knowing about the main stages of the human life cycle and how humans develop with age (puberty)
- knowing about the reproductive process and naming the organs involved

Equal Opportunities

All pupils are entitled to receive RSE regardless of ability, gender, race, religious belief or grouping. At Rockmount Primary School all pupils experience a programme of RSE at a level which is appropriate for their age and physical development.

Sensitive Issues

a) Puberty

We will teach about puberty in Years 4, 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 this stage of development. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 4, 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups. 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 and without embarrassment.

b) 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. Pupils may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will answer questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We will also address this issue directly 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. Parents/Carers will be reminded at this time about the content being taught.

c) Abortion

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

d) Sexually Transmitted Infections (STIs) and HIV/AIDS

We will not teach directly about STIs, however we will respond sensitively to questions posed by pupils. Teachers will use their professional judgement and the guidance available to them to ensure their responses are factually correct and appropriate to the age of the child. Teachers will also acknowledge these questions and respond to factual enquiries on an individual basis, rather than in a whole class discussion.

e) Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that RSE meets the needs of all our pupils. Whatever their developing sexuality, pupils 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 pupils will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, 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.

Where a question or comment from a pupil is a cause for concern then staff will refer to the school Safeguarding Policy and follow procedure.

Appendix 1

Long Term Plan RSE & PSHE Overview – (Key Stage 1 and Key Stage 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the Changing Body	Safety and the Changing Body
Year 2	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the Changing Body	Safety and the Changing Body
Year 3	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the Changing Body	Safety and the Changing Body
Year 4	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the Changing Body	Safety and the Changing Body
Year 5	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the Changing Body	Safety and the Changing Body
Year 6	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the Changing Body	Safety and the Changing Body

Appendix 2: Parent form: withdrawal from sex education within RSE

Headteacher: Helen Carvall

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Right to Withdraw

Dear Parents/Carers,

Please complete the following to express your wish to withdraw your child from a RSE lesson.

TO BE COMPLETED BY PARENT/CARER			
Name of child		Class	
Name of parent		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	To include notes from discussions with parents and agreed actions taken.