ASTON-ON-TRENT PRIMARY SCHOOL

RELATIONSHIPS & SEX EDUCATION POLICY

School policy, reviewed and approved by Governors on 21st September 2026

This policy has been impact assessed in the light of all other school policies, including the Disability Equality Scheme.

SIGNED:	PRINT NAME:	DATE:
	C. Coles	21.09.26
	Chair of Governors	
SIGNED:	**PRINT NAME:**	**DATE:**
	S. Moore	21.09.26
	Headteacher	

ASTON ON TRENT PRIMARY SCHOOL
'Achieving Success For All!'

RELATIONSHIPS AND SEX EDUCATION GUIDANCE POLICY

This policy is in line with the current regulations from the Department for Education (DfE) on Relationship Education, Relationships and Sex Education (RSE)and Health Education (Feb 2109). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education (RSE) make a significant contribution to the school's legal duties to

- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- To promote the spiritual, moral, social, cultural, mental and physical development of pupils

It is taught in the context of the following aspects of our school values

Relationships and Sex Education is defined by the PSHE Association as 'Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils. The governors and staff recognise RSE as an important part of the curriculum, assisting with moral, physical, emotional and social development of the children.

The wide range of social and emotional maturity and educational ability will be catered for within a graduated, age appropriate programme of RSE in line with the National Healthy School Standard and the Derbyshire Children and Young People's Health Promotion Programme.[1]

The SRE policy will reflect the views and needs of the teachers and pupils parents and community.

AIMS

- To develop attitudes promoting the learning and understanding of the value of family life, marriage and stable relationships outside marriage and recognise the importance of respect, love and care.

- To develop attitudes and values encompassing moral considerations, critical thinking and understanding moral dilemmas.

- To promote respect, co-operation with, and understanding of others based on an understanding of difference and absence of prejudice.

- To promote an awareness of the skills needed to form successful relationships.

- To impart knowledge and understanding to the children of their bodies – their function, their change – emotional, sexual (at appropriate stages), and what is required to keep them healthy.

- To develop in the children an understanding of the need for, strategies for managing conflicts, avoid exploitation, abuse and appreciate the benefits and dangers of medicines and drugs.

RSE is to be delivered as part of the Personal, Social and Health Education (PSHE) Citizenship Curriculum and Science and the revised National Curriculum (NC as a whole school approach.

ORGANISATION

RSE will be taught within an age appropriate, RSE programme through the PSHE and Citizenship and Science framework used in the Foundation Stage, KS1 and KS2. This will be managed by the RSE Co-ordinator.

In the Early Years and KS1 the emphasis will be on developing positive self- esteem, friendships and dealing with bullying issues, Children will also learn about the correctly named body parts.

In KS2 these areas will be developed, preparing the children for a more active role as citizens building strong relationships and demonstrating a healthier and safer lifestyle. They will be prepared for puberty; they will learn how a baby is conceived and born and the responsibility of parenthood.

Parents will be consulted each year about the detailed content of what will be taught and offering support to parents in talking to their children about these issues.

Appropriate training and support will be provided for staff.

HOW SRE IS PROVIDED

In addition to the SRE delivery:-

- Through other curriculum areas eg Drama, Literacy and Science.
- Assemblies
- By provision of appropriate information through leaflets and books.
- Pastoral support for pupils who experience difficulties (please see Confidentiality Policy)

TEACHING METHODS

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge skills and understanding.

- SRE will be conducted in a safe learning environment through the use of ground rules and distancing techniques for example role play, DVDs or an outside agency such as the school nurse who will visit as a planned event with the teacher present.
- In all cases correct and agreed names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Active learning methods which involve children's full participation will be used such as :

  One-to-one
  Paired work
  Small group
  Whole class – e.g. circle time

Children will be encouraged to reflect on what they have learnt in the lesson.

RESOURCES

Teaching resources are selected on the basis of their appropriateness to the pupils.
In Key Stage 1 the main resource used will be Living and Growing.
In Key Stage 2 the main resources used will be BBC Active and Living and Growing

GROUND RULES

- No one (teacher or pupil) will have to answer personal questions, or take part in discussions against their wishes.
- Only correct body part names will be used and these will be explained factually.
- Personal beliefs and attitudes will not influence the teaching of SRE within the PSHE framework in school.

ANSWERING CHILDREN'S QUESTIONS, CONFIDENTIALITY AND CHILD PROTECTION

- The teacher will establish rules and clear parameters about what is appropriate and inappropriate in a whole class setting.
- If a child's question is too personal the teacher should remind the pupils of the ground rules.
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later.
- Children will be encouraged to generalise issues, thereby creating an environment in which questions and issues can be dealt with.
- We will answer questions with age appropriate answers.
- A question box may be used to monitor questions asked.

- Children will be aware that they can ask questions, but not all questions will necessary be answered.
- When answering questions we will abide by the policies of Confidentiality and Child Protection
- When answering questions if any raise concern we will follow the Child Protection policy as appropriate.

WORKING WITH PARENTS/CARERS

As recommended in the RSE Guidance document the school will work in partnership with the parents/carers consulting and informing them about the content of the RSE programmes, thus reflecting the parents'/carers' wishes and the culture of the community. We will offer support to parents/carers' in talking to their children about these issues. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child in learning at home through shared learning activities.

Parents have the right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw from those aspects of RSE that are taught in National Curriculum Science, Relationships Education or Health Education.

WORKING WITH THE WIDER COMMUNITY

The school will work with members of the community e.g. school nurse, the community police as part of the planned curriculum in delivering the RSE. This will be in line with the school policy for working with the wider community.

EQUAL OPPORTUNITIES

- In line with the School Statement of Equal Opportunities there will be equal access for all pupils to the RSE.
- We will consider the particular needs of boys as well as girls and approaches that will be relevant and engage them.
- We will be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- The school will consult pupils and parents/carers about their needs and take into account views of different ethnic and cultural groups and promote respect for and understanding of their views.
- We will take care to ensure there is no stigmatism of children based on their home circumstances.
- Our approach to RSE will provide sensitive, honest and a balanced consideration of sexuality if it arises. We will actively tackle homophobic bullying.

SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

We will take into account that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs. I t may also mean that these pupils have difficulty accessing the RSE curriculum. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.

HEALTH AND SAFETY

Children and staff will follow the guidelines set out in the school's Health and Safety policy. RSE incidents can arise in other subjects and in the playground, they will be dealt with in line with the aims and values of this policy.

ASSESSMENT AND RECORDING

Teacher assessment in RSE has been planned within the programme and will inform PSHE reports and future planning. This policy will be reviewed annually.

OVERVIEW OF SRE CURRICULUM

There are 5 elements to Relationships Education

1. **Families and people who care for me**
2. **Caring friendships**
3. **Respectful relationships**
4. **Online relationships**
5. **Being safe**

FOUNDATION STAGE

- Looking after themselves eg dressing & undressing.
- The importance of keeping clean and understanding basic hygiene routines.
- Recognising that all families are different

YEAR 1 – GROWING AND CARING FOR OURSELVES

- Understanding basic hygiene principles and knowing how to keep clean and look after themselves
- Understanding that babies become children then adults using the first part of the video in the Living and Growing series
- Know the difference between boy and girl babies
- To know that there are different types of families
- To know which people we can ask for help

YEAR 2 – DIFFERENCES

- To introduce the concept of male and female and gender stereotypes understanding that some people have fixed ideas about what boys and girls can do. the Living and Growing video and related activities will be used to identify and respect differences and similarities between people (explain boy/girl).
- Be able to describe the difference between male and female babies.
- To describe some differences between male and female animals and know that making a new life needs a male and a female
- To describe the physical differences between males and females & name the male and female body parts Conventional names will be used when referring to body parts and the concept that a baby comes from inside mum is introduced.
- Recognise responsibility for keeping themselves safe – when to say 'Yes' or 'No', I'll ask and I'll tell.

KEY STAGE 2

YEAR 3 - VALUING DIFFERENCE AND KEEPING SAFE

- To know some differences and similarities between males and females & name male and female body parts using agreed words.
- to help them develop a healthy lifestyle for themselves and appreciate the health of mother and unborn baby is linked during pregnancy.
- To identify different types of touch that people like and do not like, understand what personal space is and discuss ways of dealing with unwanted touch.
- To understand that all families are different and have different family members. Understanding their role within the family and knowing there are different types of relationships within a family, which covers respecting the elderly to understanding the needs of a baby, are aspects covered within this year group.
- To identify who to go to for help and support. The concept of keeping something confidential or 'secret' – when to break a confidence or share a secret.

YEAR 4 – GROWING UP

- To describe the main stages of the human lifecycle and understand the body changes that happen when a child grows up.
- To discuss male and female body parts using agreed words and be able to explain some of the changes which happen to the body during puberty.
- To know about the physical and emotional changes that happen in puberty & understand that children change into adults so that they are able to reproduce.
- In conjunction with this is identifying worries change can bring and develop skills and strategies to help cope with change in the future. Included in this is knowing ways to resist peer pressure.

In Years 5 and 6 the boys and girls will be taught separately for some of the sessions. We feel that this will enable the children to talk more openly and feel more confident in discussions that are relevant and specific to each gender.

YEAR 5 - PUBERTY

- To explore the emotional and physical changes occurring in puberty including menstruation
- To understand male and female puberty changes in more detail and how puberty affects the reproductive organs
- To understand how to keep clean during puberty, understand how emotions change during puberty
- Where and how to get support.
- They will also discuss how babies are made and how babies are born in the context of loving relationships, and the impact on family life
- relationships –different types- friends/families and how we express affection but also knowing how to be assertive and resist pressure.

YEAR 6 – PUBERTY,RELATIONSHIPS AND REPRODUCTION

- To consider puberty and reproduction, describing how and why the body changes during puberty in preparation for reproduction
- To discuss different types of adult relationships with confidence and to know what form of touching is appropriate.
- Developing skills to maintain good relationships, knowing there are bodily and emotional changes at puberty and developing skills to deal with these issues in a positive manner.
- Describe the decisions that have to be made before having a baby and to know some basic facts about pregnancy and conception
- To have considered when it is appropriate to share personal/private information in a relationship
- To know how and where to get support if an online relationship goes wrong

ALL YEARS

Our school nurse is invited to work with teachers and support the children's learning from Foundation Stage to Year 6.

The Living and Growing videos and related materials are used throughout both KS1 and KS2 as part of the teaching materials. In Key Stage 2 BBC Active will also be used.

Personnel and Training

There is a PSHE coordinator who is regularly trained and updated in this fast moving subject area. They are responsible for RSE. The PHSE coordinator is Angie Donaldson.

RSE is delivered by class teachers. To ensure quality delivery of RSE, the staff who deliver RSE have appropriate and regular training to keep them updated. The school is

committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate ongoing professional development in order to maintain a whole school consistency and high standards for the pupils in our school.

All new staff will receive a copy of the RSE policy.

MONITORING AND EVALUATION

The programme is regularly evaluated by the PSHE coordinator. This takes place though a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans and pupil feedback. The views of the pupils and teachers who deliver the programme will be used to make changes and improvements to the programme on an ongoing basis. Assessment will be built into the lessons and will inform any changes to the curriculum.
The PSHE coordinator receives time in order to carry out this process.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that Governors and parents receive awareness training and/or information about RSE on occasions.

This policy document was produced in consultation with the school community including pupils, parents, school staff and governors. This policy has been approved by governors. The document is freely available to the entire school community. It has also been made available on the school website.
It will be reviewed on a biannual basis.