



Greenholm Primary School

Official Policy

Name of Policy: Relationships and Sex Education (RSE)

Date reviewed: September 2026



1. Definitions, Rationale and Ethos

Our Vision

At Greenholm Primary School, we believe that high-quality Relationships and Sex Education helps children to become safe, healthy, respectful and responsible members of society. Through a carefully planned curriculum, pupils develop the knowledge, understanding and skills needed to build positive relationships, make informed choices and keep themselves safe both now and in the future.

Our RSE curriculum reflects our commitment to putting children first. It supports pupils to develop confidence, resilience, empathy and respect whilst preparing them for the opportunities, responsibilities and experiences of later life.

Statutory Requirements

The Department for Education requires all primary schools to teach Relationships Education and Health Education.

Relationships Education includes learning about:

- families and people who care for us
- caring friendships
- respectful relationships
- online relationships
- being safe

Greenholm teaches statutory learning about growing and changing bodies and puberty through the Science and Health Education curriculum. Parents do not have the right to withdraw their child from statutory Relationships Education, Health Education or content taught as part of the Science curriculum.

The detailed content and sequencing of Relationships and Health Education from Reception to Year 6 is set out in the PSHRE curriculum map published alongside this policy. This forms part of the school's policy framework and identifies the content taught in each year group.



Definitions

Relationships Education teaches children about positive relationships, families, friendships, respect, personal boundaries, online safety and keeping safe.

Sex Education refers to learning beyond the National Curriculum for Science about human reproduction, conception, pregnancy, birth and the emotional aspects of growing up.

Why RSE is Important at Greenholm

We believe RSE is important because it helps children to:

- understand healthy and unhealthy relationships
- recognise risks and seek support when needed
- develop self-respect and respect for others
- understand their rights and responsibilities
- stay safe online and offline
- prepare for adolescence and adulthood
- contribute positively to their communities

Equality, Diversity and Inclusion

Greenholm Primary School is committed to ensuring that RSE is inclusive, accessible and relevant to all pupils.

Teaching reflects the Equality Act 2010 and promotes respect for all individuals and families. Learning is adapted to meet the needs of pupils with SEND and takes account of pupils' age, stage of development and individual circumstances.

Teaching about families will recognise that families may take different forms, including families with same-sex parents, single parents, adoptive parents, foster carers, kinship carers and blended families. Teaching will be sensitive, factual and focused on the characteristics of safe, stable and loving family life.

Where matters relating to biological sex, gender reassignment or gender are addressed, teaching will be factual, age and stage appropriate and consistent with the Equality Act 2010 and current statutory guidance. The school will not present contested views about sex and



gender as established fact. Teaching will not suggest that children should behave, dress or have particular interests because they are a boy or a girl and will avoid reinforcing gender stereotypes. Pupils will be taught to treat others with respect and dignity and understand that bullying or discriminatory behaviour is unacceptable.

Teaching will be sensitive to pupils' religious and cultural backgrounds while ensuring that all statutory content is taught and that pupils learn to respect people whose beliefs, families or experiences differ from their own.

Intended Outcomes

By the time pupils leave Greenholm Primary School they will:

Know and understand:

- how positive relationships are formed and maintained
- how to keep themselves safe
- the physical and emotional changes that occur during puberty
- where and how to seek support

Understand they have a right to:

- feel safe
- be respected
- have their views listened to
- access trusted support

Understand they have a responsibility to:

- treat others with respect
- contribute positively to relationships
- use technology safely
- seek help when concerned about themselves or others

Develop the skills of:

- communication
- empathy



- resilience
- decision making
- risk assessment
- help seeking

Develop the attributes of:

- confidence
- self-respect
- responsibility
- kindness
- tolerance
- integrity

2. Roles and Responsibilities

Responsibility for the RSE policy at Greenholm Primary School ultimately lies with the Governing Body, who oversee the development, implementation and review of the policy.

The RSE programme is led by the PSHE/RSE Lead and taught by class teachers through the school's PSHRE curriculum, with support from external agencies where appropriate.

The Headteacher is responsible for ensuring that the policy is implemented consistently across the school and that staff are supported in delivering high quality RSE.

The PSHRE Lead is responsible for curriculum development, staff support, monitoring provision and ensuring that resources remain accurate and up to date.

Teachers are responsible for delivering RSE in line with this policy, creating a safe learning environment and responding appropriately to pupils' needs and questions.

Teaching staff receive regular professional development on Relationships, Sex and Health Education, safeguarding, inclusion and effective classroom practice to support pupils' learning and wellbeing.



3. Curriculum Design

We have embedded the Department for Education's guiding principles for Relationships, Sex and Health Education by providing a planned, progressive curriculum that supports pupils to develop healthy relationships, keep themselves safe and prepare for life in modern Britain.

Our RSE programme is an integral part of our whole-school PSHRE education provision and will cover families and friendships, respectful relationships, online relationships, being safe, physical health, mental wellbeing and puberty.

Our RSE programme is planned and delivered through timetabled PSHRE lessons, alongside learning in Science, Computing, Religious Education and the wider curriculum.

We ensure RSE is matched to the needs of our pupils by considering pupil voice, safeguarding trends, local context and the specific needs of our school community. We ensure an inclusive RSE programme by adapting learning where necessary and providing appropriate support for pupils with SEND so that all pupils can access the curriculum. We ensure an age-appropriate RSE programme by carefully sequencing learning from Reception to Year 6 and delivering content in line with pupils' age, stage of development and understanding.

An overview of learning in each year group can be found in the school's PSHRE curriculum map and long-term plan. RSE will be assessed through teacher assessment, pupil discussions, retrieval activities, pupil self-reflection and ongoing monitoring of pupils' understanding.

4. Safe and Effective Practice

We ensure a safe learning environment by establishing clear expectations for respectful discussion and creating a classroom culture where pupils feel valued, listened to and supported. Pupils' questions are answered honestly, accurately and in an age-appropriate manner. Teachers use professional judgement to ensure that responses support pupils' learning whilst remaining appropriate to the planned curriculum.

Where a pupil asks a question that falls outside the planned curriculum or relates to Sex Education that the school does not teach staff will use professional judgement when responding. Responses will be factual, age appropriate and consistent with this policy. Where appropriate staff may explain that a question is better discussed with a parent or carer. Staff may seek advice from the PSHRE Lead or DSL where a question raises a safeguarding or curriculum concern.



Teachers and pupils agree ground rules at the start of learning to promote respectful discussion, active listening and consideration of different viewpoints.

Potentially sensitive issues are managed carefully and in a way that is appropriate to pupils' age and stage of development. Staff recognise that pupils may hold differing views and experiences and encourage respectful discussion at all times.

All staff teaching RSE are supported by curriculum guidance, high-quality resources, professional development and advice from the PSHRE Lead to ensure that learning is delivered safely, accurately and effectively.

Before using an external visitor or organisation, the school will check their credentials and review the proposed lesson plan and all materials. The school will ensure that content is accurate, unbiased, age and stage appropriate, accessible to pupils with SEND and consistent with this policy. School staff will remain present and responsible for the lesson. The school will not enter into arrangements that prevent parents from viewing materials used with pupils.

5. Openness and Engagement with Parents and Other Stakeholders

Parents are informed about the RSE policy through the school website. We are committed to openness with parents through communication about the curriculum and by providing opportunities to discuss the content and purpose of RSE. We want to ensure that parents are fully aware of what is being taught and provide information, resources and support where appropriate and requested.

To see materials used to teach PSHRE, parents can contact the school and arrange to view the relevant resources. Year 5 teachers will inform the parents before teaching the puberty unit.

Governors contribute to the RSE policy and are informed about the curriculum through policy reviews, curriculum updates and monitoring activities.

Pupil voice is used to review and tailor our RSE programme to match the different needs of pupils. Feedback gathered from pupils helps to inform curriculum development and ensure that learning remains relevant and responsive to the needs of our school community.



6. Right to Withdraw from Sex Education

Primary schools are not required to teach Sex Education beyond the statutory content contained within Relationships Education, Health Education and the National Curriculum for Science. Having reviewed the statutory curriculum, the needs and developmental stages of our pupils and the views of parents, the school has decided not to provide additional non-statutory sex education.

Statutory learning about growing and changing, puberty and relevant biological aspects of reproduction will continue to be taught through Health Education and Science. This decision will be kept under review as part of the school's curriculum and policy-review arrangements.

7. Safeguarding

The RSE policy supports our school's approach to safeguarding and links to other key policies and guidance, including the Child Protection and Safeguarding Policy, Behaviour Policy, Online Safety Policy, SEND Policy, Equality Policy and the statutory guidance *Keeping Children Safe in Education Guidance 2026*.

Teachers are aware that effective RSE can at times lead to a disclosure of a child protection concern. In such circumstances, staff will follow the school's safeguarding procedures and record and report concerns in line with school policy.

Teachers will consult with the Designated Safeguarding Lead (DSL) where there are concerns about a pupil's safety, wellbeing or welfare.

The protocol for inviting visitors and external agencies into lessons is that all visitors must work within the school's safeguarding procedures and under the direction of school staff. If a visitor or external agency receives a disclosure from a pupil, they will immediately report this to the Designated Safeguarding Lead and follow the school's safeguarding procedures.

Where pupils may be considered vulnerable or at greater risk, staff will ensure that learning is delivered sensitively and appropriate support is provided in line with the school's safeguarding procedures.

Staff will make clear that they cannot promise confidentiality. Where a pupil shares information that raises a safeguarding concern, staff will follow the school's safeguarding procedures immediately and involve only those who need to know. Pupils will be helped to understand how information may be shared if they disclose a concern.



8. Monitoring, Reporting and Evaluation

The school's RSE provision is monitored and evaluated by the PSHRE Lead and Senior Leadership Team and reported on to governors as part of the school's curriculum monitoring cycle.

Assessment of RSE contributes to evaluation through teacher assessment, pupil discussions, learning reviews and pupil outcomes.

Pupil voice is influential in adapting and amending planned learning activities to ensure that the curriculum remains relevant, engaging and responsive to the needs of pupils.

9. Policy Review

This policy will be reviewed in September 2027, or sooner if required by changes to legislation, statutory guidance or the needs of the school community.

It will be reviewed by the PSHRE Lead, Headteacher and Governing Body.

This will ensure that the policy continues to meet the needs of pupils, staff and parents and remains compliant with current Department for Education guidance and best practice.

The policy is published on the school website, and a copy will be provided free of charge to anyone who requests one.