



<b>Date agreed by Governing Body</b>	May 2026
<b>Review date</b>	May 2027
<b>Responsible for this policy</b>	Ruth McAvoy

### **Curriculum Intent Statement: Broad, Balanced and Ambitious**

**At Beeston Primary School our well planned and sequenced curriculum, combined with high quality first teaching and resourcing, ensures that children are supported to be well rounded young people with a thirst for learning.**

We are required by law to teach Relationships Education and Health Education to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

### **Relationships and Sex Education Statement:**

#### **Intent:**

Our Relationships Education and Sex Education (RSE) programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future. Through the provision outlined in this policy, the school's overall aims of RSE are to:

- learn the value of family life, marriage and stable relationships
- learn the importance of values and individual conscience and moral considerations
- develop critical thinking as part of decision-making
- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn how to make choices based on an understanding of difference and with an absence of prejudice
- manage conflict
- learn how to recognise and avoid exploitation and abuse
- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy
- 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





Our intent of RSE is NOT to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation
- sexualise children

### Implementation:

The class teacher delivers RSE using a range of teaching methods such as videos, discussions and written activities. Teachers will use agreed planning documents and will not deviate from the agreed content listed below. Lessons are based on Cambridge Education: Sex and Relationship Education resource with supporting resources including: fiction and reference books, leaflets and extracts from the BBC's Operation Ouch.

RSE is usually delivered in mixed gender groups, however there are occasions where single gender groups are more appropriate and relevant. An additional single sex session, for girls, will take place to allow children to explore period products and ask questions in more detail in Years 5 and 6.

Parents/carers will be informed when RSE is taught in Years 4, 5 and 6. Opportunities are provided for parents and carers to discuss the content of the lessons and to view the videos and resources being used in school. Where non-statutory RSE is covered in Year 6, parents will be informed about the right to withdraw their child/ren as detailed below.

A 'Group Agreement' (which may be added to) of ground rules is to be used in all RSE lessons (see appendix 1).

There will be a minimum of two adults in class when RSE is being taught. Teachers who are new to school will receive training and teach RSE alongside an experienced member of staff the first time they deliver the lessons. Teachers will follow agreed Medium-Term plans.

Vulnerable pupils (as identified by the class teacher and nurture team) will have a pre-teach session where vocabulary is taught and expectations around the RSE group agreement are discussed, to prepare them for the content of the lessons.

At the beginning of the RSE unit pupils will be taught the correct terms for body parts which are to be used during their planned RSE lessons. Slang or everyday terms, used in certain social circles, may be discussed but staff and children will be using the scientific names for body parts during RSE lessons.

For the majority of the sessions there are to be no hands up. Instead, to ensure staff and children are safe and comfortable, and that the content of the sessions does not deviate from the agreed curriculum, then an 'ask-it basket' will be used. This is where children can write down their questions and teachers take time to answer questions for the whole class, to a group or individually or adapt lessons to repeat content. If a child asks a question which cannot be answered in line with the content of this policy, they are encouraged to find a trusted adult to discuss it with at home.





## **Safeguarding:**

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed. Our RSE and wider PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships. These concepts are built upon throughout the RSE lessons.

### **Through PSHE, children learn to:**

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

### **Managing Disclosures and Concerns:**

- PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:
- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

### **Signposting to Support:**

We actively encourage children to talk with trusted adults about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

## **Relationships and Sex Education Curriculum Content**

Throughout the PSHE curriculum from Foundation Stage onwards, children are taught the statutory content of Relationship and Health Education. For further information on this please see the PSHE policy.





Specific RSE lessons are delivered in Key Stage 2 and cover the following themes:

#### **Year 4**

- To learn about the way, they grow and change throughout the human life cycle.
- To learn about the physical changes associated with puberty
- To know what periods are and what to expect when my first period starts (girls only in Y4)

#### **Year 5**

- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- About how the body changes as they approach puberty including a lesson on menstruation (for all children)
- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- Where individuals, families and groups can get help and support

#### **Year 6**

- Children learn about the changes that occur during puberty including periods
- What values are important to them in relationships
- To appreciate the importance of friendship in intimate relationships
- Children learn about human reproduction in the context of the human life cycle
- Children learn how a baby is made and grows (conception and pregnancy)
- To answer each other's questions about sex and relationships with confidence
- Where to find support and advice when they need it

#### **Right to Withdraw**

Parents/carers cannot withdraw their child from the statutory Relationship Education content included in the National Curriculum for Science (e.g. human development and reproduction). However, they do have the right to request that their child is withdrawn from some or all of the Sex Education delivered as part of the non-statutory RSE. These objectives can be seen in red above.

Requests for withdrawal from the non-statutory RSE should be put in writing and addressed to the PSHE Lead. This will be documented to ensure a record is kept.

#### **Evaluation:**

Throughout the unit pupil voice is taken e.g. through tasks and the 'ask-it basket'. Teachers use formative assessment to adapt planning and question and answer sessions to enable children to make progress and remember the content of the curriculum. Children in Years 5 and 6 are also invited to take part in the anonymous My Health My Schools survey where the school receives information about children's understanding of RSE and this is used to inform future PSHE and RSE lessons.





## **Equality and Diversity:**

At Beeston Primary School we aim to promote equality and develop positive relationships, by tackling any form of discrimination. As part of our duty under the Equality Act 2010 and the Public Sector Equality Duty we aim to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics. We make reasonable adjustments to remove any barriers that may prevent children from participating in all aspects of school life, making progress and achieving their full potential. We make reasonable adjustments to remove barriers to access and participation that may prevent parents and carers being fully involved in the wider education of their child at school. (See Equalities policy).

At Beeston Primary we aim to create a diverse curriculum which reflects the diversity of our pupils, our local and wider community. We celebrate diversity by learning about a broad range of relationships. This provides the opportunity to see a wide range of humanity, see people to which they can aspire that are similar to themselves and develop tolerance and understanding of people with different beliefs, religions, genders, abilities and sexual orientations.

## **Inclusion:**

In school we aim to meet the needs of all our children by differentiation in our RSE planning and by providing a variety of approaches and tasks appropriate to attainment levels and learning styles. This enables children with learning and/or physical difficulties to take an active part in their learning, during practical activities and investigations and to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress.

## **Sources:**

[https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_RSE\\_and\\_health\\_education\\_for\\_intro\\_1\\_September\\_2026\\_.pdf](https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf)

