

Relationships and Sex Education Policy (RSE)

DRAFT for approval - July 2026

Intent:

At Myland Primary School, we believe that Personal, Social, Health and Economic Education (PSHE) is a vital subject which supports children in acquiring the essential knowledge, skills and understanding that they need in order to lead confident, healthy and independent lives. A fundamental part of the PSHE curriculum is *Health Education* where physical health and mental wellbeing is key. This policy sets out our school's approach to teaching Relationships Education and Health Education. From 1 September 2026, all primary schools in England are legally required to have an updated RSE policy matching the revised Department for Education (DfE) RSHE Guidance.

This policy complies with:

- **The Children and Social Work Act 2017**
- **The Education Act 2002** (Section 80A)
- **The Equality Act 2010** and the Public Sector Equality Duty
- **Keeping Children Safe in Education (KCSIE)** safeguarding requirements

The aims of Relationships and Sex Education (RSE) at Myland Primary school are to:

- Provide a secure environment in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies

Curriculum:

The teaching of Relationships and Sex Education (RSE) at Myland Primary School is covered through the PSHE curriculum and the Science curriculum.

1. RSE

Our RSE programme is an integral part of our whole school PSHE curriculum at Myland Primary School. The statutory guidance from the National Curriculum is comprehensively covered by learning opportunities across three core areas: Relationships Education, Health Education and Living in the Wider World.

Relationships Education:

As part of Relationships Education at Myland, we focus on the characteristics of positive and healthy relationships, including those with family and friends and those with other children and adults. We teach children how to have positive relationships online with an essential focus on online safety and appropriate behaviour, as well as being and keeping safe offline.

Health Education:

As part of Health Education at Myland, we focus on supporting children with their mental wellbeing, including how to talk about emotions and seek support where necessary. Children are taught about internet safety and physical health and fitness, including the importance of an active lifestyle, sufficient sleep and the impact of a balanced diet. Children are also taught about the impact of drugs, alcohol, tobacco and vaping, health and prevention, personal safety (including road, railway and water safety), basic first aid, the changing adolescent body, including physical and emotional changes and about menstrual wellbeing, including the key facts about the menstrual cycle and correct vocabulary.

2. Science

The Science curriculum is statutory in primary schools and also covers different aspects of the RSE curriculum.

In Key Stage 1 (Years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (Years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animal
- To describe the changes as humans, develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Our RSE programme will be planned and delivered through a block of sessions using a range of teaching methods which meet the needs of all pupils. High quality resources will support the delivery of our RSE provision and will be regularly reviewed by the PSHE lead.

Sex Education:

We have developed the RSE curriculum considering the age, needs and feelings of pupils at Myland Primary School. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner.

Sex Education at Myland Primary School is delivered in the Summer Term of Year 6. However, the school acknowledges that many children will begin to experience puberty earlier than this age and therefore the school's nurture team will put provision in place for individual children with parental support. When delivering Sex Education lessons, we encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions as well as anonymous questions. Teachers do their best to answer all questions with sensitivity and care.

In line with statutory Department for Education (DfE) guidance, our Personal, Social, Health, and Economic (PSHE) curriculum covers physical growth, structural changes during adolescence, and personal safety. This learning is delivered sensitively, in an age-appropriate manner and is structured to prepare pupils for the changes they will experience before they occur.

- Pupils will learn about the human lifecycle, understanding that growth and change are natural, universal processes.
- To ensure safeguarding efficacy and clear communication, pupils will be taught the correct scientific names for external and internal body parts. This includes, but is not limited to, the *penis, vulva, vagina, testicles, scrotum, and nipples*.
- Pupils are taught the facts about the menstrual cycle, including physical and emotional changes. They learn that the average age of the onset of menstruation is 12, but can begin as early as age 8. Our school provides timely instruction to prevent distress and stigma.

Primary Sex Education at Myland Primary School will focus on:

- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples.
- Preparing boys and girls for the changes that adolescence brings.
- Exploring the impact of puberty on the body and the importance of physical hygiene.
- Understanding that menstruation and wet dreams are a normal part of growing up.

For more information about our curriculum, see our curriculum map in Appendix 1.

Parents' Right to Withdraw:

Parents and carers are invited to a Parent Information session with the Headteacher, Year 6 teachers and PSHE lead to discuss the content that will be taught in Year 6. However, if parents are unhappy, they have the right to withdraw their children from the **non-statutory** components of RSE. Before doing so, parents are encouraged to discuss any concerns with their child's class teacher in order to

inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Headteacher. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSE policy will be shared with any parents who wish to withdraw their child.

Roles and Responsibilities:

The Year 5 and 6 Team Leader (Miss Pender) is responsible for PSHE across the school supported by the Headteacher and governors. Governors working with the headship team take responsibility for meeting statutory requirements in SRE.

Governors:

The governing body has delegated the approval of this policy to the Headteacher.

The Headteacher:

The Headteacher is responsible for ensuring that RSE is taught consistently across the school by members of staff. The Headteacher is also responsible for managing requests to withdraw pupils from non-statutory components of RSE.

Staff:

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils:

Pupils are expected to fully engage in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity

Parents:

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we will inform parents about the school's RSE policy and practice; answer any questions that parents may have about the RSE of their child (this includes an opportunity for the parents to attend a Parent Information session before any RSE teaching is delivered) and we will notify parents when Relationships and Sex Education will be taught by letter.

Safeguarding:

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a child protection

issue arises, teachers will immediately report concerns to the designated safeguarding lead and in her absence, the deputy safeguarding lead.

This policy will be reviewed by the governing body annually.