



Preston Grange Primary School

Relationships and
Sex Education (RSE) Policy
January 2026

Rationale and context

At Preston Grange Primary, we have developed our RSE Policy using the statutory DfE guidance for RSE alongside the advice from the PSHE association. The DfE have introduced new statutory guidance which needs to be fully implemented in school by September 2026; this new guidance brings some key changes, some of which is new but mostly builds on what is already existing. This new guidance has been considered and our curriculum adapted to bring us fully up to date, ready for those changes becoming statutory at the start of the next academic year.

Our RSE curriculum differentiates between relationships education and sex education;

The sex education aspect of our curriculum (which is delivered by class teachers) takes place in the Summer term through our curriculum theme of Health and Wellbeing, under the strand of Growing and Changing. This is where topics such as the physical and emotional aspects of puberty, personal hygiene and menstruation are covered. Life cycles and reproduction are covered through our Science curriculum.

Our relationships education is delivered through PSHE lessons and can be delivered in school by class teachers and HLTA. This is predominantly during the Autumn term through our curriculum theme of relationships but is also threaded through the entire PSHE curriculum offer. Our main focus is on the fundamental building blocks and characteristics of positive relationships, particularly caring and healthy friendships and family relationships and respectful relationships; including online. Relationships education also creates additional opportunities to enable pupils to be taught about positive emotional and mental wellbeing.

The intended outcomes of our curriculum are that our pupils leave Preston Grange Primary with knowledge, skills and confidence to embrace the challenges of creating a happy and successful adult life, be able to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, age-appropriate teaching can help prepare pupils to develop resilience, to know how and when to ask for help and support.

Our curriculum runs in conjunction with our school values and ethos, which are firmly embedded in all aspects of school life. It helps to put in place the key building blocks of healthy, respectful relationships that focus on family and friendships in many different contexts.

Definitions

The Sex Education Forum defines Relationships and Sex Education (RSE) as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, aiming to equip young people with the skills for safe, fulfilling relationships and responsible sexual health.'

Relationships and Sex Education (RSE) is a lifelong process which encompasses the acquisition of knowledge, understanding and skills and the development of attitudes, beliefs and values about personal and social relationships and issues. The learning process begins informally with our parents (or those holding parental responsibility) long before any formal education takes place at school.

At Preston Grange Primary School, we include age-appropriate relationship and sex education in order to meet the needs of our pupils through our aims and objective outlined below.

Aims and objectives

We aim to:

- Nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care.
- Deliver key messages with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions and explore their own and others attitudes in a safe, open and honest environment.
- Develop sensitivity and empathy towards the needs of others.
- Learn about the importance of family life.
- Learn about physical development of their bodies as they grow into adults.
- Provide knowledge about life cycles of living things including humans.
- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- Educate against discrimination or prejudice.
- Empower children to make informed choices about their safety and wellbeing and to recognise their responsibility for their actions.

Organisation and approach

At PGPS, we teach RSE predominantly through our PSHE curriculum from Early Years through to Year 6. We also teach RSE through other subject areas e.g. Science. It is important to acknowledge that informal opportunities to support

relationships education permeates through all we do at Preston Grange as it is so closely linked to our wider ethos, values and school culture.

In Year 5 and 6 we place particular emphasis on health education, as many children begin to experience puberty at this age. We take guidance from the Local Health Authority, North Tyneside advisors and PSHE association about suitable teaching materials to use with our pupils in these lessons. By the end of Key Stage 2, we ensure that boys and girls know how babies are born, puberty and how bodies change through adolescence, the menstrual cycle and menstrual wellbeing.

We teach this with due regard for the emotional development of the pupils and they know that they are free to ask further questions and to discuss issues with their teacher and support staff. Staff will answer pupil's questions in an open, factual and appropriate way but will not enter discussions about personal issues. Governors and staff are agreed that staff will try to answer questions as long as they are age appropriate. Staff will also encourage the children to discuss their questions with their parents.

Across school, class teachers are responsible for delivering the sex education content. It is the responsibility of all staff to promote the relationships education curriculum through appropriate links with the wider curriculum (e.g. R.E) and our school ethos and values.

Please see our PSHE curriculum for specific year group content on our school website:

https://www.pgps.co.uk/website/curriculum_1/407306

Safe and effective practice

We ensure a safe learning environment through mutual trust and respect, which are strongly embedded as part of our ethos and values but also as part of our UNICEF Rights Respecting work across school.

Class teachers and pupils agree ground rules linked to openness, no judgement and dignity for all before embarking on sensitive topics and children in school are aware of who to talk to if they have a worry or a concern.

Pupils explore sensitive topics safely through the use of distancing techniques such as using fictional scenarios, characters, case studies, stories, puppets, or role-playing instead of asking students to discuss their own lives directly. This approach allows for open discussion, fosters empathy, and encourages exploration of feelings, values, and different viewpoints without putting individuals on the spot, reducing embarrassment and the risk of disclosing sensitive personal information.

Pupils are able to ask questions anonymously through our 'Let's Chat' box, which our Rights Respecting ambassadors implemented through their work on child friendly safeguarding approaches.

The role of parents and carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this we:

- Inform parents about the school's RSE policy and practice through our school website and letters home.
- Invite parents with children in Year 5 & 6 into school to view the materials we use to support the delivery of our curriculum and answer questions or queries they may have.
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school.
- Encourage parents or carers to contact the PSHE lead with any questions or queries they have in relation to the curriculum.
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- Inform parents in advance that specific content is being delivered and that their child(ren) may come home with questions. We also share examples of resources that will be used or direct parents to particular websites to enable them to see what has been discussed/ taught in school.
- Listen to the views of the children in our school regarding sex education.
- Look positively at any local initiatives that support us in providing the best RSE programme that we can devise.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities but also serve to reassure families that all content delivered is age appropriate.

The right to withdraw

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they

do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents are not permitted to withdraw their children from aspects of the curriculum that are statutory; this includes aspects of reproduction taught through the Science curriculum.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. We actively use specialist materials promoted by LEA to support our curriculum for example Stonewall, Expect Respect, Health for Life, Sex Education Forum, PSHE association, NSPCC, Operation Encompass and POL-Ed (West Yorkshire police education)

Confidentiality

Teachers conduct all session in a sensitive manner, and in confidence. However, if a child gives a teacher cause for concern, then the teacher will take the matter seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the designated safeguard lead (DSL) about their concerns using our agreed procedures in school. The DSL will then deal with the matter through our usual school protocol (see also our policy on Child Protection).

The role of the Head Teacher and PSHE Leader

It is the responsibility of the Head Teacher and PSHE subject lead to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively, and handle any difficult issues with sensitivity.

The Head Teacher or PSHE Leader liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

Assessment/ Evaluation

Varying forms of assessment are used such as peer, self, reflective and observation. Assessment is used to identify what learners already know and

which areas need to be developed further but also to support further development of the curriculum.

Monitoring and review

The Head Teacher and PSHE lead support colleagues by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This policy will be reviewed as the new guidance becomes statutory (see below).

Policy adopted: January 2026

Review date: September 2026 (when new DfE guidance become statutory)