# POOL HOUSE COMMUNITY PRIMARY SCHOOL
RELATIONSHIPS AND SEX EDUCATION

## Introduction

This policy is a working document, which provides guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils, if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

### Values in RSE at Pool House School

- Respect for self
- Respect for others
- Responsibility for their own actions
- Age appropriate understanding
- A safe and comfortable environment to seek answers
- Responsibility for their family, friends, schools and wider community

### Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

### Planning and Delivery

RSE has been adapted for the needs of our school across the year groups, in line with the key learning as outlined by the PSHE Association and the statutory guidance for RSHE. SRE is taught discreetly within the topics 'Relationships' and 'Health and Wellbeing'. The teaching of human

reproduction, how body and emotions will change during puberty and how to take care of our body and understand we have a right to protect against unwanted contact will be taught in the Summer Term of Year 6.

The Statutory guidance on relationships education, relationships and sex education (RSE) and health education; advises we learn through the following topics:

## Relationships education

Families and people who care for me
Caring friendships
Respectful, kind relationships
Online safety and awareness
Being Safe

## Primary health and wellbeing

General wellbeing
Wellbeing online
Physical health and fitness
Healthy eating
Drugs, alcohol, tobacco and vaping
Health protection and prevention
Personal safety
Basic first aid

Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.

They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.

Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. (Year 5)

RSE will be taught to class groups/mixed ability sets with provision for single-sex groups as appropriate.

## Withdrawal

Parents and Carers can access the curriculum via the school website.

Parents/Carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise this right are invited in to see the Head teacher and RSE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Teaching staff who are anxious or uncomfortable teaching more sensitive areas of RSE have the right to withdraw from teaching. By agreement with the Head Teacher, another member of staff will teach the lesson.

The changing adolescent body is part of Health Education and is taught in upper KS2 as part of Science. Parents/carers cannot withdraw their child from this.

## Answering Difficult Questions

Members of staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Head Teacher if they are concerned.

## Leadership of the Subject

The PSHE and RSE Leader has been trained in delivering the new Relationship Education as part of the PSHE Association training. The subject leader must work confidently with the SLT and the Link Governor. The PSHE/RSE Leader must monitor and evaluate the learning to inform future review and design on the curriculum.

The PSHE/SRE Leader must ensure that the teachers are fully trained in what they are set to deliver. There must be opportunities to capture individual progress in PSHE/RSE to help evidence the wide ranging elements of personal development.

This policy and the RSE Curriculum (within PSHCE) will be reviewed by Subject Leader, Head Teacher, Governing Body and a selection of parents/carers.

## Assessment of RSE (within PSHE)

Each class has a Religious Education Big Book, which acts as a journal of learning. Each RE lesson the pupils will produce work as a group or independently that will be evidenced in the Big Book. The evidence could be displayed in a variety of ways including poems, stories, recounts on visits, artwork, photographs, music, drama, discussions, displays and through their own behaviour.

Children's assessment is judged by the teacher and inputted into the online assessment tracker – INSIGHT. Each learning objective is judged in four areas for each child, they are:

- taught, but not yet understood,
- some evidence, but not yet secure,
- objective secure
- working at greater depth.

## Reference to other policies

*The RSE Policy should be read in conjunction with other policies as and when required such as:*

PSHCE Policy
Safeguarding and Child Protection Policy

Promoting Race Equality
Confidentiality Policy
Well-being Policy
Equal Opportunities Policy
Drugs Policy
Anti-Bullying Policy
Science Policy
Gender Policy
Equality and Diversity Policy
SEND Policy

*Reviewed and updated in September 2026*