

# Sunny Bank Primary School



## Relationships and Sex Education (RSE)

**Date: September 2025**

**Review Date: September 2026**

This document is written in accordance to the Department for Education (DfE) statutory guidance 'Relationship Education, Relationships and Sex Education and Health Education'. (July 2024)

### **Rationale**

'We know that parents are their children's primary educators, but high-quality Relationships, Sex and Health Education (RSHE) can play a vital role in making sure that families feel supported and have peace of mind that their children are safe and being equipped with the skills they need to succeed.' DfE (July 2024) 'Relationship Education, Relationships and Sex Education and Health Education'.

At Sunny Bank Primary School health and well-being is paramount. We strive to ensure all our children make well-informed choices through promoting our school values and through delivering a broad and balanced Personal Social and Health Education curriculum. We place emphasis on developing healthy, respectful relationships whilst supporting them in developing their resilience and character. Children are encouraged to believe in themselves and achieve their goals both academically and personally. The Relationships and Sex Education provided forms a foundation for further work in secondary schools and the skills and attitudes developed will enable the children to lead happy, safe and healthy lives where they are successful and productive members of society.

We believe that, to be effective, Relationship and Sex Education (RSE) should always be taught within a broader PSHE education programme. Relationship and Sex Education (RSE) enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

### **Relationship Education**

The term 'Relationship Education' used throughout this policy applies to teach the fundamental building blocks and characteristics of positive relationships, with particular

reference to friendships, family relationships, and relationships with other peers and adults.

### Aims

The purpose of teaching Relationship Education is to ensure that children learn about issues in a caring and informed way, which dispels myths that they may have acquired. The DfE outline that by the end of Primary school:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these sit</li> </ul>
<b>Respectful Relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online Relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being Safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>

	<ul style="list-style-type: none"> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources</li> </ul>
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At Sunny Bank Primary School we aim:

- ★ To teach the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults
- ★ To teach children what a relationship is including what a friendship is, what family means and how to identify people who can support them.
- ★ To teach children to understand how to treat others with kindness, consideration and respect including how to take turns, the importance of honesty and truthfulness, how to ask and give permission and the concept of personal privacy.
- ★ To teach children how to establish their own personal space and boundaries understanding the differences between appropriate and inappropriate or unsafe contact
- ★ To teach children how to identify the features of a healthy relationship leading to happiness and security and support them in recognising less positive relationships.
- ★ To teach children that the principles of positive relationships also apply online.
- ★ To sensitively teach children about different families using our knowledge of pupils and their circumstances ensuring there is no stigmatisation of children based on their home circumstances and needs.
- ★ To understand what positive emotional and mental wellbeing is and how friends can support mental wellbeing.
- ★ To support children in developing their personal attributes including self- respect, self-worth, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

- ★ To teach children how to identify and report abuse including emotional, physical or sexual abuse through learning about boundaries and privacy ensuring the children understand they have rights over their own bodies.

All of the above will be taught in an age-appropriate way. The school works towards these aims in partnership with parents.

### **Delivering Relationships Education**

Relationship Education is taught as part of our Personal, Social and Emotional Health Education curriculum. We use a comprehensive spiral teaching approach building on children's understanding year after year.

Each year group from nursery to year 6 covers the same topics but at an appropriate level for their age and development.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing

### **Cross curricular links**

All curriculum areas make a contribution to Relationship and Sex Education. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important, contribution, such as:

- ★ Literacy - discussion of specific relationships and moral dilemmas
- ★ R.E. - discussion of family and marriage
- ★ History and Geography - discussion of wider social issues
- ★ Art and Music - discussion of feelings and emotions within relationships

### **Science**

In Science Year 1 children are taught to identify and name a variety of common animals. They also learn to identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.

Children in Year 2 are taught to notice that animals, including humans, have offspring which grow into adults. They find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In lower Key Stage 2 (Years 3 and 4) children learn about the main parts of the body and internal organs and in upper Key Stage 2 (Years 5 and 6) children learn about and are able to describe the changes that happen as humans grow and develop into old age including the changes that happen during puberty.

### Sex Education

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Sex education is not compulsory in primary schools however it is important that the transition phase before moving to secondary school, supports pupils' ongoing emotional and physical development effectively. The Department for Education recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils; ensuring that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

We provide a graduated, age-appropriate programme of sex education, through a carefully planned and nationally recognised scheme from Coram Life Education, where teaching takes account of the developmental differences of children. The teaching and materials are appropriate, having regard to the age and religious backgrounds of their pupils.

### Delivering Sex Education

The following table show where Sex Education is taught at Sunny Bank Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Body parts and reproduction	<b>Term 3 &amp; Term 6</b> Understand some body parts are private	<b>Term 6 –</b> Label body parts and know that some are private.	<b>Term 6 –</b> Know that some body parts are private.	<b>Term 6</b> Terminology for genitalia and puberty including menstrual cycles	<b>Term 6 –</b> Puberty and Vocabulary for external sexual organs	<b>Term 6 –</b> Human reproduction. Way Sperm can fertilise eggs. The age of consent.
Gender and sexual orientation			<b>Term 2</b> Same sex relationships	<b>Term 2 –</b> Ways people are different and stereotypes	<b>Term 2 –</b>	<b>Term 2 –</b> Gender stereotyping in the media

## **Parents and RSE**

We appreciate the sensitivity and concerns some parents may feel towards Relationship and Sex Education (RSE) and we believe that for the children to achieve the desired objectives; a positive and united relationship must continue to exist between home and school therefore we encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- ★ Inform parents/carers about the school's Relationship and Sex Education policy and practice
- ★ Answer any questions that parents/carers may have about Relationship and Sex Education
- ★ Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for Relationship and Sex Education in the school;
- ★ Encourage parents/carers to be involved in reviewing the school policy and making modifications, as necessary;
- ★ Inform parents/ carers about the best practice known with regard to Relationship and Sex Education, so that the teaching in school supports the key messages that parents/carers give to children at home.

Parents/carers have the right to withdraw their children from that part of the RSE programme that is delivered through PSHE (though not from those elements taught through Science) Parents/carers who wish to withdraw their children from this aspect of RSE must be aware of the implications and discuss this with the Head of School.

## **Differentiation and Special Educational Needs**

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

## **Ground Rules**

We feel that it is essential that the school assists pupils in developing confidence when talking, listening and thinking about sex and relationships, therefore the following ground rules are set to create a safe environment where no-one need feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. We therefore believe that Ground Rules are an important process for a class or year group. Basic rules should incorporate the following:

- ★ No-one teacher or pupil will have to answer a personal question.
- ★ No-one will be forced to take part in a discussion.
- ★ Only the correct names for the body parts will be used.
- ★ Meanings of words will be explained in a sensible and factual way.

### **Equal Opportunities**

Sunny Bank Primary School is committed to working towards equal opportunities in all areas of school life. Relationship and Sex Education lessons aim to eradicate the perpetuation of inequalities based on differences such as gender, race, sexuality, age and ability. Care will be taken to emphasise the equality in all relationships. Pupils will be reassured that regardless of gender, race, sexuality, age or ability they are valuable members of society. Lessons will endeavour to reflect the cultural and ethnic diversity of today's society and pupils will be encouraged to accept the value of all people. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected.

### **Confidentiality:**

Teachers conduct Relationship and Sex Education lessons in a sensitive manner and with consideration for the need for confidentiality. However, should issues of disclosure regarding inappropriate sexual behaviour/activity be disclosed, then the teacher will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the appropriate school policy will be followed.

### **Monitoring and Review:**

The Governing body monitors the Relationship and Sex Education policy on an annual basis. Governors require the Heads of School to keep a written record of the content and delivery of the Relationship and Sex Education programme that is taught at Sunny Bank Primary School.