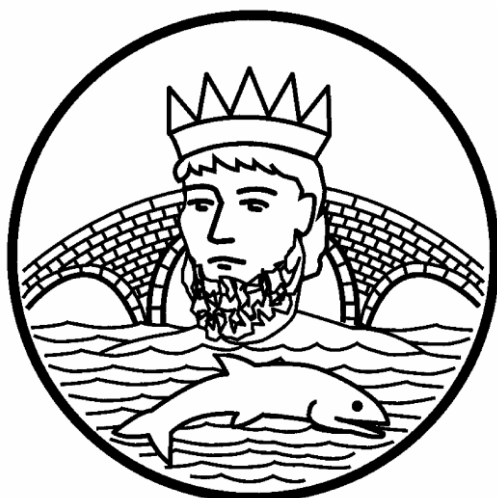


King Athelstan Primary School



Relationship and Sex Education Policy

King Athelstan Primary School – Inspiring Excellence

We believe in the relentless pursuit of excellence to achieve high standards.

We are driven to inspire our school community to be aspirational, ambitious and to “dream big.”

We empower children with choices which prepare them for a life of opportunity.

We teach children that hard work delivers success; we encourage children to take risks and ask brilliant questions in order to inspire a love and passion for learning.

We teach children to think.

We put children's happiness and welfare at the heart of everything we do.

We value friendship, kindness and respect.

We celebrate the excellence in each individual.

We expect families to work with us to form a strong team around every child.

We teach children to be good citizens.

We are proud of our school: Come as you are and leave us great.

Responsibility: PSHE Lead		Governors committee: Curriculum	
Status: Statutory		Review Cycle: Annually	
Date reviewed: July 2026	Date agreed: August 26		Next review: August 2027

1. Our approach

At King Athelstan Primary School, we put children's happiness, safety and welfare at the heart of everything we do. We want our children to grow into confident, kind and responsible young people who respect themselves and others and are well prepared for life beyond primary school.

Relationships and Sex Education (RSE) plays an important part in this. Through high-quality, age-appropriate teaching, children learn how to build positive relationships, recognise when something does not feel right, understand boundaries and consent, keep themselves safe and know how and where to ask for help.

Our RSE curriculum reflects our school values and our commitment to Inspiring Excellence. We value friendship, kindness and respect, celebrate the individuality of every child and teach children to be good citizens.

We recognise that parents and carers are the first educators of their children in relation to relationships and growing up. We therefore aim to work openly and positively with families so that there is a strong team around every child.

2. Aims

Our RSE curriculum aims to:

- provide a safe framework in which sensitive discussions can take place;
- help children develop self-respect, confidence, empathy, kindness and integrity;
- teach children how to develop and maintain healthy, respectful relationships;
- help children understand that families and relationships can take different forms;
- teach children about personal boundaries, privacy and consent from an early age;
- give children the vocabulary and confidence to communicate when something does not feel right;
- help children recognise unsafe, unhealthy or inappropriate behaviour, including online;
- teach children how and where to seek help;
- prepare children appropriately for the physical and emotional changes associated with puberty;
- teach children the correct vocabulary for their bodies;
- provide age-appropriate teaching about human reproduction;
- help children distinguish between reliable and unreliable information, particularly information encountered online;
- challenge prejudice, discrimination and harmful stereotypes;
- ensure that children understand the importance of respect for others, including people whose families, lives or experiences may be different from their own.

3. Statutory requirements

King Athelstan Primary School is a maintained primary school.

Under section 34 of the Children and Social Work Act 2017, relationships education is compulsory for all pupils receiving primary education.

In teaching RSE, the school has regard to statutory guidance issued by the Secretary of State under section 403 of the Education Act 1996.

The school also has regard to its legal duties under:

sections 404 to 407 of the Education Act 1996;

the Equality Act 2010; and

the Public Sector Equality Duty under section 149 of the Equality Act 2010.

Primary schools are not required to provide sex education beyond the content contained within the National Curriculum for Science. However, at King Athelstan we provide additional, age-appropriate sex education in the later primary years because we believe this supports children to understand puberty, reproduction and growing up safely and accurately.

Some biological aspects of RSE are statutory because they form part of the National Curriculum for Science. Parents and carers cannot withdraw their child from this statutory content.

4. What is RSE?

At King Athelstan, RSE is about giving children the knowledge, vocabulary and skills they need to understand themselves, build positive relationships and keep themselves and others safe.

Relationships Education teaches the building blocks of positive relationships. This includes:

- families and people who care for us;
- caring friendships;
- respectful relationships;
- boundaries and consent;
- privacy;
- recognising safe and unsafe situations;
- knowing how and when to seek help;
- online relationships and online safety.

Sex Education at King Athelstan builds appropriately on children's learning in Relationships Education and Science. In the later primary years, this includes age-appropriate teaching about puberty, human reproduction, conception and birth.

Teaching is factual, sensitive and appropriate to children's age and stage of development.

5. Our RSE curriculum

RSE is primarily taught through Jigsaw, our whole-school scheme of learning.

Jigsaw provides a carefully sequenced curriculum from EYFS to Year 6. Relevant RSE learning is revisited and developed as children move through the school so that knowledge and understanding build over time.

Particular RSE content is taught through Jigsaw's Relationships and Changing Me units, alongside relevant learning in other Jigsaw units and the National Curriculum for Science.

Our curriculum includes teaching about:

- different families and the people who care for us;
- friendship;
- kindness and respect;
- recognising similarities and differences;
- appropriate and inappropriate touch;
- privacy and personal space;
- consent and boundaries;
- recognising when something feels unsafe;
- trusted adults and asking for help;
- bullying and peer pressure;
- online relationships and staying safe online;
- stereotypes and prejudice;
- correct names for body parts;
- growing and changing;
- puberty;
- reproduction, conception and birth at an age-appropriate level.

From EYFS onwards, children are taught simple, age-appropriate messages about their bodies, privacy, personal boundaries and consent. This includes teaching children that their body belongs to them, that they can say no to unwanted touch and that they should tell a trusted adult if something makes them feel uncomfortable or worried.

We use consistent safeguarding messages, including the NSPCC PANTS rules, alongside age-appropriate work around consent and boundaries using the 'Boundaries song.'

The curriculum is planned so that children receive important protective knowledge before they are likely to need it.

Our detailed [Jigsaw curriculum map](#) sets out what is taught within each year group.

6. Sex Education

The National Curriculum for Science includes statutory teaching relating to the human body, growth, puberty and reproduction.

At King Athelstan, additional sex education is taught in an age-appropriate way in the later primary years. This supports children to make sense of their scientific learning and prepares them for the physical and emotional changes associated with puberty.

Teaching may include:

- the main external parts of the body, using correct anatomical vocabulary;
- how the human body changes as it grows from birth to old age;
- physical and emotional changes during puberty;
- menstruation;
- human reproduction;
- conception;
- pregnancy and birth.

Content is carefully sequenced and teachers consider the age, developmental stage and individual needs of the pupils being taught.

Parents and carers are informed in advance about the content of non-statutory sex education and are able to view the materials used.

7. Teaching and learning

RSE is taught in a way which is clear, factual, sensitive and appropriate for primary-aged children.

Teachers use the planned Jigsaw materials alongside other resources approved by the school where appropriate.

Teaching may include:

- discussion;
- stories and books;
- diagrams;
- videos;
- games and activities;
- role play and scenarios;
- practical activities;
- anonymous questions.

Core knowledge is broken down into manageable steps and taught in a carefully sequenced way. Children are given opportunities to revisit and apply their learning so that they can use their knowledge confidently in real-life situations.

Children are encouraged to participate, ask questions and listen respectfully to others.

Staff establish clear ground rules so that children understand how sensitive subjects will be discussed. Personal information is not expected to be shared during whole-class discussions.

RSE is usually taught by familiar members of staff because children are more likely to feel safe asking questions and seeking further support from adults they know.

8. Questions from pupils

Children's questions are treated seriously and answered sensitively, honestly and in an age-appropriate way.

Teachers will not avoid a reasonable question simply because it is difficult or sensitive. Providing accurate information can help prevent children from seeking answers from unreliable or inappropriate sources online.

However, teachers will use their professional judgement when deciding whether a question is appropriate to answer in front of the whole class.

If a question:

is beyond what is appropriate for the age or developmental stage of the class;
is particularly personal;
raises a safeguarding concern; or
would be better discussed individually,

the teacher will acknowledge the question and arrange an appropriate follow-up.

If a member of staff does not know the answer, they will say so and seek appropriate advice rather than providing inaccurate information.

Anonymous question boxes may be used to give children a safe way to raise questions or concerns.

9. Inclusion, equality and SEND

RSE is an entitlement for all pupils.

We recognise that children will have different levels of understanding, different life experiences and different communication and learning needs.

Teaching will therefore be adapted so that it is accessible to all pupils, including children with SEND. This may include:

- additional visual support;
- simplified or more explicit language;
- pre-teaching;
- repetition and overlearning;
- smaller group teaching;
- individual discussion;
- adapted resources;
- additional support from familiar adults.

For some pupils, particularly those with SEND or additional vulnerabilities, explicit teaching about relationships, consent, boundaries and recognising unsafe situations is especially important.

RSE will be taught sensitively and without stigmatising children because of their family circumstances or experiences.

Children will learn that families can look different. Families may include, for example, single-parent families, same-sex parents, grandparents, adoptive parents, foster parents and other family structures. Some children may also have different structures of support around them, including looked-after children, children living in kinship care and young carers.

Teaching will reflect the requirements of the Equality Act 2010 and will promote respect for others.

We will challenge discriminatory, prejudicial or derogatory language and harmful stereotypes. Staff will model respectful language and positive relationships throughout school life.

10. Safeguarding

RSE is an important part of our safeguarding curriculum. From EYFS onwards, children are taught clear, age-appropriate language and strategies to help them understand personal space, consent and boundaries.

Children are taught:

- correct vocabulary for their bodies;
- that their body belongs to them;
- about privacy and personal boundaries;
- that they can say no to unwanted or uncomfortable touch;
- how to recognise when a situation or relationship may be unsafe;
- that unsafe behaviour can happen online as well as face-to-face;
- who their trusted adults are;
- how to seek help;
- that they should keep telling until somebody helps them.
- PANTS and Pantosaurus

We use the NSPCC PANTS rules and Pantosaurus to teach children, in an age-appropriate way, that their body belongs to them, that private parts are private, that they have the right to say no and that they should talk to a trusted adult if they are worried or upset.

The PANTS language is revisited across the school and may also be used following incidents where children have made mistakes around personal space, boundaries or inappropriate touching. This provides staff with a familiar, non-shaming way to revisit expectations, help children understand why a behaviour was not appropriate and reinforce how we keep ourselves and others safe.

'That's a Boundary' Song (by Hopscotch)

From EYFS, children are taught the Boundaries Song as a simple and playful way of learning how to communicate a boundary clearly. It gives children memorable language they can use in everyday situations, including "Please stop - I don't like that."

Staff reinforce this language throughout the school so that children learn that they can communicate when somebody's behaviour or touch makes them uncomfortable, and that they must also listen and stop when another child communicates a boundary.

These approaches form part of our wider safeguarding practice and help children understand that consent works both ways: they have the right to set their own boundaries and a responsibility to respect the boundaries of others.

Effective RSE may lead to a child making a disclosure or sharing a concern. Staff cannot promise complete confidentiality. If a child shares information which raises a safeguarding concern, staff will follow the school's Safeguarding and Child Protection Policy and report the concern to the Designated Safeguarding Lead (DSL) or a Deputy DSL.

11. Use of resources

The school is responsible for ensuring that resources used to teach RSE are suitable for our pupils.

Before resources are used, we will consider whether they:

- meet statutory requirements;
- support the intended curriculum outcome;
- are age and developmentally appropriate;
- are accessible for pupils with SEND;
- are factual and evidence-based;
- come from credible sources;
- fit within our planned curriculum;
- support effective teaching;
- are sensitive to children's experiences; and
- are unlikely to cause unnecessary distress.

Jigsaw is our principal scheme for delivering RSE. Additional materials may be used where they strengthen or clarify particular areas of learning.

Parents and carers may request to see the curriculum materials used to teach RSE. Where materials are subject to copyright, access will be provided in a way which complies with copyright requirements.

Parents and carers are able to contribute their views through consultation, but do not have a right to veto statutory curriculum content.

12. External organisations and visitors

External organisations or professionals, such as the School Health Team or school nurse, may sometimes support the delivery of RSE.

The school remains responsible for what is taught and how it is taught.

Before an external organisation or speaker is used, the school will:

- ensure that their contribution supports the intended curriculum outcome;
- check that the content is accurate, balanced and age appropriate;
- check that resources are suitable for the developmental stage of pupils;
- ensure that content is accessible for pupils with SEND;
- review materials and lesson plans in advance;
- establish what the visitor intends to say and the position they take on relevant issues;
- ensure that their work complies with this policy and the school's safeguarding procedures;
- consider the organisation's credentials and suitability;
- ensure that expectations around confidentiality and safeguarding are clear;
- ensure that the visitor understands how safeguarding concerns must be reported;
- consider how the organisation handles photographs, information and personal data;
- ensure that a member of school staff remains present during the session.

The school will not work with organisations which promote extreme political positions or whose materials are not suitable for primary-aged pupils.

The school will not use an external provider which prevents the school from making teaching materials available for parents and carers to view where we are legally required to do so.

A teacher may intervene or stop an external session if the content being delivered is inappropriate or does not reflect what has been agreed.

13. Working with parents and carers

We recognise that parents and carers have a particularly important role in helping children understand relationships, bodies and growing up.

We aim to work in partnership with families and communicate openly about what children are learning.

Parents and carers will be informed about significant RSE teaching, particularly teaching relating to puberty and sex education.

We will:

- provide information about what is being taught;
- explain how the content is appropriate to children's age and stage;
- provide opportunities for parents and carers to ask questions;
- make curriculum materials available to view on request; and
- consult parents and carers when the RSE policy is developed or reviewed.

We encourage families to continue age-appropriate conversations at home and will provide information or guidance where this would be helpful.

14. Parents' and carers' right to withdraw

Parents and carers do not have the right to withdraw their child from Relationships Education.

They also cannot withdraw their child from statutory content taught as part of the National Curriculum for Science.

Parents and carers do have the right to withdraw their child from any non-statutory sex education taught in addition to the National Curriculum for Science.

Parents or carers considering withdrawal are encouraged to speak to the Headteacher or Deputy Headteacher so that the content and purpose of the lessons can be discussed and any questions or concerns addressed.

A request to withdraw a child from non-statutory sex education should be made in writing to the Headteacher. Requests will be granted.

Where a pupil is withdrawn from non-statutory sex education, appropriate alternative work will be provided.

15. Roles and responsibilities

The Governing Body will:

- approve this policy;
- hold the Headteacher to account for its implementation;
- ensure that RSE meets statutory requirements;
- ensure that teaching is accessible to all pupils, including pupils with SEND;
- ensure that curriculum content and resources are appropriate;
- ensure that parents and carers receive clear information about RSE and their right to withdraw their child from non-statutory sex education.

The Headteacher is responsible for:

- ensuring that RSE is taught consistently across the school;
- ensuring that the curriculum meets statutory requirements;
- ensuring that resources and external providers are appropriate;
- ensuring that parents and carers can access curriculum information and materials;
- managing requests for withdrawal from non-statutory sex education.
- RSE/PSHE Lead

The RSE/PSHE Lead is responsible for:

- overseeing the implementation of the RSE curriculum;
- supporting staff with planning and delivery;
- ensuring effective use of Jigsaw;
- ensuring resources remain appropriate and up to date;
- monitoring curriculum coverage and progression;
- supporting staff training and development;
- working with senior leaders to review provision.
- Staff

Staff are responsible for:

- delivering RSE sensitively and to a high standard;
- following the agreed Jigsaw curriculum and school approach;
- adapting teaching appropriately for the pupils they teach;
- modelling respectful relationships, language and behaviour;
- challenging prejudice, discrimination and harmful stereotypes;
- responding appropriately to children's questions;
- monitoring children's understanding;
- following safeguarding procedures where a concern or disclosure arises.

Staff do not have the right to opt out of teaching RSE. Any member of staff who has concerns about teaching particular content should discuss these with the Headteacher.

Pupils

Pupils are expected to engage with RSE learning and to treat other people and their views with respect and sensitivity.

16. Staff training

Staff receive appropriate support and training to deliver RSE confidently and sensitively.

RSE forms part of relevant staff induction and continuing professional development.

The RSE/PSHE Lead and senior leaders will identify further training needs through curriculum monitoring, staff feedback and changes to statutory requirements or school provision.

Where appropriate, external professionals such as school nurses or other suitably qualified professionals may contribute to staff training.

17. Monitoring and assessment

The RSE/PSHE Lead, supported by senior leaders, monitors the implementation and quality of RSE across the school.

Monitoring may include:

- reviewing planning and curriculum coverage;
- reviewing children's work and other evidence of learning;
- pupil voice;
- discussions with staff;
- learning walks;
- reviewing the implementation of Jigsaw;
- reviewing resources and their suitability.

Assessment within RSE is appropriate to the subject and focuses on children's developing knowledge and understanding rather than formal testing.

Teachers use formative assessment, including questioning, discussion, pupil responses and activities within Jigsaw, to identify what children know and understand and where learning may need to be revisited.

The curriculum may be adapted in response to the needs and context of our pupils. Where there is a significant change to published RSE content, parents and carers will be informed in advance and relevant materials will be made available to view on request.

18. Policy development and review

This policy is developed and reviewed with regard to national statutory guidance and the needs of the King Athelstan community.

The review process includes appropriate consultation with:

- staff;
- pupils;
- parents and carers; and
- governors.

Feedback is considered before the policy is approved by the Governing Body.

The policy will be reviewed regularly and sooner where there are significant changes to statutory guidance, legislation or the school's RSE provision.

19. Links with other policies

This policy should be read alongside relevant school policies, including:

- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Online Safety Policy;
- Equality Policy;
- SEND Policy;
- Teaching and Learning Policy; and
- Staff Code of Conduct.