

# Pirbright Village Primary School



## Relationship & Sex Education

Next Review Date	Autumn 2026
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## 1. Philosophy

At Pirbright Village Primary School we value the contribution that our PSHE (Personal, Social, Health and Economic) education curriculum provides for all our learners. We believe that their personal development, including their relationships, emotional, social and health education, plays a significant role in their ability to lead a happy, healthy and responsible life in today's society and in the future.

We recognise that Relationships Education (and where the school chooses, age-appropriate sex education) form key parts of this broader PSHE curriculum. Our RSE provision is designed to equip pupils with both knowledge and the skills to understand and manage relationships, to respect themselves and others, and to make safe and informed decisions.

## 2. Aims and objectives

Through the PSHE and Science curriculums and our school ethos, our pupils will:

- Feel supported through their physical and emotional development
- Develop the skills to communicate about relationships, feelings, bodies and health in an open, respectful and safe way.
- Appreciate that families and relationships vary and there is respect for all types of relationships, including same-sex, blended families and those of different cultures or faiths.
- Understand how to recognise and respond to online influences, including how relationships and health may be affected by digital media.
- Understand how to remain safe from harm and know what to do if they feel unsafe or hurt in any way, including awareness of strangers and online safety.
- Feel supported in ongoing emotional and physical development during their transition to secondary school
- Respect and understand different relationships within a family
- Teach children the correct vocabulary to describe themselves, their bodies and the reproductive system
- Use correct and appropriate terminology for body parts, understand bodily autonomy and know how to seek help if they feel unsafe.
- Understand the different pubertal changes that the human body will go through and that these are normal and acceptable
- Feel prepared with knowledge and understanding about the changes associated with puberty and the different rates at which these can occur
- Become part of an environment where questions can be asked and answered about reproduction and relationships
- Be able to explain human reproduction in gradual increasing detail
- Understand the importance of respecting differences in both physical changes and relationships people form
- Have a safe environment in which to discuss fears and issues around growing up.

### **3. Statutory Requirements**

The DfE's statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' was updated in July 2025 and will become statutory for all primary schools from 1 September 2026.

In line with this, the school provides Relationships Education (compulsory for all primary-aged pupils) and Health Education. Sex Education at primary phase remains non-statutory, though the school may choose to provide age-appropriate content beyond the statutory science requirements.

The school must have regard to this statutory guidance, and where the school departs from its recommendations it must be able to explain why.

### **4. Definition**

Relationships and Sex Education (RSE) is about the emotional, social, cultural and physical development of pupils. It involves acquiring knowledge, developing skills and forming positive attitudes about relationships, sexual health, the body, rights and responsibilities, diversity, consent and personal wellbeing.

RSE supports pupils to develop the confidence to manage relationships and changes in their bodies and lives, including in online and offline contexts. It is not about the promotion of sexual activity, but about enabling pupils to make safe, informed and responsible decisions now and in the future.

### **5. Teaching and Learning**

RSE is taught as part of our planned PSHE education programme using a spiral curriculum model: topics are revisited, extended and deepened each year to reflect pupils' developing maturity and needs.

The teaching of RSE is delivered proactively and sensitively by class teachers as part of PSHE and is reinforced through other subjects such as Science and Computing where appropriate. The programme develops both knowledge (for example about puberty, reproduction, relationships, health) and skills (such as communicating feelings, managing peer influence, making decisions, resisting pressure, recognising online risks).

Lessons are planned with consideration of pupils' prior learning, stage of development, backgrounds, SEND and vulnerabilities. Teaching is age- and stage-appropriate, promotes equality and respect, and is inclusive of diverse relationships and families. Pupils are encouraged to reflect on their attitudes, explore values and develop responsible behaviours.

The school ensures that teaching resources used are reviewed regularly for appropriateness, inclusivity and alignment with current statutory guidance.

### **6. Curriculum Coverage**

We have developed the curriculum in consultation with staff, taking into account the age, development, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in a manner that is in line with school values and safeguarding procedures.

At the primary phase, RSE will focus on:

- Knowledge of correct terminology for body parts (including genitalia) and understanding of bodily autonomy and privacy.
- Understanding the physical and emotional changes during puberty, including menstruation and erection/wet dreams.
- How a baby is conceived and born (with appropriate detail).
- The characteristics of healthy relationships, families and friendships, including respect and diversity.
- Online relationships, including how behaviour online affects relationships and wellbeing.
- How to seek help and support if feeling unsafe or uncomfortable.

Teachers will ensure that the curriculum is progressively developed through each year group, building on prior learning and preparing pupils for the next stage (including transition to secondary).

## 7. Delivery of RSE within PSHE

Whilst we draw on a wide range of resources, ie The Christopher Winter Project and Channel 4 Living and Growing, we are keen to update our provision and take guidance from the PSHE association and Learning Partners network meetings to review newer sources of information. We will always let parents of children in Years 4, 5 and 6 know the exact resources that are in use that year when they are informed of the upcoming unit of learning.

The RSE programme is taught by class teachers in PSHE lessons and reinforced through other curriculum areas such as Science and Computing. The learning is delivered in a structured, progressive way across Key Stage 1 and Key Stage 2, with appropriate differentiation for age, maturity and need.

Key Stage 1:	Lower Key Stage 2:	Upper Key Stage 2:
<ul style="list-style-type: none"> <li>• Naming Body Parts</li> <li>• Recognising families and friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Body Differences</li> <li>• Reproduction in simple terms (sperm and egg)</li> <li>• Friendships</li> <li>• Online behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty (physical and emotional changes)</li> <li>• Correct terminology for body parts</li> <li>• Conception and birth</li> <li>• Online relationships</li> <li>• Seeking support</li> <li>• Diversity of relationships</li> </ul>

## 8. Roles and Responsibility

### The Headteacher

The Headteacher is responsible for ensuring that RSE is consistently delivered, that resources are appropriate, that staff training is provided and that the governing body is kept informed. The Headteacher also handles requests to withdraw children from non-statutory sex education elements.

The PSHE/RSE coordinator is responsible for curricular planning, monitoring provision, reviewing resources, coordinating CPD for staff, and liaising with parents and governors.

### Staff

- Participating in ongoing professional development to ensure confidence in subject content.
- Delivering RSE in a sensitive, inclusive and respectful way.
- Employing a variety of teaching strategies to develop knowledge and skills.
- Monitoring pupil progress and responding to individual needs (including SEND, vulnerable pupils).
- Upholding the ground rules for lessons and managing discussions appropriately.

## **Governing Body**

The Governing Body will approve this policy, review its implementation, ensure provisions meet statutory requirements and hold the school to account.

## **Children**

Pupils are expected to engage sensitively, respect others' views, participate fully and take responsibility for their own learning. The school environment supports equality of opportunity and respect for all pupils, regardless of background, identity or family structure.

## **9. Working with Parents**

We highly value the partnership with parents/carers and recognise that at home children's relationships and sex education continues. In fostering this partnership we will:

- Inform parents/carers about the school's RSE policy and provision (for example via our website, parent meetings, curriculum maps).
- Provide opportunities for parents/carers to view resources to be used in RSE lessons, ask questions and raise concerns.
- Conduct appropriate consultation with parents when planning new content or substantial changes to RSE provision.
- Recognise that parents/carers do **not** have the right to withdraw their children from Relationships Education or Health Education (these are statutory). They do have the right to request that their child be withdrawn from some or all of the non-statutory sex education elements (i.e., those beyond the Science National Curriculum) and the school will comply with this request after discussion.
- Provide alternative work for pupils who are withdrawn from the non-statutory sex education elements.
- Support parents/carers to continue discussions at home, for example by signposting to helpful resources or organising parent information sessions.

## **10. Monitoring Arrangements**

The PSHE/RSE coordinator will monitor the delivery of the programme through:

- Regular review of teaching plans and resources.
- Teacher feedback & CPD records to identify training needs.
- Pupil voice (including surveys or focus groups) about perceptions of relationships, health and wellbeing education.
- Audit of coverage against the statutory guidance (including the 2025 version) and identification of any gaps or areas for development.

This policy will be reviewed every year, or sooner if there are changes to national guidance, school context or feedback indicates a need.

## **11. Extra Guidelines for Staff**

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later

- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis or with parents. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

## **Appendix 1**

### **Year 6 Parent Letter**

Dear Parents,

As part of the new Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance and the Science objectives from the National Curriculum, during the rest of this term and next half term we will be delivering our topic on growing up and sex education. While the coverage of this takes place in the classroom, we see this as a partnership with home, supporting each other in this important element of education.

Alongside fun and interactive learning opportunities we shall use sections of the educational film from the popular Channel 4 "Living and Growing" series. Throughout the unit, children will be encouraged to ask questions and discuss their concerns and any anxieties which they may have in an honest and open forum.

In Year 6, we will begin by covering the learning objectives:

- to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
- about where to get more information, help and advice about growing and changing, especially during puberty

We appreciate that some parents may wish to view the Channel 4 'Living and Growing' DVD that we will be using as part of these lessons. Please let us know by Friday 28th January if this is something you would like to do and we can arrange for you to borrow a copy.

We will be supporting all children to ensure their full participation in the programme; however, if you do not want your child to take part in the non-statutory elements of the programme, please complete and return the slip at the bottom of this letter by 28th January indicating the reasons for your decision. If you have any queries about the content of these lessons, we are, as always, happy for you to make an appointment to discuss it at a mutually convenient time.

Thank you once again for your continued support.

Yours sincerely,

Year 6 Team

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Child's Name: .....

Class .....

I would not like my child to participate in the non-statutory parts of the Yr6 Relationships and Sex Education lessons because

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Signed .....

## Year 5 Parent Letter

Dear Parents,

As part of the new Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance and the Science objectives from the National Curriculum, during the rest of this term and next half term we will be delivering our topic on growing up and sex education. While the coverage of this takes place in the classroom, we see this as a partnership with home, supporting each other in this important element of education.

Alongside fun and interactive learning opportunities we shall use sections of the educational film from the popular Channel 4 "Living and Growing" series. Throughout the unit, children will be encouraged to ask questions and discuss their concerns and any anxieties which they may have in an honest and open forum.

In Year 5, we will begin by covering the learning objectives:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

We appreciate that some parents may wish to view the Channel 4 'Living and Growing' DVD that we will be using as part of these lessons. Please let us know by Monday 21st February this is something you would like to do and we can arrange for you to borrow a copy.

We will be supporting all children to ensure their full participation in the programme; however, if you do not want your child to take part in the non-statutory elements of the programme, please complete and return the slip at the bottom of this letter Monday 21st February indicating the reasons for your decision. If you have any queries about the content of these lessons, we are, as always, happy for you to make an appointment to discuss it at a mutually convenient time.

Thank you once again for your continued support.

Yours sincerely,

Year 5 Team

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Child's Name: .....

Class .....

I would not like my child to participate in the non-statutory parts of the Yr5 Relationships and Sex Education lessons because

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Signed .....

### Year 4 Parent Letter

Friday 14th January 2022

Dear Parents,

As part of the new Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

This is in conjunction with health professionals and following county guidelines. While the coverage of this takes place in the classroom, we see this as a partnership with home, supporting each other in this important element of education.

Alongside fun and interactive learning opportunities we shall use sections of the educational film from the popular Channel 4 "Living and Growing" series. Throughout the unit, children will be encouraged to ask questions and discuss their concerns and any anxieties which they may have in an honest and open forum. Our learning will include exploring physical differences between girls and boys, recognising how our emotions may be affected as we grow and change, knowing an egg and sperm are needed to make a baby and how it then develops in the womb.

We appreciate that some parents may wish to view the Channel 4 'Living and Growing' DVD that we will be using as part of these lessons. Please let us know if this is something you would like to do and we can arrange for you to borrow a copy. If you have any other queries about the content of these lessons, we are, as always, happy for you pop in or to make an appointment to discuss it at a mutually convenient time.

We sincerely hope that all of the children will participate in the programme however, if you do not want your child to participate fully, please complete and return the slip at the bottom of this letter indicating the reasons for your decision.

Thank you once again for your continued support.

Yours sincerely,

Year 4 Team

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Child's Name: .....

Class .....

I would not like my child to participate in the Yr4 Relationships and Sex Education lessons because

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Signed .....

## Appendix 2 – Relationships and Health Education – What pupils should know by the end of primary

### RELATIONSHIPS EDUCATION: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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>
Caring friendships	<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> <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 situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<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>
Online relationships	<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>
Being safe	<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> <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</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## HEALTH EDUCATION: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>