RSE Policy

Myton Park
Primary School

Status	Date
Date issued	November 2025
Prepared/Reviewed by	Vikki Boddy
Review date	September 2028
Date adopted by Governing Body	13th November 2025

Together, we nurture, inspire and achieve

Aims

The aims of relationships and sex education (RSE) at Myton Park Primary School are to:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity ;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.
We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.
In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
We also have regard to legal duties set out in:
- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Myton Park Primary we teach RSE as set out in this policy.

Policy development

Following the RSHE guidance 2025, we consult with parents/carers, staff and pupils when developing and reviewing our RSE policy.

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – The Deputy Headteacher collated all relevant information

including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to give their voice through a questionnaire.
3. Parent/carer consultation – parents/carers and parties were invited to complete a questionnaire.
4. Pupil consultation – we investigated what exactly pupils want from their RSE through pupil voice.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

For the purpose of this policy:
- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers.

Delivery of RSE

RSE is delivered through careful progression planning. See appendix 1

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Myton Park Primary School, we will ensure that:

- Core knowledge is sectioned into units of manageable size,
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work,
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- families and people who care for me,
- caring friendships,
- respectful, kind relationships,
- online safety and awareness,
- being safe.

Throughout each year group we will use appropriate material to assist learning, such as:

- diagrams,
- videos,
- books,
- games,
- discussions and practical activities.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSE curriculum, see Appendices 1 and 2.

Inclusion

We will teach about these topics in a manner that:

- considers how a diverse range of pupils will relate to them,
- is sensitive to all pupils' experiences,
- during lessons, makes pupils feel safe and supported and able to engage with the key messages.

We will also:
- make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - a whole-class setting,
    - small groups or targeted sessions,
    - 1-to-1 discussions,
    - digital formats,
- give careful consideration to the level of differentiation needed.

Use of resources

We will consider whether any resources we plan to use:
- are aligned with the teaching requirements set out in the statutory RSE guidance,
- would support pupils in applying their knowledge in different contexts and settings,
- are age-appropriate, given the age and maturity of the pupils,
- are evidence-based and contain robust facts and statistics,
- fit into our curriculum plan,
- are from credible sources,
- are compatible with effective teaching approaches,
- are sensitive to pupils' experiences and won't provoke distress.

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

Use of external organisations and materials

We will make sure that any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

Are age-appropriate
Are in line with pupils' developmental stage
Comply with:
- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
Review any case-study materials and look for feedback from other people the agency has worked with.

Be clear on:
- what they're going to say,
- their position on the issues to be discussed,
- ask to see in advance any materials that the agency may use,
- know the named individuals who will be there, and follow our usual safeguarding procedures for these people ,
- conduct a basic online search and address anything that may be of concern to us, or to parents and carers,
- check the agency's protocol for taking pictures or using any personal data they might get from a session,
- remind teachers that they can say "no" or, in extreme cases, stop a session,
- make sure that the teacher is in the room during any sessions with external speakers,
- inform all external organisations that the school is legally obliged to share all content with parents and carers,
- share all external materials with parents and carers.

We won't, under any circumstances:

- work with external agencies that take or promote extreme political positions,

- use materials produced by such agencies, even if the material itself is not extreme,
- work with agencies who don't allow their material to be shared with parents and carers.

Roles and responsibilities

The governing board
The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher/RSE Lead (DHT)
The headteacher and RSE Lead are responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE.

Staff
Staff are responsible for:
- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group,
- Modelling positive attitudes to RSE,
- Monitoring progress,
- Responding to the needs of individual pupils,
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the components of RSE,
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes,
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils
Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Relationships Education and Health Education remain statutory and there is a right to request withdrawal from elements linked to non-statutory sex education. Parents will be sent knowledge organisers and links to the information within Years 5 and 6. All other year groups do not have the right to request withdrawal as these taught aspects of PHSE are statutory.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Monitoring arrangements

The delivery of RSE is monitored by Vikki Boddy DHT through learning walks, floor book monitoring and pupil voice. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Vikki Boddy. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum Map

	Keeping/ Staying Safe	Keeping/ Staying Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Our World	Fire Safety SPECIAL*
YEAR 1	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic
	Topic: Road Safety	Topic: Washing Hands	Topic: Friendship	Topic: Water Spillage	Topic: Jealousy	Topic: Online Bullying	Topic: Growing in Our World	Topic: Hoax Calling
YEAR 2	Topic: Tying Shoelaces	Topic: Healthy Eating	Topic: Bullying	Topic: Practice Makes Perfect	Topic: Worry	Topic: Image Sharing	Topic: Living in Our World	Topic: Petty Arson
	Topic: Staying Safe	Topic: Brushing Teeth	Topic: Body Language	Topic: Helping Someone in Need	Topic: Anger	Topic: Computer Safety Documentary	Topic: Working in Our World	Topic: Texting Whilst Driving
YEAR 3	Topic: Leaning Out of Windows	Topic: Medicine	Topic: Touch	Topic: Stealing	Topic: Grief	Topic: Making Friends Online	Topic: Looking After Our World	Topic: Enya & Deedee Visit the Fire Station
	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic

	Keeping/ Staying Safe	Keeping/ Staying Healthy	Growing & Changing	Being Responsible	Feelings & Emotions	Computer Safety	The Working World	A World Without Judgement	First Aid SPECIAL
YEAR 4	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic
	Topic: Cycle Safety	Topic: Healthy Living	Topic: Appropriate Touch (Relationships)	Topic: Coming Home on Time	Topic: Jealousy	Topic: Online Bullying	Topic: Chores at Home	Topic: Breaking Down Barriers	Topic: First Aid Year 4
YEAR 5	Topic: Peer Pressure	Topic: Smoking	Topic: Puberty	Topic: Looking Out for Others	Topic: Anger	Topic: Image Sharing	Topic: Enterprise	Topic: Inclusion & Acceptance	Topic: First Aid Year 5
	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	
YEAR 6	Topic: Water Safety	Topic: Alcohol	Topic: Conception	Topic: Stealing	Topic: Worry	Topic: Making Friends Online	Topic: In-App Purchases	Topic: British Values	Topic: First Aid Year 6 (Part 1) Topic: First Aid Year 6 (Part 2)
	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic