

RSE Policy



“Learn. Believe. Achieve.”
*Resilient, Persistent, SelfMotivated, Creative
Risk Takers, Good Citizens, Entrepreneurial*

At Peartree Spring Primary School, we recognise that high-quality Relationships, Sex and Health Education (RSHE) is essential to pupils’ personal development, wellbeing, and safety. RSHE supports children to develop the knowledge, skills, and attitudes they need to form positive relationships, manage emotions, stay healthy, and make informed decisions as they grow.

This policy sets out the school’s approach to RSHE in line with statutory guidance and reflects our commitment to safeguarding, inclusion, and promoting pupils’ physical and mental wellbeing.

This policy has been developed in accordance with:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- Keeping Children Safe in Education
- The Equality Act 2010

In primary schools:

- Relationships Education is statutory
- Health and Wellbeing Education is statutory
- Sex Education is not statutory beyond the National Curriculum for Science

What is RSE?

Sex and Relationship Education is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Why should children have Sex and Relationship Education?

The Governing Body believes that Sex and Relationship Education is an essential and integral part of a balanced and broadly based curriculum and should be taught as an on-going theme throughout school. Sexual relationships are an important part of most people’s lives and education should equip children with the knowledge and attitudes which will enable them to establish successful relationships based on mutual respect and responsibilities. As children grow older their bodies change and they can become curious, worried or embarrassed about them. It is better to treat these changes in a sensible way which avoids embarrassment and myths, and answer their questions honestly and accurately, rather than to let them find their own answers which may be misleading or harmful. Some parents do not have the confidence or a relationship with their children which enables them to talk freely to them about sex, and they prefer it to be covered by teachers in school. Sex and Relationship Education should provide accurate information about sensitive issues that may be controversial in society such as contraception and child abuse.

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What are the aims of Sex and Relationship Education?

RSHE Intent

Our RSHE curriculum is designed to ensure all pupils develop the knowledge, understanding and skills they need to build positive relationships, stay safe, and manage real-life situations confidently and responsibly. Using 1decision, learning is carefully sequenced and age-appropriate, ensuring clear progression from Year 1 to Year 6. The curriculum reflects pupils' lived experiences, supports inclusion, and promotes respectful attitudes, informed decision-making, and emotional wellbeing, both online and offline.

- To support the personal and social development of all the children.
- To help children understand their bodies, how they work and how to keep them healthy.
- To help children understand the processes of birth, growth and conception.
- To prepare children for the changes that takes place to their bodies at puberty, to reassure them that these changes are normal and acceptable.
- To develop an appropriate vocabulary for talking about the body and confidence to talk about the body and sexual relationships.
- To increase the children's respect for themselves and others, including the emotions of others.
- To foster a partnership with parents in helping our children develop good relationships and a sound understanding of bodily changes.
- To understand the diversity and values of family life, marriage and stable loving relationships.
- To understand the implications of parenthood and the needs of the very young to grow up within loving, stable relationships.
- To understand and respect the varied cultural and religious attitudes to an individual's sexuality and relationships.
- To develop a growing understanding of risk and safety, and the motivation and skills to keep themselves safe.
- To be aware of sources of help and to acquire the skills and confidence to use them.
- To develop awareness of sexual identity, to challenge sexism and prejudice in society, and to promote tolerance and equal opportunities.
- To develop the children's emotional awareness and enable them to manage their emotions.
- To help the children understand that they have a choice and that there are consequences from their choice.

RSHE Implementation

RSHE is delivered through the 1decision programme, which provides a structured, story-led curriculum aligned with statutory guidance. Lessons are taught regularly and supported by clear planning, discussion prompts and embedded assessment opportunities to check understanding.

Teachers use professional judgement to adapt delivery where needed, revisiting or bringing forward content in response to emerging pupil needs, such as online safety or friendship concerns.

Short Simply RSHE lessons are used to provide timely, focused support without disrupting the overall curriculum sequence, ensuring flexibility while maintaining coherence.

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RSHE Impact

As a result of our RSHE provision, pupils demonstrate a secure and growing understanding of relationships, safety and personal wellbeing. They are able to articulate key messages, apply learning to real-life scenarios, and identify trusted adults and sources of support.

Assessment information within 1decision, alongside pupil voice, behaviour data and safeguarding records, shows that pupils are increasingly confident, reflective and prepared to make safe, respectful choices. Staff are able to identify gaps quickly and respond effectively, ensuring learning remains relevant and impactful.

At what age is Sex and Relationship Education given?

When children ask they should be given honest answers appropriate to their age and maturity.

Outlined below are the statutory RSE objectives that children should know by the end of primary school:

Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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 • 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. • that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • how to manage conflict, and that resorting to violence is never right. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing
Respectful, kind relationships	• 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • how to pay attention to the needs and preferences of others, including in families and friendships. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

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Online Safety and awareness	•that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. •that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. •the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. •online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. •That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including online). • 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. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • how to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
Developing bodies	•about growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. •the correct names of body parts, •the facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls’ periods start will help them understand what to expect and avoid distress.

What is our approach to Sex and Relationship Education?

Sex and Relationship Education is mostly taught by the class teacher, sometimes as a separate lesson but usually as part of the Science or P.S.H.E. curriculum. Here at Peartree we follow the 1Decision PSHE programme which includes comprehensive RSE lessons across all year groups, usually delivered in the Summer Term as part of the topic called ‘KS1 Relationship and KS2 Changing and Growing’. It is mostly taught in mixed classes but in Year 6 there is an opportunity for children to be taught in single-gender groups. Skills such as negotiation, problem solving and decision making are encouraged throughout the Sex and Relationship Education programme. Resources such as books, videos and slides are used. Parents are welcome to view these resources. If parents do not wish their child to receive Sex and Relationship Education they should talk to the Head Teacher and confirm the request in writing. Sensitive issues such as child abuse will be dealt with in assemblies. Teachers can refer to the Sex and Relationship Education guidance literature published by Hertfordshire County Council.

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Relationships and Changing and Growing		
	Overview:	Key Objectives and Vocabulary
EYFS	Self-Regulation	• explain the terms ‘conception’ and ‘reproduction’ • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain the different stages of pregnancy • They take account of one another’s ideas about how to organise their activity. • They show sensitivity towards others needs and feelings and form positive relationships with adults and other children
1	Friendships	• Understand how to be a good friend • Be able to recognise kind and thoughtful behaviours • Understand the importance of caring about other people’s feelings • Be able to see a situation from another person’s point of view
2	Bulling Body Language	• Be able to name a range of feelings • Understand why we should care about other people’s feelings • Be able to see and understand bullying behaviours • Know how to cope with these bullying behaviours • Be able to recognise and name a range of feelings • Understand that feelings can be shown without words • Be able to see a situation from another person’s point of view • Understand why it is important to care about other people’s feelings
3	Touch	• Understand the difference between appropriate and inappropriate touch • Know why it is important to care about other people’s feelings • Understand personal boundaries and know who and how to ask for help • Know who and how to ask for help • Be able to name human body parts
4	Relationships	• identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable

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5	Puberty	• explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty
6	Conception	• explain the terms ‘conception’ and ‘reproduction’ • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain the different stages of pregnancy

How do we monitor RSE?

The Sex and Relationship Education Policy is reviewed by the Health and Wellbeing Faculty and governing body every three years. The next review is in September 2029.

FREQUENTLY ASKED QUESTIONS FROM PARENTS

Q: What is the sanitary hygiene provision?

A: We have sanitary bins in the girls’ toilets in Year 6. Please let us know if your daughter starts her periods before this so that we can make extra provision.

Q: Should I keep my daughter at home because she has period pains?

A: No, please send her into school with some pain relief tablets. We will look after these for her during the day.

Q: Should my daughter miss P.E. because of her period?

A: No, she should take part in all activities in school so that she realises that periods are not debilitating and that she should carry on life as normal during her period.

POSSIBLE QUESTIONS THAT CHILDREN MAY ASK AND MODEL/SUGGESTED ANSWERS

Children should receive an honest answer appropriate for the age of the child. Myths and misconceptions should be corrected.

Q: Where does the baby come out?

A: The baby comes out of the woman’s vagina which is an opening in between a woman’s legs. It gets bigger when the baby is ready to come out.

Q: Does it come out of your belly button?

A: No, the baby comes out of the woman’s vagina.

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Q: Does it hurt to have a baby?

A: Yes, it does hurt but when the baby is born most people forget the pain.

Q: When will I start my periods?

A: A girl usually starts her periods at the onset of puberty. This can be anytime from the age of 9 onwards and depends on the maturity of each individual person.

Q: How will I know when my first period is going to start?

A: You won't know beforehand, but when you go to the toilet you may find a small spot of blood on your pants.

Q: What if I start at school?

A: Go and speak to an adult you feel comfortable with and he/she will find a sanitary towel you can use.

Q: How do you make a baby?

A: When a female egg and a male seed are joined together, inside a woman's body. (Key Stage 1)

Q: What is a wet dream?

A: When a boy is asleep, he may have an erection and some semen may come out of his penis.

September 2026