



Richard Taylor C of E Primary School

Relationships & Sex Education Policy

Aims:

The Relationships and Sex Education (RSE) curriculum at Richard Taylor provides children with age-appropriate information, explores attitudes and values to relationships and empowers children to make positive decisions about their health and keep themselves safe.

RSE at Richard Taylor teaches children:

- To value themselves and their bodies
- To respect and care for others
- To understand and value stable and loving relationships (in the context of families, partnerships, marriage and friends)
- To understand the families can have diverse family structures including single-parent families, adoptive families, foster families, and same-sex parents.
- To respect the relationship decisions of others
- To challenge harmful stereotypes and attitudes
- To be prepared for puberty
- To understand consent

RSE also includes learning about how the human body works, understanding the human life cycle and helping parents to prepare children for physical and emotional changes in their lives. We also teach all children how to keep themselves safe offline (home, road, rail, water ways & in public spaces) and online and to make wise decisions about their online behaviour (including scams, loot boxes, deep fakes & data sharing). Our RSE programme of study is integral part of our whole school PSHE education provisions and is purposefully woven throughout our PSHE (with RSE) curriculum offer.

Our PSHE (with RSE) Content Overview:

EYFS & Key Stage 1:

	Autumn Relationships			Spring Health and Wellbeing			Summer Living in the Wider World		
	Families & relationships	Safe relationships	Respecting ourselves and others	Physical health & wellbeing inc. 5 ways to wellbeing	Growing & changing	Keeping safe	Media literacy & digital literacy	Money & Work	Belonging to a community
Bishopdate EYFS	Settling in – getting to know you	Kind hands, safe touch; PANTS (3-5)	Recognising feelings; turn-taking; being gentle and far	Healthy routines; movement & rest	Our bodies; naming body parts; difference between young and old	Safety in school & at home; staying safe near water	Using devices safely	People who help us	Belonging at RTS; moving to Year 1/changing classes
Airedale EYFS/Y1	Making friends; what makes a good friend	Body privacy; safe adults; Saying no; PANTS (3-5)	Understanding emotions and behaviour	Keeping healthy; food & exercise	Our bodies; naming body parts; independence	How rules keep us safe; staying safe near water and near roads	Screen time; using the internet safely	What money is; looking after it	What rules are; caring for others' needs
Ribblesdale Y1/2	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission; PANTS (5-7)	How behaviour affects others; being polite and respectful	Why sleep is important; medicines & keeping healthy	Recognising what makes us unique and special; managing when things go wrong	Safety in different situations inc. online; road safety; railway safety (stations & level crossings)	Using the internet & digital devices; recognising adverts & and pop-ups; communicating online	What money is; wants vs needs; strengths & interests	Looking after the environment
Dentdale Y2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure; recognising hurtful behaviour	Recognising things in common; playing and working together	Keeping teeth healthy; managing feelings & asking for help	Growing older; naming body parts; PANTS (5-7)	How rules & age restrictions help us; risks & safety at home & public spaces (parks, events, busy places)	The internet in everyday life; online content & information; “too good to be true” offers	Looking after money; jobs in the community	Belonging to a group; roles & responsibilities; being the same & different in the community

Key Stage 2:

Swaledale Y3	What makes a family; features of family life	Personal boundaries; responding safely to others	Recognising respectful behaviour; importance of self-respect; courtesy	Healthy choices & habits; what affects feelings; expressing feelings	Personal strengths & achievements; managing & reframing setbacks; PANTS (7-9); puberty basics	Risks & hazards; safety in the local environment, unfamiliar places & public spaces; rail safety (signs & rules)	How the internet is used; reliability of information online; intro to scams/fraud	Different jobs & skills; job stereotypes; setting personal goals	What makes a community; shared responsibilities
Nidderdale Y3/4	Positive relationships – family & friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences & similarities; discussing difference sensitively	Maintaining a balanced lifestyle; oral hygiene & dental care	Physical & emotional changes in puberty; naming of internal & external genitalia; PANTS (7-9)	Medicines & household products; drugs common to everyday life; vaccinations immunisations & allergies	How data is shared & used; age restrictions to spending online; loot boxes	Making decisions about money; using & keeping money safe including scams	The value of rules & laws; freedoms & responsibilities
Coverdale Y4/5	Managing friendships & peer influence; personal identity	Physical contact and feeling safe; managing conflict	Respecting differences in a wide range of people; recognising prejudice & discrimination	Healthy coping strategies; mental wellbeing	Physical & emotional changes in puberty; naming of internal & external genitalia; body autonomy; PANTS (9-11)	Keeping safe in different situations including emergencies; water safety (currents, cold water shock, float to live); basic first aid;	How information online is targeted; different media types – their roles & impact	Influences & attitudes to money; money & financial risk; fraud and gaming monetisation; subscriptions	Democracy; human rights; compassion towards others
Wensleydale & Wharfedale Y5/6	Relationships; civil partnerships & marriage; changing relationships	Recognising and managing pressure; consent in different situations	Challenging stereotypes; expressing opinions & respecting other points of view, including discussing topical issues	Healthy sleep habits: what affects mental health & ways to take care of it; loss & bereavement	Periods; Human reproduction & birth; increasing independence; consent & body autonomy; PANTS (9-11)	Keeping personal information safe; regulations & choices; drug use & the law; drug use & the media; safety & behaviour in public places; 6-Crucial crew	Evaluating media sources; sharing things online; data privacy & rights	Identifying job interests & aspirations; what influences career choices; workplace stereotypes	Nine protected characteristics ; valuing diversity; challenging discrimination

Our RSE content and lessons have been organised in line with the statutory requirements outlined in the DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance. We take into account the views of teachers, pupils and parents and are dedicated to ensuring our curriculum meets the needs of the whole-school community.

Sex Education:

As part of the delivery of the national curriculum for science, children will learn about the following aspects of growth and reproduction.

Key Stage 1:

- that animals including humans, move, feed, grow, use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of humans.
- that humans and animals can produce offspring and these grow into adults

Key Stage 2:

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle

As part of the delivery of our PSHE (with RSE) curriculum, children across all key stages develop confidence in talking, listening and thinking about feelings and relationships. They are taught the correct anatomical terms (e.g., penis, vulva, vagina, testicles, scrotum, nipples) as part of safeguarding and body autonomy.

In Key Stage 2, pupils are taught about puberty and its impact (physically and emotionally) from Year 3. How a baby is conceived and born is taught in Wensleydale and Wharfedale only (Year 5/6) (*this is the only objective which does not come in the statutory curriculum and therefore the only objective from which parents/carers are able to withdraw their children from*).

Lessons & Timetabling

PSHE (with RSE) lessons are taught as a whole class with all the children together. Work from every lesson is recorded in the class PSHE scrapbook. Lessons begin with ground rules being put in place, including the need for respect of others' views. Lessons are taught across the whole school and follow an ordered series of lessons. Lessons are staggered across the terms ensuring that, where possible, there is a dedicated PSHE lesson one a week.

SEND, inclusion, equality and diversity

PSHE (with RSE) is taught to all children, and we make sure every child can access and benefit from the learning. We have high expectations for every pupil and support them to develop the knowledge, skills and confidence they need to stay safe, healthy and flourishing individuals.

Our teachers adapt lessons to suit each child's individual needs. When planning, we take into account any targets in a child's Education, Health and Care Plan (EHCP) or their support or behaviour plans. We also work closely with parents and carers to understand each child's needs so that home and school can work together consistently.

We recognise that some children with SEND may be more vulnerable to issues such as bullying, exploitation or misunderstanding social cues. Because of this, we carefully adapt our teaching, pace, language and resources so that all children can participate fully, feel included and understand how to keep themselves safe.

Lessons are delivered in a way that supports children's emotional wellbeing. We prioritise creating a safe, respectful environment where pupils feel able to ask questions, share their views, reflect and build confidence in expressing themselves in an age-appropriate and sensitive way.

Our approach to PSHE (with RSE) reflects our school values and our commitment to inclusion, respect and ambition for every learner. This curriculum plays an important role in safeguarding, helping all children learn the vocabulary and understanding they need to recognise unsafe situations and ask for help when they need it. RSE is taught in a way that supports our safeguarding policies. Staff are aware that some aspects of RSE may raise safeguarding concerns and follow the school's procedures where needed.

In line with the Equality Act 2010 and the Public Sector Equality Duty, Richard Taylor strives to eliminate discrimination, advance equality of opportunity and foster good relations for all pupils regardless of disability, special educational needs, sex, gender reassignment, race, nationality, ethnic or national origin, religion or belief, sexual orientation and looked-after status.

Questions

As well as ground rules, all classes have a question box available in the classroom. Children can write questions they have and post them in the box, allowing these to be answered in subsequent lessons without the child having to ask a question in front of their peers.

If a child poses a question that is not covered in their class's curriculum, the class teacher will refer the question to the child's parent. If a teacher is unsure how to answer a certain question, they can consult with the PSHE subject lead (if appropriate) or SLT.

Safeguarding

Teachers are aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If this does occur the staff member will inform the Head Teacher / Designated Safeguarding Leads in line with the Child Protection Policy in school.

Roles and Responsibilities

The PSHE subject leader, in consultation with the Senior Leadership team, is responsible for coordinating the policy and curriculum content. PSHE (with RSE) lessons are taught by class teachers to class groups. Lesson content is regularly revised through conversations between the PSHE subject lead and class teachers.

Monitoring is the responsibility of the PSHE subject leader and the Curriculum lead. PSHE (with RSE) is monitored and reviewed through:

- Scrapbook scrutiny
- Pupil voice
- Talking with class teachers

This Policy will be reviewed at least every two years, shared with parents and ratified by the full governing body. Governors will also be updated to any changes or development with the curriculum.

Legality

In line with the updated statutory RSHE guidance published in July 2025 (for implementation by 1st September 2026), primary schools may choose to teach sex education in addition to the statutory science curriculum; however, parents have the right to request that their child is withdrawn from any sex-education content that is not part of statutory science or compulsory Relationships Education. In line with DfE statutory guidance (2025), we teach the legal facts about biological sex and gender reassignment. We do not teach gender identity as an innate personal characteristic or as fact.

We are committed to full transparency. A copy of the PSHE (with RSE) curriculum is published and available on our school website. All materials used in sex education lessons (Wensleydale & Wharfedale classes only) —including third-party resources by request —will be made available for parents to view, as required by the statutory guidance.

If parents express concerns or wish to discuss withdrawal, they will be invited to meet with the headteacher, class teacher and PSHE Lead to review the content and resources and discuss the educational and safeguarding implications. Where the school needs to introduce content earlier due to an identified safeguarding need, parents will be informed.

***Policy written by Kathryn Watson
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