




ST JAMES

Preparatory School

Relationship and Sex Education (RSE) Policy

2025- 2026

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<p>Signed: Annabel Lubikowski Chair of Governors Date: 31.08.2025</p>	
<p>Authorised by the Board of Trustees</p>	

GUIDING PRINCIPLES FOR RSE IN ST JAMES SCHOOLS

- 1) Creation is an expression of unity; unity manifests itself as diversity.
- 2) All human beings are of the same essence; their similarities and diversities are to be respected and valued.
- 3) Love is intrinsic to our human nature and is the basis of all positive relationships.
- 4) Self-awareness, self-worth, and self-respect are fundamental to good relationships.
- 5) Relationships flourish when there is mutual trust, honesty, respect, true communication and commitment.
- 6) Committed relationships, including marriage and civil partnerships, are essential to the wellbeing of families and society as a whole.

Rationale and Ethos

This policy covers our school's approach to Relationships and Sex Education. It was developed through consultation with parents, governors, teachers and children. We recognise our responsibility to promote the spiritual, moral, social, cultural, mental and physical development of our pupils. Through RSE we want to support children to be happy, healthy and safe. We aim to prepare pupils for the opportunities and experiences of life, whilst providing a safe and stimulating environment where pupils can learn about moral, physical and emotional development. We ensure RSE is inclusive particularly with regards to the protected characteristics and meets the needs of all our pupils, including those with SEND.

The intended outcomes of our programme are that pupils will

- develop an understanding and appreciation of positive, healthy relationships of family life in its various forms, marriage, stable and loving relationships, respect, love and care
- develop an understanding of physical and emotional changes to the body and the human life-cycle
- know how to keep safe within relationships in the local area and online
- understand personal boundaries, sharing, and rights to privacy
- be able to value differences and what is the same amongst people
- what keeps us healthy
- who to turn to for help

Legislation

We are required to teach Relationships Education as part of PSHEE. The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships compulsory in all primary schools from 2020. The national curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for Education recommends therefore that all primary schools should have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils.

The following link accesses the latest guidance on RSE:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Pages 19 - 24 relate directly to Primary education and have been used to inform our RSE curriculum.

This guidance replaces the Sex and Relationship Education guidance (2000).

Other documents and other policies that inform this RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- SRE Guidance (2000)
- Education and Inspections Act (2006)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education - Statutory safeguarding guidance (2024)
- Children and Social Work Act 2017
- DfE statement on relationships education, relationship and sex education and PSHEE (2017)
- PSHE Association guidance on writing your school's relationship and sex education policy (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education -Statutory Guidance from Department of Education 2019
- Safeguarding Policy
- Behaviour, Rewards and Sanctions Policy
- Anti-Bullying Policy
- Curriculum Policy

Teaching methodology

We employ active learning methods which involve the children's full participation and help them develop confidence in talking, listening and thinking about sex and relationships. Most lessons will be taught to full classes, with gender groups for certain topics as deemed appropriate.

- **Ground rules** help to create a safe environment for both teacher and pupil. Before starting RSE lessons, ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment which will minimise any embarrassment the children might feel and will discourage inappropriate personal disclosures.

- **Distancing techniques** help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc. can help children to discuss issues in a depersonalised, safe environment.

Dealing with questions

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate; personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, child protection procedures should be followed. As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. We can provide an opportunity for reflection in the RSE programme and help pupils reflect on their learning by asking questions such as:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

All staff teaching RSE will be supported by the PSHEE Lead and the Safeguarding Lead.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. Teachers will consult with the DSL and in his/her absence their deputy.

Visitors/external agencies which support the delivery of RSE will be given a copy of this policy and will be expected to work with the values framework described within.

“Visitors should complement but never substitute or replace planned provision. It is the PSHEE co-ordinator's and teacher's responsibility to plan the curriculum and lessons.” *Sex and Relationship Guidance DfE 0116/2000 P 29 6.11*

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The school will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's PHSEE programme. A teacher will be present during the lesson.

The organisation of RSE

St James Prep subscribes to the Jigsaw programme to ensure all statutory topics are covered systematically and with appropriate progression. Teachers are asked to only use the long, medium and weekly plans outlined in Jigsaw.

RSE is taught within the PSHEE lessons and class teachers deliver RSE to their classes. Biological aspects of RSE are taught within the Science and Jigsaw curriculum.

A range of teaching methods which involve children's full participation are used to teach RSE. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning.

RSE can be delivered either in mixed or single gender groups.

RSE is covered in PSHEE and Philosophy lessons. Teachers use P4C method in Philosophy. PHSEE and Philosophy have a single lesson every week.

Learning outcomes for RSE within the school

By the end of Year 2 the children will:

- recognise feelings in themselves and others
- be able to share their feelings
- know about their families, special people in their lives, people who care for them.
- respect similarities and differences in others
- be able to share views and ideas
- know the correct names for body parts (including external genitalia)
- know about the basic human life cycle
- know how to play cooperatively
- know who to ask for help

By the end of Year 4 the children will:

- describe feelings and know how to manage them
- listen and respond effectively to people
- share points of view

- recognise and respond to bullying
- know about safety in online friendships
- know about secrets and confidentiality - when to break a confidence
- recognise and manage dares
- know about positive, healthy, caring relationships.
- know how to solve disputes and conflicts amongst

peers By the end of Year 6 the children will:

- know about coping with change and transition; bereavement and grief
- have strategies for managing personal safety
- know about online safety including sharing images; mobile phone safety
- be able to respond to feelings in others
- be able to work collaboratively
- listen to others, raise concerns and challenges
- respect and resolve differences
- know about life cycles
- be aware of changes at puberty, human reproduction.
- be able to recognise and challenge stereotypes, discrimination and bullying.
- know how to maintain healthy relationships and recognise unhealthy relationships
- be aware of acceptable and unacceptable physical touch; personal boundaries.
- be aware of the rights of a child
- acknowledge images in the media and reality- how this can affect how we feel
- know where to get advice and help

LI's with links to sex education within the Science curriculum

Year 5

- I can name and sequence the stages on a human life cycle diagram.
- I can compare the human life cycle with that of other mammals.
- I can identify differences between girls and women.
- I can describe the changes that happen to girls during puberty.
- I can give reasons for some of the changes
- I can identify differences between boys and men.
- I can describe the changes that happen to boys during puberty.
- I can give reasons for some of the changes.
- I can compare puberty in males and female

LI's with links to Sex education within Jigsaw curriculum

Reception

Understand that babies are made by a man and a woman.
Use the correct vocabulary when naming the different parts of the body.

Year 1

Identify parts of the body that are private;
Describe ways in which private parts can be kept private;
Identify people they can talk to about their private parts.

Year 2

Identify which parts of the human body are private
Explain that a person's genitals help them to make babies when they are grown up
Understand that humans mostly have the same body parts but that they can look different from person to person.

Year 3

Recognise that babies come from the joining of an egg and sperm;
Explain what happens when an egg doesn't meet a sperm;
Understand that for girls, periods are a normal part of puberty.

Year 4

Identify parts of the body that males and females have in common and those that are different;
Know the correct terminology for their genitalia;
Understand and explain why puberty happens.
Know the key facts of the menstrual cycle;
Understand that periods are a normal part of puberty for girls;
Identify some of the ways to cope better with periods.

Year 5

Know the correct words for the external sexual organs;
Discuss some of the myths associated with puberty.
Identify some products that they may need during puberty and why;
Know what menstruation is and why it happens.

Year 6

Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
Suggest strategies that would help someone who felt challenged by the changes in puberty;
Understand what FGM is and that it is an illegal practice in this country;
Know where someone could get support if they were concerned about their own or another person's safety.
Identify the changes that happen through puberty to allow sexual reproduction to occur;
Know a variety of ways in which the sperm can fertilise the egg to create a baby;
Know the legal age of consent and what it means.
Explain how HIV affects the body's immune system;
Understand that HIV is difficult to transmit;
Know how a person can protect themselves from HIV.

Terminology

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

SEND

At our school, teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of the PHSEE programme.

Differentiation for children with SENDs should be planned for in terms of:

- Learning objectives
- Activities
- Teaching methods
- Resources

Activities should be broken down into small steps, giving children achievable goals and enabling teachers to monitor progress. Teaching assistants should support in ways appropriate to the needs of the individual. They should also be aware of the objectives of the lesson and activity.

Equal opportunities

At St. James it is our aim to provide a RSE programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully, avoiding solely stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

Confidentiality

In compliance with the school's Child Protection and Safeguarding Policy, staff can reassure children that their interests will be maintained and encourage and allow children to talk. But staff are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Any concerns about child protection must be discussed in the first instance with the Deputy Head (the Designated Safeguarding Lead), or in her absence, the Head. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

Withdrawal of students from RSE

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the school's RSE programme except those in the statutory National Curriculum (biological aspects of human growth and reproduction). The school will inform parents/carers of the RSE programme. If parents want to withdraw their child/children from our RSE programme, then this must be discussed with the class teacher and when appropriate the Head.

Monitoring, assessment, reporting, evaluation.

Monitoring and assessment of pupils' learning in PSHE is informal but may be mentioned in the end of year form report. Pupils will have opportunities to review and reflect on their learning during lessons. Student voice will be influential in adapting and amending planned learning activities. Lessons will need to be modified to make sure they are appropriate and relevant for a given class. This will require an approach which is inclusive in terms of gender, identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience.

Policy review

This policy will be reviewed every two years to ensure it conforms to meet the needs of pupils, staff and parents and that it is in line with current Department of Education guidance .

