



Great Moor Junior School

"Learning Together"

Respect, Kindness, *Tolerance*, *Responsibility*, *Co-operation*

Great Moor Junior School

Relationships and Sex Education Policy (RSE)

Date: September 2026

Introduction

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly both on, and offline. This presents many positive and exciting opportunities, but also challenges and risks.

Great Moor Junior School considers that Relationships & Sex Education (RSE) is an integral part of the Personal, Social and Health Economics Education (PSHE) curriculum.

- PSHE makes a significant contribution to the promotion of young people's personal and social development.
- Through the promotion of PSHE, skills are developed that our pupils need for them to grow and flourish as individuals and members of society.
- PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem.
- PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

We believe that Relationships and Sex Education includes supporting young people in developing self-confidence in preparing them for the physical and emotional changes into adulthood.

It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

We passionately believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities, and responsibilities of adult life, building healthy relationships and staying safe.

We aim to achieve this by

- Providing PSHE Education that is dynamic, relevant, and appropriate for the challenges and contexts of 21st century life.
- Teaching children about equality and diversity as is our duty within the Equalities Act (2010).
- Teaching about different family structures.
- Providing our pupils with Relationships and Sex Education that is age appropriate and contributes to lifelong learning and pupil well-being.
- Providing a safe learning environment where all feel respected whilst safeguarding pupils.
- Informing and working with parents and families to support and promote our work in school by making policies and schemes of work available in school, and on our website and supporting them should they have questions or concerns about RSE.
- Working collaboratively with partners and agencies such as healthcare professionals to enrich and support pupil's learning in Relationships and Sex education where appropriate.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- DfE 'Keeping Children Safe in Education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- | | |
|---------------------------------|----------------------|
| • Safeguarding Policy | Anti-Bullying Policy |
| • Behaviour Policy | Online Safety Policy |
| • SEND Policy | PSHE Policy |
| • Equality and Diversity Policy | Wellbeing Policy |
| • Teaching & Learning Policy | |

Definition of Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online). These subjects complement Health Education, and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Aims of Relationship and Sex Education

Sex education is not compulsory in primary schools, but it is recommended that primary schools teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

At Great Moor Junior School, we do teach pupils sex education in Year 5 and 6 beyond what is required of the science curriculum – the content is tailored to the age, and physical and emotional maturity of pupils,

and ensures that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

Learning will be adapted for pupils with special educational needs or disabilities (SEND) as required for their level of need.

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to

- explore what a relationship, friendship and family mean, and who forms their network of support
- inform pupils about how to treat each other with kindness, consideration and respect, as well as the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy
- give children the confidence and self-esteem to value themselves and others
- develop confidence in talking, listening, and thinking about feelings and relationships
- be able to name parts of the body with scientifically accurate vocabulary and describe how their bodies work
- prepare pupils for puberty
- develop understanding of the consequences of their actions and to behave responsibly
- be able to recognise unsafe situations and be able to protect themselves
- ensure pupils know how and where to access appropriate support
- understand the role the media plays in forming attitudes
- understand what a healthy relationship is both on and offline

Safeguarding & Confidentiality

Everyone involved in the teaching RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue.

If a staff member has any concerns or a child discloses information giving cause for concern, this must be reported to the Designated Safeguarding Lead (DSL) and the school's safeguarding policy must be followed.

Equality and Diversity

The school understands its responsibilities in relation to the Equality Act 2010, meaning that school cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all pupils and avoiding discrimination.

We ensure our Relationships and Sex education programme is sensitive to the needs of all our pupils and their families by

- being aware of pupil's individual characteristics, backgrounds, attitudes, and feelings
- differentiating teaching and learning from our PSHE planning to allow access to Relationships and Sex education for all our pupils including those with Special Educational Needs and Disabilities (SEND) or pupils who speak English as an Additional Language (EAL)
- ensuring our programme is designed to be inclusive of all pupils

- ensuring freedom from all forms of bullying including homophobic, biphobia and transphobic bullying

Role of the Headteacher

as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice

It is the responsibility of the Head of School to

- ensure that parents and staff are informed about our RSE policy
- that the policy is implemented effectively
- ensure members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

Role of Subject Lead

- Produce schemes of work to ensure progression throughout the school.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The Governing Board should make sure that: -

- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- The subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

Organisation of the Curriculum

RSE will be delivered as part of the school's PSHE curriculum which has been organised in line with the statutory requirements outlined in the 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. [RSE Guidance](#)

At Great Moor Junior School, we have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of all our pupils.

A number of teaching strategies will be used to deliver an inclusive RSE curriculum, including

- establishing ground rules with pupils.
- using 'distancing' techniques (e.g. Case studies)
- the provision of a 'question box'
- dealing with children's questions in an appropriate manner
- using discussion and age appropriate materials from 1Decision
- opportunity to reflect

At Great Moor Junior School, we follow the PSHE Association learning objectives, which are split into 3 core themes: Relationships, Health and Wellbeing and Living in the Wider World.

Please refer to appendix 1, which outlines the content pupils will have been taught by the end of Year 6 at Great Moor Junior School.

Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- Circle time - pupils are given the opportunity to discuss and listen to other people views and opinions
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

Assessment

As with any learning, the assessment of pupils' PSHE and RSE is important, as it enables the teacher to gauge individual progress. Pupils have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways, including: - reflective diaries, class discussions, group work, pieces of art and drama/role play.

Pupil voice will also be used to inform future planning for PSHE and RSE, to ensure it is both relevant and effective.

Monitoring and Evaluation

The PSHE subject leader will monitor the delivery of PSHE with teaching staff to ensure consistent and coherent curriculum provision including -

- Lesson observations
- Learning walks
- Book looks
- Staff and pupil voice

Consultation and the Role of Parents & Carers

The school is aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. Similarly, we also understand how important parent's / carers' views are in shaping the curriculum. In promoting this, we

- will consult and inform parents/carers about RSE through the curriculum letters, newsletters, school website and parents and open evenings.
- inform parents about our school's Relationships and Sex Education policy and practice.
- answer any questions that parents may have about the Relationships and Sex Education of their child.
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in our school.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it: this may be encouraging the child to ask a trusted adult at home. If the staff member is concerned, they must discuss the matter with Designated Safeguarding Lead and Parent/Carer if appropriate and always follow the schools safeguarding policy.

Language

At Great Moor Junior School, correct biological terms will always be used for teaching.

Teaching children common terminology to describe genitals is important in relation to safeguarding. This aspect of teaching may link with elements of the Science curriculum around naming body parts. It also links to the following Relationships Education outcome: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so.'

Right of Withdrawal

Relationships and Health Education are statutory at primary school and there is no right to withdraw from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline.

As sex education is not statutory at primary level (other than what is taught as part of the science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum.

Before considering this option, we would always encourage parents to come and talk to us.

(For more information, please go to <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>)

The Role of External Agencies

The school may liaise with external agencies to support and compliment the schools PSHE/RSE programme of study. All agencies will be aware of the school's policies and procedures and their role within them.

Any matters reported by visitors will be dealt with in line with our Safeguarding Policy

We ensure that the teaching delivered by visitor's fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

Review

- The policy will be reviewed annually.

Year 5	Year 6
• Introducing puberty – body changes including menstruation • Puberty lesson – change in mood and behaviour • Coping with emotions during puberty • Healthy and unhealthy relationships – what to do if there is someone who makes you feel uncomfortable (child or adult)	• Recap on puberty for body and emotional changes in boys and girls • Menstruation including looking at products available • Coping with emotions during puberty • How humans reproduce – the journey of a sperm cell to an egg cell • Consent in all aspects of life including physical contact • Sharing images online including sharing inappropriate images and legality of doing so if someone is under 18

- The policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- The governing board is responsible for approving this policy.
- Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1: Overview of RSE at Great Moor Junior School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Recognising the different zones How our actions affect others When am I in different zones? How does my body react in different zones? What are my triggers? Exploring tools Identifying my tools Size of the problem	Keeping safe on bonfire night Healthy families and disagreements Friendship conflict Bullying Learning who to trust Stereotyping: Gender Stereotyping: age	Appropriate levels of touch Emergencies Washing hands Road safety Who keeps me safe?	Wonderful me Sleep Basic first aid Using medicines safely Dangers in the home including leaning out of windows Staying safe around strangers	Rights and responsibility Why do we have rules? Railway safety Safety Signs Stealing vs borrowing Plastic pollution What's in my community? Who helps in the community?	Jobs Different ways to pay How money affects emotions AI Fair or unfair to use Celebrating differences Tolerance
Year 4	Zones of Regulation How to maintain healthy relationships Celebrating differences Unhealthy relationships Resolving conflict Self-esteem – jealousy Personal Identity Halloween	Bonfire night safety Fire safety Hazard risk danger Anti-bully Week Danger signs Dares Railway safety Level crossing Christmas – giving vs receiving	Sleep Sugar Exercise Mental health Toolkits Being safe with medication	Online age restrictions Adverts Editing and fake images including use of AI Body image Private and public sharing Gaming and online spending	Human rights Rules British Values Diverse community racism Climate Change Travel and transport Local MP's - changes	First aid Helping out at home Chores How are payments changing? Debit vs Credit Career choices Career stereotypes Reflection
Year 5	Zones of Regulation civil partnerships and marriage	Bonfire Night Railway safety On the tracks AI	What is a drug? Risks of legal drugs (medicines)	Climate change: Water use	Growing and changing Growing and changing – emotions	Dangers over the summer – water safety focus

	changes within families Healthy and unhealthy relationships Balancing the needs and wishes of different people assertive, aggressive and passive behaviour peer pressure ways to reconcile differences	pros and cons Coming home on time Changes and loss Being lonely Christmas – thinking of others	Risks of cigarettes Risks of e-cigarettes and vaping Risks of alcohol What are illegal drugs?	Being part of the community Keeping safe in the local area Needs vs wants in spending choices Different career paths	Puberty Relationships x 2 Manipulated images on media	How to recognise early signs of physical illness How to make an emergency services call Basic first aid – severe bleed, head injury and seizure Sun safety Vaccinations Reflect on achievements
Year 6	Zones of Regulation Accepting others Actions and consequences Actions effecting others - Racism Types of families Peer Pressure (exploitation) Using AI chatbots linked to friendships and feeling lonely 9 protected characteristics	Anti-social behaviour on bonfire night Unhealthy friendships ‘Toxic’ friendships Physical and mental health Recognising triggers (Zones) Sleep – affecting health Keeping safe online Do you know who you’re talking to? Fast fashion	Challenging negative gender stereotypes Editing and filtered pictures in the media Links to AI Self-esteem How do banks work? What is tax?	YGAM: Gambling within games x 3 Keeping money safe/ scams In-app purchases How money affects feelings and finding a work life balance-jobs	What it means to be an adult Puberty recap/ Periods Emotions during puberty Reproduction Consent – healthy romantic relationships Sharing images online	Human rights /children’s rights Transition x 2 Rail safety x 2 Case study – electrical lines First aid – minor burns, scalds, heart attacks and fractures Reflection on achievements