



# **RSE Policy inc Worship**

**Agreed by governing body: 8 July 2025**  
**Next review date: July 2027**

## 1. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per 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. However, Edinburgh Primary School believes that in Year 5 and 6, children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and so we will be teaching some aspects of sex education.

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](#) and as endorsed by the Local Authority.

This policy has also been informed by section 149 of the [Equality Act 2010](#) which sets out the public sector equality duty and applies to all state funded schools.

At Edinburgh, we teach RSE as set out in this policy.

## 2. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about different family structures, healthy relationships, personal hygiene including in puberty, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

## 3. Curriculum

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Having considered various resources and consulting with the community, Edinburgh Primary School believes that the RSE resources provided by 1Decision best reflect our school ethos and meet the needs of our children, context and wider school community.

Primary sex education will focus on:

- Using the correct anatomical language for genitalia
- How the body changes and grows during puberty

## 4. Delivery of RSE

RSE is taught within the Personal, Social, Health, Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and during sex education lessons (Year 5/6). Aspects of the RSE curriculum, in relation to online relationships, are also taught within computing lessons.

Teachers will continue to differentiate lessons based on pupils' understanding and needs in order to support pupils with achieving the learning objectives for each lesson.

In Year 5/6 boys and girls will be taught separately for some aspects of the RSE curriculum.

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 relationships
- Online relationships
- Being safe
- Inclusion and acceptance
- Being responsible

Information about puberty (part of statutory Health education), and reproduction will be taught as part of PSHE education, in the Summer term.

In Year 5, the children will learn:

- the meaning of puberty and why it happens
- to describe the changes that boys and girls may go through during puberty
- to develop strategies to help cope with the different stages of puberty
- to identify who and what can help them during puberty.

In Year 6, the children will learn:

- to identify and understand the changes in the adolescent human body during puberty.
- to recognise and identify those changes during puberty that are gender specific.
- to explore the key physical and emotional changes during puberty in both boys and girls.
- to develop strategies to help cope with the different stages of puberty

We believe that knowledge empowers and protects children as long as it is age-appropriate. At secondary school Sex Education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.

Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

All types of relationships will be taught in a sensitive and age-appropriate way, recognising that not all sectors of our community are in agreement with all of these types of relationship or family structures. Teachers may acknowledge this using the following script:

*The law in this country allows and respects the right of people to live in different types of family structure. For example, you may come across families where two men or two women have chosen to live together or marry and bring up children together or where there is only one parent. These families are allowed under the law in this country and we respect the rights of people to live in different families. If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.*

## **5. Roles and responsibilities**

### **5.1 The Governing Body**

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from specific sex education (Year 5) lessons.

### **5.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish to withdraw them from specific sex education (Year 5/6) lessons.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching specific sex education lessons (Year 5/6) are encouraged to discuss this with the headteacher.
- The school's PSHE education lead is Anna JOseph.
- The school's SENDco is Anna Joseph
- The school's Well-being Lead is Andrew Cherry.

## **5.4 Pupils**

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

## **6. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships and health education during PSHE lessons. They are also not able to withdraw their child from any parts of the Science Curriculum.

Parents have the right to withdraw their children from the specific sex education lessons taught in Year 5/6 during PSHE, but only following a confirmation in writing.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from specific sex education lessons in Year 5/6.

## **7. Dealing with difficult questions**

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a 1:1 session outside of the lesson, referring to another more senior member of staff, offering a simple holding answer or mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

## **8. Training**

Staff will be trained on the delivery of RSE as part of a planned programme of professional development.

The headteacher may also invite visitors from outside the school, to provide support and training to staff teaching RSE.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by Ellie Green and Anna Joseph (PSHE lead) through:

- Lesson observations
- Learning walks
- Classroom environment check
- Book looks
- Team Teach sessions
- Staff meetings
- Pupil voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Ellie Green and Anna Joseph (PSHE lead) bi-annually. At every review, the policy will be approved by the governing board/the headteacher.