



BOLTON

SCHOOL

PRIMARY DIVISION

RSE Policy

Published by:

Head of Compliance

Publication date:

7/10/25

Version:

2

Approved by:

Head of Primary Division

This policy is underpinned by the Department for Education's document Relationships Education, Relationships and Sex Education (RSE) and Health Education which contains statutory guidance for schools in relation to the teaching of these areas and should be read in conjunction with the PSHEE policy.

This guidance focuses on healthy relationships and keeping children safe in the modern world and covers a wide range of topics relating to physical and mental health, well-being, safeguarding and healthy relationships, including friendships and intimate relationships; families; growing and changing (including puberty); personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence. It aims to give young people the information, skills and positive values to have safe, fulfilling relationships and to help them take responsibility for their own well-being.

RSHE statutory guidance was updated in July 2025 and will inform a review of the PSHEE and RSHE curriculum.

Rationale

We believe that Personal Social, Health and Economic Education (PSHEE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become capable, informed and responsible citizens. Relationship and Sex Education is an integral part of PSHEE and Science.

Aims and objectives

The aim of RSE in the Primary Division is to provide children with age-appropriate information, allow them to explore attitudes and values and develop skills in order to empower them to make positive decisions about their relationships related behaviour.

RSE as part of the PSHEE education curriculum, is vital to the development of the students. The planned programmes are designed to help them deal with the difficult moral, social and health related issues that arise in their lives and in society. Effective RSE is a key component in our approach to safeguarding our students through the curriculum.

Through the RSE curriculum in the Primary Division we aim for students to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know when and how to seek information and advice when they need help

As part of the Science curriculum, Upper KS2 children also learn to:

- Know the correct biological names for the parts of the body, including male and female reproductive parts
- Know and understand about reproduction
- Know and understand about emotional, social and physical changes at puberty

Sex Education will develop in response to key questions during Science and PSHEE lessons. It will be developmental and age appropriate.

Inclusion and differentiation

Our RSE programmes recognise that students will bring prior learning and real-life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect students' different abilities, levels of maturity and personal circumstances.

Topics will be covered with sensitivity and respect for all viewpoints.

Parents' and carers' involvement

We are committed to working with parents and carers in all aspects of school life, and in particular our RSE and PSHEE programmes in order to support the pastoral development of our pupils. Parents and carers are invited to contact the relevant school directly with any queries or concerns.

Government legislation states that parents may not withdraw their children from any aspect of Relationships or Health Education (which includes learning about the changing body and puberty). However, parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the Science Curriculum. Sex Education is not statutory in Primary Schools, however in line with DfE guidance, we believe that a programme of age-appropriate Sex Education is necessary in upper KS2. The resources used to teach about puberty, conception and childbirth in Science lessons can be made available to parents upon request, prior to the sessions.

If a parent or carer requests that their child be removed from Sex Education, the school will provide support by ensuring the child understands that if they have questions, they may still speak with a member of staff directly. The school will provide other PSHEE education work on the themes of positive social relationships and managing change. This will be completed in a supervised location in school.

Teaching and Learning Strategies

Teachers will use a range of strategies to deliver RSE, this will enable pupils to develop confidence in talking, listening and thinking about relationships.

These techniques include:

- Establishing ground rules with pupils – as in all aspects of PSHEE, a set of ground rules helps create a safe environment
- Using 'distancing' techniques (talking about issues via the use of scenarios/fictitious characters rather than personal issues or experiences)
- Knowing how to deal with unexpected questions or comments from pupils
- Encouraging reflection

- Using visiting speakers can be very helpful as a means of delivering RSE topics. Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning and content of the lesson. The teacher will always be present for classroom management.

Dealing with questions

It is useful to have a set of ground rules which provides boundaries around what is and is not appropriate, and how to respond to unexpected, embarrassing questions or comments.

Suggestions for responding to questions:

- If a question is of a personal nature remind the pupil of the ground rule 'no one has to answer personal questions'
- If a teacher or member of staff does not know or is unsure of an answer they will say so and explain that they will get back to the pupil later
- Keep answers relatively simple – lengthy or complicated responses are not usually necessary
- If a question seems inappropriate for the age group or for a whole class session, acknowledge the question and arrange to respond later, on an individual basis
- If dealing with a particularly sensitive subject, it may be appropriate to ask pupils to place written questions anonymously into a question box to be answered at the next session – this will provide the teacher with time to consider responses

Sensitive issues

We recognise that specific issues may be considered sensitive or challenging for teachers, pupils and parents. We also recognise that what constitutes a sensitive issue is likely to vary according to the individual, group, class or context.

We respect the varied beliefs and values held by our school community, however personal beliefs and attitudes will not influence the teaching of RSE. Teachers and all those contributing to RSE are expected to work within agreed frameworks and will present pupils with a balanced view which is considerate of individual beliefs and mindful of the statutory requirements placed upon the school.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHEE Coordinator, the senior management team and outside agencies.

Assessment, Monitoring and Evaluation

Pupils' attainment in this aspect of the curriculum is assessed and monitored in line with the guidance in the PSHEE policy.

The PSHEE Coordinators in each school will monitor coverage and effectiveness of this policy annually, reporting to their respective Head of school and the Head of Primary Division. This annual report to be reviewed with the Vice Chair of Governors responsible for Primary Division and to Governors more generally via the Education Committee.