

CATHCART STREET PRIMARY SCHOOL

Relationships and Sex Education (RSE) Policy

January 2026



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Cathcart Street Primary School

Relationships and Sex Education (RSE) Policy

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Rationale and aims

At Cathcart Street Primary School, the well-being of children is at the heart of what we do, and our aim is to develop happy, confident and safe children. Our Relationships and Sex Education (RSE) policy and programme have been planned and developed around this aim and to support the physical, moral and emotional development of our pupils. Cathcart Street Primary school considers that RSE is an integral part of the PSHE curriculum and we aim to offer pupils a carefully planned and age appropriate programme which teaches them about family life, healthy relationships, positive self-image and human development whilst also preparing them for the emotional and physical changes of growing up. We believe that these learning opportunities will contribute to the development of 'happy, confident and safe children'. This policy sets out the framework for our relationships and sex curriculum, providing clarity on how it is informed, organised and delivered. We view the partnership of home and school as vital in providing the context of these lessons and so this policy has been reviewed and developed after consultation with parents.

1. Statutory requirements

Current regulations and guidance from the Department for Education state that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). However, the Department continues to **recommend** that **all** primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils, which draws on knowledge set out in the National Curriculum for

Science- that boys and girls should know about the changing adolescent body and how a baby is born'. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At Cathcart Street, we do teach pupils sex education beyond what is required of the science curriculum. This decision was made through careful consideration by staff and consultation with parents.

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019- updates 2025) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

2. **Definition:**

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. Sex education should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

3. **Roles and Responsibilities:**

4.1 The **governing board** is responsible for:

- the approval of the RSE policy and for holding the Head teacher to account for its implementation.

4.2 The **head teacher** is responsible for:

- Reviewing requests from parents to withdraw their children from the non-statutory components of RSE
- Discussing requests for withdrawal with parents.

4.3 The **PSHE and RSE subject leader** is responsible for:

- Overseeing the delivery of the subjects.
- 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.
- Notifying parents when RSE lessons are due to take place and of their intended content.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

4.4 The **teaching staff** are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Creating a safe learning environment through establishing clear ground rules for RSE lessons
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

Teaching staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

4. Organisation of the curriculum:

The RSE and Health education curriculum has been organised in line with the statutory requirements outlined in the DfE (2021) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. It also takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community and will review and adapt when and if necessary. Although using a RSE scheme of work from Yasmin and Tom education, as a school we have reviewed the lessons and organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils. Our RSE curriculum has been organised as outlined in appendix 1.

5. Delivery of RSE

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size and taught at age-appropriate stages throughout the curriculum.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSE lessons will be delivered to all pupils by the class teachers. At times, classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. All resources will be selected with sensitivity given to the age, developmental stage and cultural background of the pupils.

During RSE lessons, pupils will be introduced, at appropriate stages, to the correct terminology within the RSE overview. Teachers will ensure that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times during lessons. Teachers will reply to, and answer, children's questions sensitively and in an age-appropriate way. They will ensure that balanced information is provided which will take in to account the different faiths' views and avoid any negative impressions. All staff will be given prior training in how to tackle questions that arise around the RSE curriculum. If questions arise which teachers feel uncertain about answering they will discuss this with a senior member of staff and answer at a later

time. Parents will be informed if their child asks a question that may be inappropriate for their year group.

Staff at Cathcart Street will ensure a safe RSE learning environment is established through forming a clear set of ground rules before beginning RSE lessons. These will be referred to throughout the units of teaching.

6. Parents Consultation

At Cathcart Street, we understand the important roles parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parent's views are in shaping the curriculum. During development and review of our RSE curriculum and policy, the school work closely with parents by establishing open communication and all parents are invited to consultation meetings to support the development and delivery of our curriculum. During consultation, we also discuss what will be taught, address any concerns and help parents in managing conversations with their children on issues covered in the curriculum. Parents are invited and encouraged to provide their views at any time. Throughout the year parents will be advised about forthcoming RSE lessons. Further details of the lessons can be found on our website and are also provided to parents in letter form. Upon request parents are welcome to come in to school to view materials used in lessons and discuss any concerns they may have with a senior member of staff.

7. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE.

8. Training

Staff will be trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The PSHE and RSE subject leader and member of SLT is sent on regular training based on the subject area. This training is delivered back in school and staff are kept informed of the most up to date guidelines and procedures for teaching RSE. At times we also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring

The delivery of RSE is monitored by a member of the SLT team and PSHE subject leader through timetabling, learning walks and pupil consultation. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1

Below we have included the end of key stage objectives for relationships education and an overview of lessons for sex education that will be covered and taught at Cathcart Street Primary:

End of key stage objectives for relationships education:

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe


By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Year 1- My Brilliant Body

Lesson 4: My brilliant body
Aim of lesson

- To recognise that all bodies are different and that all bodies can do different things.
- To begin to develop a positive body image and learn skills to respond to any negative comments about your body.



NEXT SLIDE >

My brilliant body

- Explain that all bodies are different.
- Say what is brilliant about our body.
- Explain what to do if someone says mean things about someone's body.
- Describe how to get help


• Can you identify similarities and differences between Yasmine and Tom?




Discuss with your partner:


- Do Yasmine and Tom look the same?
- What is the same and what is different about how they look?


Use the 'My brilliant body' worksheet to show with circles what is the same and with squares, what is different between Yasmine and Tom.




Year 2 Naming Body Parts

Neck 

Shoulders 

Chest 

Spine 

Naming body parts - external and private


- Name different parts of our body including the private and personal body parts.
- Explain what private and personal parts are and how they are identified.


Bottom 


Vulva 


Ankles 


Nostrils 


Penis and Testicles 


Shins 


Chin 


Knees 


Toes 

Lips 

Elbows 

Fingers 

Eyebrows 

Thighs 

Year 3- My personal and private body parts and keeping safe

My personal and private body parts and keeping safe

- Label the personal and private parts of bodies.
- Explain the difference between safe and unsafe touches.
- Know that no one has the right to touch us in a way that feels unsafe, not even someone in our family



Lesson 2: My personal and private body parts and keeping safe (lesson revisited)

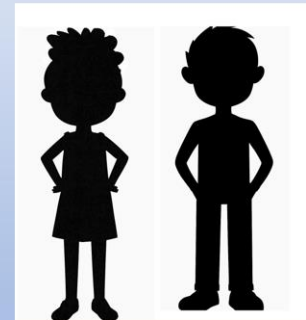
- Label the personal and private parts of bodies.
- Explain the difference between safe and unsafe touches.
- Know that no one has the right to touch us in a way that feels unsafe, not even someone in our family.

Lesson 3: Body care

- Name at least one brilliant thing about our body.
- Explain which parts of the body we particularly need to keep clean as we get older.

Year 4 Body Care

My personal and private body parts and keeping safe



•As the NHS states "it's perfectly normal for puberty to begin at any point between the ages of 8 and 13 in girls and 9 and 14 in boys."

Washing during puberty

- Puberty causes all kinds of changes to a young person's body.
- Their skin and scalp may suddenly get oily very easily.
- New hair grows in different places.
- At times, they seem to sweat for no reason — and may notice there are smells where they never had them before.
- These bodily changes are a normal part of becoming an adult but young people may feel anxious about these changes.

Oily hair

- Each strand of hair has its own oil gland (called sebaceous) which keeps hairy shiny.
- During puberty more oil is produced which can make hair look and feel greasy. Washing hair more, with a mild shampoo, can help with this.
- Don't rub or scrub too hard as this can irritate the scalp and make it itchy.

Sweat and body odor

- New smells can occur with puberty as glands become more active and secrete different chemicals into the sweat.
- Armpits, feet and genitals might smell more or have new smells.
- The best way to help with this is to shower every day with mild soap / shower gel and warm water. This will help to wash away bacteria.
- Wearing clean clothes, especially clean underwear and socks will help to keep us clean.
- Cotton is a good fabric for letting the skin breathe and it can be better to wear cotton underwear rather than synthetic fabrics.
- Deodorants can be used for underarms to get rid of the odor of sweat by covering it up, and antiperspirants actually stop or dry up perspiration. They come in sticks, roll-ons, gels, sprays, and creams. You can buy them in most supermarkets and chemists.

Washing genitals (vagina)

- You only need to clean the vulva (the part outside the vagina) as the vagina will clean itself inside your body with natural vaginal secretions (discharge).
- It is a good idea to use just warm water or a very mild soap /shower gel to clean this area.
- Very strong perfumed products can lead to irritation of the vagina or vulva and sometimes cause thrush.

Washing genitals (penis)

- Gently wash the penis with warm water each day when having a shower or bath.
- If the penis has a foreskin, it should be pulled back gently and washed underneath. Again, use a mild soap / shower gel for this.
- If the foreskin is not washed underneath correctly, a cheesy-looking substance called smegma may begin to gather. Smegma is a natural lubricant that keeps the penis moist. It's found on the head of the penis and under the foreskin. If smegma builds up in the foreskin, it can start to smell and bacteria will gather here.

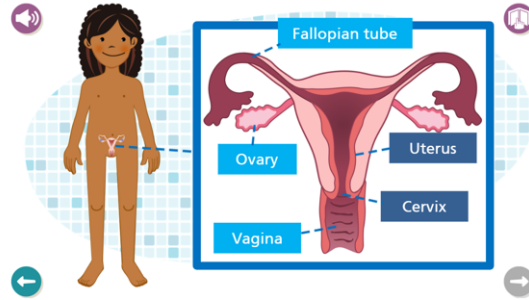
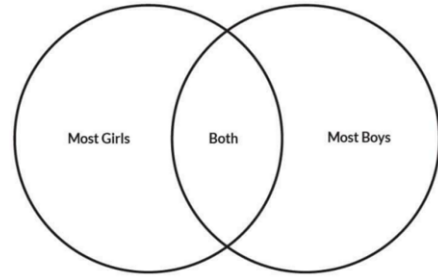
Lesson 1: Changes at puberty

- Identify some of the changes that happen to our bodies.
- Describe who to talk to when we need help dealing with puberty.
- Ask for support for any changes that are difficult to manage.

Lesson 2: Periods (menstruation)

- Explain what a period (menstruation) is.
- Suggest ways to overcome possible problems from periods.

Year 5 Puberty



Year 5 Puberty

Lesson 1: Changes at puberty

- Identify some of the changes that happen to our bodies.
- Describe who to talk to when we need help dealing with puberty.
- Ask for support for any changes that are difficult to manage.

Lesson 2: Periods (menstruation)

- Explain what a period (menstruation) is.
- Suggest ways to overcome possible problems from periods.

- The average age for boys to start puberty is 12.
- It's perfectly normal for puberty to begin at any point between the ages of 9 and 14 in boys.

Common physical changes a boy's body goes through during puberty:

- Testicles grow.
- Penis grows.
- Pubic hair grows around the base of the penis.
- Testicles start to produce sperm which mixes with fluid to make semen which boys can ejaculate.
- Spontaneous erections and wet dreams begin.
- The scrotum sac becomes darker in colour.
- More hair grows on the body which may become darker on the arms and legs.
- Growth of facial hair.
- Growth spurt including arms, legs and feet.
- Body shape changes as boys develop broader shoulders and chest and become more muscular.
- Face shape changes and becomes less childlike.
- Voice box grows which makes the Adam's apple look bigger, and the voice breaks and becomes deeper.
- Hair and skin become more oily, which may lead to spots and acne.
- The body sweats more.

Common changes to a boy's feeling and mental health when going through puberty:

- Hormonal changes can lead to mood swings including irritability, tearfulness, overwhelming happiness and confusion.
- May feel intense emotions of love, low self-esteem, frustration and apathy.
- May become argumentative and bad tempered, and challenge authority.
- May be physically attracted to others (male or female).
- Begin to want more independence from parents.

- The average age for girls to start puberty is 11.
- It's perfectly normal for puberty to begin at any point between the ages of 8 and 13 in girls

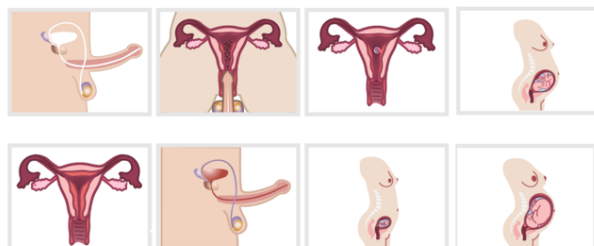
Common physical changes a girl's body goes through during puberty:

- Breasts grow.
- Nipples become larger and fuller and they may become darker in colour.
- Face shape changes and becomes less childlike.
- The voice becomes slightly deeper, although not as noticeable as with boys.
- Body shape changes as hips widen.
- Growth spurt which includes lengthening of arms and legs.
- Weight gain.
- Hands and feet grow bigger.
- Hair grows under arms and on legs.
- Hair on arms and legs may become darker.
- Hair and skin become more oily, which may lead to spots and acne.
- Pubic hair grows on the vulva.
- Vagina discharges a clear or slightly milky discharge – this is normal and helps to keep the vagina healthy.
- Ovaries release an egg which, if not fertilised by sperm, is broken down and shed with the lining of the womb. This is known as menstruation or a period.

Common changes to a girl's feeling and mental health when going through puberty:

- Hormonal changes can lead to mood swings including irritability, tearfulness, overwhelming happiness and confusion.
- May feel intense emotions of love, low self-esteem, frustration and apathy.
- May become argumentative and bad tempered, and challenge authority.
- May be physically attracted to others (male or female).
- Begin to want more independence from parents.

Year 6



Lesson 4: Making babies - sexual intercourse (optional opt out)

- Describe fertilisation through sexual intercourse.
- Explain how a baby is made and that different people use different methods to do this.
- Describe what consent means.
- Know the age of consent.

Lesson 5: Making babies - Assisted fertility and multiple births (optional opt out)

- Explain that some people have help to become pregnant.
- Explain why some people need assistance to make a baby.
- Describe the difference between identical and non-identical twins.

Lesson 6: Making babies - Pregnancy and birth (optional opt out)

- Know how long an average pregnancy lasts.
- Explain why a pregnancy lasts approximately 40 weeks.
- Identify and explain why some things should and should not be eaten in pregnancy.

- Describe how babies are born (delivered).

Lesson 7: Identity and prejudice

- Identify things that shape our personal identity.
- Explain what prejudice means.
- Define what sexual orientation and gender mean