Moorside Primary School and Nursery Relationships and Sex Education Policy 2026-2028

Date:	Review Date:	Coordinator:	Nominated Governor:	
October 2026	October 2028	Mrs G Plummer	Dr K Hammersley	
Headteacher:		Mrs C Rowett	Date:	19.11.26
Chair of Governors:		Mr C Lea	Date:	19.11.26

Definition of RSE – Relationships and Sex Education

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Relationships Education, Health Education and RSE support children and young people to develop the knowledge, skills and attributes needed to stay healthy, safe and prepare for life in modern Britain. This includes learning about:

- Families and caring relationships
- Physical and mental wellbeing
- Friendships and respectful relationships
- Personal safety and safeguarding
- Online relationships and digital safety
- Puberty and growing up
- Diversity, inclusion and equality

Teaching is age-appropriate, evidence-informed and delivered in a way that reflects the needs and maturity of pupils.

As part of our RSE offer at Moorside Primary School and Nursery, we aim to

- Provide a safe, inclusive and respectful environment in which sensitive discussions can take place.
- Help pupils develop healthy, positive and respectful relationships with family members, friends, peers and other adults.
- Prepare pupils for the physical and emotional changes associated with growing up and puberty, promoting positive physical and mental wellbeing.
- Develop pupils' self-respect, confidence, resilience, empathy and emotional literacy.
- Enable pupils to recognise healthy and unhealthy relationships, understand personal boundaries and know how to seek help if they feel unsafe.

- Teach pupils how to stay safe online and offline, including understanding privacy, consent, respectful communication and positive online behaviours.
- Promote respect for diversity and encourage pupils to value different families, cultures, beliefs and life experiences.
- Support pupils to recognise and challenge discrimination, bullying, harassment and harmful stereotypes.
- Equip pupils with the knowledge and skills to make informed, safe and responsible choices as they grow and develop.
- Teach the correct scientific vocabulary to describe their bodies, emotions and relationships in an age-appropriate manner.

At Moorside Primary School and Nursery we teach statutory Relationships Education and Health Education, alongside the sex education elements contained within the National Curriculum for Science. Relationships Education and Health Education are not about encouraging early sexual activity. Instead, they provide children with accurate information and the skills needed to make safe, respectful and informed choices.

The aims of our RSE policy are strongly aligned with our PSHE curriculum; both are echoed through our school's vision:

- A culture of success and achievement for all
- An aspirational and inspirational curriculum
- Strong relationships between the school, families, pupils and our community
- A whole school inclusive and nurturing ethos
- High expectations for all stakeholders, surrounding our children with the best educators and specialists

Statutory requirements from the DfE for Relationships and Sex Education

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.

While primary schools are not required to provide sex education beyond the statutory requirements of the science curriculum, Moorside Primary School chooses to teach age-appropriate sex education in Year 6. All pupils are taught the statutory elements of sex education contained within the National Curriculum for Science.

In teaching Relationships Education, Health Education and RSE, we have regard to the statutory guidance issued by the Secretary of State under Section 403 of the Education Act 1996, including *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance* and any subsequent updates.

How does RSE relate to other statutory duties that schools must fulfil?
Safeguarding – Relationships and Sex Education (RSE) plays a vital role in fulfilling the statutory safeguarding duties of the school. Through RSE and our wider safeguarding curriculum, pupils learn about healthy and unhealthy relationships, personal safety, consent, online safety, exploitation, coercion and where to seek help if they have concerns. RSE helps children understand the difference between safe and unsafe relationships and equips them with the knowledge, skills and confidence to seek support from trusted adults when needed.

State-funded schools have a statutory responsibility to safeguard and promote the welfare of pupils under the Education and Inspections Act 2006. The school follows the latest Keeping Children Safe in Education

(KCSIE) guidance, and all staff receive appropriate safeguarding training and understand their responsibilities. Any safeguarding concerns arising from RSE lessons will be managed in accordance with the school's Child Protection and Safeguarding Policy and current statutory guidance. Through this approach, RSE contributes to helping pupils stay safe, recognise risk, develop resilience and build positive, respectful relationships both online and offline.

Equalities - The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. The school has duties under the Equality Act 2010. Teaching will be inclusive, accessible and respectful of all pupils and families. Relationships Education will reflect the diversity of modern society in an age-appropriate way and will promote respect, dignity and understanding. Teaching will challenge prejudice, discrimination and bullying and foster positive relationships between all members of the school community.

Curriculum

We use KAPOW to deliver our curriculum, however we may need to adapt it as and when necessary to be responsive to the ever-changing needs of our school community, including developing their understanding of online safety (linked to our safeguarding policy).

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner using subject specific, age-appropriate vocabulary, so they are fully informed and don't seek answers online.

The curriculum is planned and sequenced to ensure that learning is age-appropriate and developmentally appropriate. Content will be delivered in accordance with statutory guidance and will be responsive to emerging safeguarding risks and the needs of our pupils.

Teaching may include learning related to:

- Healthy and unhealthy relationships
- Personal boundaries and consent
- Emotional wellbeing
- Bullying and discrimination
- Online safety and digital citizenship
- The safe use of technology, social media and online communication
- Misinformation and harmful online content
- Sharing images online and seeking support when concerned

All content will be taught in a factual, age-appropriate and sensitive manner. At the start of each academic year, all pupils take part in our Moorside PANTS curriculum (Appendix 1), which has been designed using the key messages and resources from Childline's PANTS programme. The curriculum is carefully planned to build progressively across year groups, allowing children to revisit and deepen their understanding each year. Delivering these lessons during the autumn term ensures that all pupils, including our youngest learners, quickly develop an understanding of personal safety, body awareness, appropriate and inappropriate touch, and how to seek help from trusted adults. The vocabulary used throughout the PANTS curriculum is age-appropriate and develops progressively, while also aligning closely with the relationships and sex education terminology introduced through our KAPOW RSE lessons.

Delivery of RSE

RSE is embedded in both the PSHE and Science curriculum and delivered through lessons taught on a weekly basis. The issues of safety and abuse are built into the programme and embedded within the PSHE curriculum throughout the school.

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

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).

RSE is taught through our KAPOW PSHE lessons. This promotes and revisits key messages and learning, so the children know how to keep themselves safe.

Teachers are also skilled at delivering bespoke lessons tailored to cohort specific needs (if and when needed) and this is recorded on our PSHE LT plan.

Teaching will promote safeguarding by helping children understand:

- How to recognise unsafe situations
- How to seek help from trusted adults
- The difference between appropriate and inappropriate behaviour
- The importance of personal boundaries
- How to stay safe online
- How to respond to unwanted contact, pressure or requests for personal information or images.

Teaching and resources will be adapted to meet the needs of pupils with SEND. Staff ensure learning is accessible, ambitious and appropriate to pupils' developmental stage while maintaining high expectations for all learners.

It is part of our safeguarding obligation in school to use medically recognised language to name body parts in discussions with children.

7. Roles and responsibilities

7.1 The Governing Board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board will review and approve the content of this policy annually. The delegated monitoring governor is Dr. K Hammersley.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

7.3 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 them to be withdrawn from the [non-science] components of RSE

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 headteacher.

All staff are responsible for teaching RSE at Moorside Primary School and Nursery.

Pupils

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

Parents' right to withdraw

At Moorside Primary School and Nursery, we put great emphasis on the importance of developing healthy relationships and being confident and comfortable with the way their bodies and feelings change as they develop. Parents do not have the right to withdraw their child from statutory Relationships Education or Health Education. Parents may request to withdraw their child from any non-statutory sex education content delivered beyond the National Curriculum for Science.

The headteacher will discuss any requests with parents and explain the nature and purpose of the curriculum. Where sex education beyond the science curriculum is delivered, parents will be informed beforehand.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as appropriate.

Confidentiality

As a general rule, a pupil's confidentiality is maintained by the teacher or member of staff concerned. However, where there are safeguarding concerns, the member of staff involved will confer with a member of staff responsible for child protection (following our school CP policy). The pupil concerned will be informed that confidentiality must be breached, the reasons for this decision and how they will be supported by a member of staff throughout the process. Currently, the staff responsible are Claire Rowett and Sally Price.

The school follows the LA policy and procedures for child protection, including sexual abuse. RSE may bring about safeguarding issues, and all staff are familiar with the procedures for reporting their concerns. In these cases, the school's Safeguarding Children policy will be referred to.

Ground rules specific to RSE are established at the start of each scheme of work and referred to at the beginning of each lesson:

- Respecting other people's ideas.
- There are no 'silly' questions
- Keeping what is said, in the room
- That we are all different and this is OK

We respect each other's privacy; however, staff cannot promise confidentiality. If a member of staff is concerned that a child may be at risk of harm, safeguarding procedures will be followed.

11. Monitoring arrangements

The delivery of RSE is monitored by Subject Leaders, Key Stage leaders and the Headteacher through planning scrutiny, pupil conferencing and observations.

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

This policy will be reviewed by Gemma Plummer annually. At every review, the policy will be approved by the governing board.

RSE Policy/INTENT development

This policy has been developed in consultation with staff, pupils, parents and school governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties were invited to complete an online questionnaire and send any further additional feedback to the school.

4. Pupil consultation – we investigated what exactly pupils want from their RSE.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Appendix 1 Moorside Primary School and Nursery PANTS planning and progressive vocabulary and 5FFs

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5 Year 6
Private - the toilet is a private place **Always** - get dressed before leaving the toilet. **Speak** - to an adult if you need help **Private parts –** the parts of our body covered by our underwear	PANTS Private Body Rules Trusted adults Personal space Body boundary	PANTS Trusted adults Secret Underwear Private Touch Good/bad (Use named body parts linked to KAPOW)	PANTS Body Boundary Respect Individual Different Consent Trusted adults Touch (Use named body parts linked to KAPOW)	PANTS Private Emotions and feelings Trusted Boundaries Secrets (Use named body parts linked to KAPOW)	PANTS Trusted Boundaries Secrets Private public Gender Differences Change Restrictions (Use named body parts linked to KAPOW)	PANTS Consent, boundaries, respect, choices, healthy, unhealthy, mental health, harassment
1)Always get dressed after going to the toilet. 2)Hands to ourselves (personal space) 3)No means No. 4)Private parts are Private. 5)Speak to an adult if you need help.	1) Private means not showing people – it belongs to you 2) What's in your PANTS is private 3) Adults must always ask to see in your pants 4) My body belongs to me 5) We all have our personal space	1) Secrets can be good or bad. 2) There are trusted adults that we can talk to 3) Touches can be good or bad 4) There are areas of my body which are private 5) It is ok to say 'NO' about being touched	1) We all have our own body boundary 2) There are trusted adults that we can talk to 3) You must ask consent before you touch someone 4) People MUST ask your consent before they touch you 5) When online, people should ask for your consent to contact you	1) I can name some private body parts such as penis, vagina and anus. 2) I can name at least three trusted adults, and these are... 3) I know that I can talk openly about my worries. 4) I know what the boundaries are of my own body. 5) I know about good and bad secrets.	1)People show emotions in different ways 2)I have 'Early Warning Signs' when I feel unsafe 3)I have a safety network 4)People must ask permission to come inside my body boundary 5)I know the difference between secrets and surprises	1)We all have a right to give consent and withdraw consent for physical contact with others. 2)When you feel uncomfortable there are a range of trusted people and organisations that can help you. 3)I have rights with regards to my own body and feelings, and I can speak up if 4)I feel these are being abused. Childline is an online and phone service that I can contact to get help to deal with worries. 5)I know that a trusted adult is someone I feel comfortable to talk with and they would listen and act appropriately.