



Prestolee RSE Policy

September 2026

Review Date: September 2027

Rationale and ethos

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy.”

This policy has been developed in accordance with the DfE Relationship Education, Relationships and Sex Education (RSE) and Health education draft guidance 2025, Equality Act 2010, Supplementary Guidance SRE for the 21st century 2014, Keeping children safe in education current statutory guidance, PSHE Association: Preparing for statutory guidance 2018, Coram Life education: Relationship Education.

Our schools vision is driven by ensuring our children have a chance to shine and preparing them for a future of possibilities. This statement underpins the ways in which we ensure a whole school approach to providing an effective, sensitive and age appropriate RSE curriculum that prepares our children for opportunities, responsibilities and experiences now and for their whole lives. We believe that pupils have an entitlement to learn about relationships and sex education as part of the wider PSHE provision. We acknowledge the vital role of parents and seek to support them through on going consultation and ensuring that the policy reflects their views.

At Prestolee we believe that supporting children’s mental health and wellbeing is paramount. We aim to educate our children so that they can develop the personal skills they need to establish and maintain healthy relationships. Our RSE curriculum begins in the Early Years as we believe it is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. It also enables young people to make responsible and informed decisions about their own health and well-being.

Aims:

- Provide an effective RSE programme which meets the needs of all pupils.
- Provide opportunities for all pupils to understand themselves within the wider context of physical and emotional changes and to equip them with the skills and understanding to be confident with themselves.
- To promote children’s spiritual, moral, cultural and physical development.
- To ensure that there is equality of provision and access for all.
- To ensure that if there is a child protection issue the correct procedure is followed.
- To understand the roles of different health professionals.
- To provide pupils with the knowledge and understanding to keep themselves safe in a wide range of situations.
- To learn the value of stable and loving relationships.
- To show respect understanding and empathy towards others.
- To learn about the development of relationships, including sexual relationships, based on mutual consent rather than coercion.
- To teach the children their right not to be abused by others or taken advantage of.

Objectives:

- To work towards these aims in partnership with parents.
- To use the Coram Life education programme of study for the teaching of Sex and Relationships Education making links with Science and other relevant areas of the curriculum.
- To respond sensitively and appropriately to children's questions in an open and honest manner.
- To introduce and develop themes at an appropriate depth in keeping with the child's development and maturity.
- To work in partnership with the appropriate external agencies.

Roles and Responsibility

The PSHE coordinator with the senior leadership team has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of Continuing Professional Development (CPD). The coordinator will monitor the provision of the various dimensions of the programme.

At Prestolee all teachers actively contribute to physical, moral and spiritual wellbeing of our pupils as well as their academic progress. Teachers will teach RSE in accordance to the ethos and value of our school, considering our local community and context of our school. Appropriate training will be made available for all staff teaching RSE.

RSE is a whole school approach and at our school PSHE in general continues to strongly underpin our school ethos. Through well planned assembly themes, many cross-curricular links, using carefully selected stories, songs and poems to build strong messages, we feel our children's mental health and wellbeing is well nurtured. RSE is imbedded within this ethos and therefore every member of staff has a duty of care to uphold the dignity of all pupils. All staff are involved in developing the attitudes and values of our children. At Prestolee we are role models for our pupils showing good relationships between staff, other adults and children. Together we also contribute to the development of our pupil's personal and social skills.

Legislation and guidance

The policy will be given to all members of the Governing Body and all teaching and non-teaching members of staff. Details of the policy and content of the RSE curriculum will be published on the school's web site. Copies of the policy will be available to all registered parents on request.

Statutory Curriculum

The statutory framework that surrounds education about human relationships largely falls within three key areas.

- The National Curriculum (2014)
- Statutory Guidance: 'Sex and Relationships Education current Guidance'
- The Children's Act (2004)
- RSE is a statutory subject for all schools since September 2020

In accordance with the Department for Education's statutory guidance on Relationships, Sex and Health Education (July 2025), this school is committed to implementing the revised requirements in full by September 2026. The updated guidance strengthens expectations around online safety and digital wellbeing, ensuring pupils are taught to recognise and manage risks such as online scams, gaming monetisation and the sharing of personal information.

Pupils will also be taught the correct anatomical names for body parts, including genitalia, to support safeguarding and the development of body awareness. Additional areas of focus include personal safety (road, fire, rail and water safety), emotional wellbeing (including managing change, loss and bereavement), and the development of key relationship skills such as effective communication, boundary setting and the management of difficult emotions. The curriculum will reflect and celebrate family diversity, including same-sex parents, and will approach sensitive matters, including gender and identity, in a factual, age-appropriate and balanced manner. Parents and carers will be fully consulted on the RSE curriculum, and teaching staff will be supported through appropriate training to ensure high-quality, sensitive and inclusive delivery.

Safe and effective practice

Staff are aware that pupils sometimes share information of a confidential nature and understand and

value the importance of their role. Staff continue to treat all conversations with children in a sensitive way so that the pupil feels supported. However, both pupils and staff understand that there are some instances where conversations will have to be shared with others in order to protect and support the pupil. Prestolee will continue to follow procedures in line with our school safe guarding policy and all staff continue to have up to date safe guarding training in line with the keeping children safe in Bolton guidelines.

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. Questions will be answered honestly, sensitively and in an age-appropriate manner. Where a question relates to sex education that is not part of the school's planned primary curriculum, or relates to sex education from which a pupil has been withdrawn, staff will use their professional judgement and will not provide teaching that circumvents the school's agreed curriculum or a parental withdrawal. Where appropriate, the pupil will be encouraged to discuss the matter with a parent or carer.

The school will deal with specific issues including challenging inappropriate comments and behaviours such as homophobic bullying, gender stereotyping and difference by following procedures as stated in the Behaviour and Safeguarding policy.

Safeguarding

Sex and relationship education covers many sensitive and controversial issues. The teaching team at Prestolee aim to ensure that all children feel safe and secure in their school environment at all times especially during RSE however some discussions could lead to disclosure and a safeguarding issue. Where a teacher has any concerns they are required to follow the school's safeguarding policy which suggests recording the incident on to C-POMs and alert the designated senior member of staff responsible.

Curriculum design

Prestolee uses an RSE scheme of work taken from the CORAM/SCARF curriculum. This is an age-appropriate curriculum used by many schools across the country that allows us to tailor our PSHE/RSE curriculum to suit the context of our school and the needs of our pupils. Coram Life Education (SCARF) supports our schools RSE programme, Coram Life Education is an outside agency that comes into school to provide appropriate workshops for our KS2 pupils regarding RSE. The PSHE leads with Coram Life education to ensure that the workshops fit with the values and ethos of our school. At Prestolee we also work closely with Fort Alice which a charity is run service supported by Bolton council. The charity has expanded and now provides a healthy Relationships early intervention educational programme aimed at Years 5 and 6 children which offers a diverse range of interactive activities and offers a block of lessons linked to the RSE curriculum guidance. The RSE programme is taught by classroom teachers and is delivered primarily through Personal, Social, Health Education (PSHE) curriculum. The teaching of RSE is enhanced through other areas such as RE, where children will reflect on family relationships, different family groups and friendship.

We use a variety of teaching and learning methods and approaches including discussion, project learning, video clips, circle time, group work, drama and role play. In general, pupils will be taught in their normal mixed gender classes, although on occasion activities may be organised in single gender groupings to enable the pupils to focus on specific issues. Resource requirements are audited each year and funds allocated according to need.

Relationships, Sex and Health Education will be accessible to all pupils, including pupils with special educational needs and disabilities (SEND). Teaching will be differentiated and reasonable adjustments made where appropriate to ensure that content, language, resources and methods of delivery are appropriate to pupils' individual needs, developmental stage and understanding.

Relationships Education and Sex Education

Relationships Education is statutory for all pupils receiving primary education. Health Education is also

statutory. The school teaches these areas alongside the relevant statutory requirements of the National Curriculum for Science. Any sex education provided by the school beyond the statutory science curriculum will be clearly identified to parents and carers. This distinction enables parents to understand which elements of the curriculum are statutory and those elements of sex education from which they may request withdrawal.

RSE curriculum overview:

Early Years

Children will learn how to value and appreciate their own and other people's bodies. They will learn to recognise and name different external parts of the body, including using agreed names for the external sexual parts of the body. They will learn to recognise and appreciate similarities and differences between different bodies including girls and boys.

They will learn to appreciate all the different things that they can do with their bodies, considering how they have changed physically since they were very small and how they will continue to grow and change all their lives. They will learn some basic hygiene routines, including washing, toileting and cleaning teeth and develop an understanding of the importance of good hygiene and cleanliness for preventing the spread of germs. The children will examine what they currently do to look after themselves, including dressing and undressing and will learn that as they grow, they will become more independent and will take more responsibility for looking after themselves. They will learn to recognise areas where they still need support from others to ensure their personal needs are met and will become more aware of the adults who provide this care

Year 1

Children will learn about the external parts of the body in science. They will think about their body's capabilities and show appreciation of how amazing their body is. They will consider ways they oversee their bodies and will think about how their body belongs to them. They will explore ways they can keep their body clean and how simple hygiene practices can prevent the spread of diseases like colds and tummy bugs.

Year 2

Children will learn about life cycles, including that humans produce babies who grow into children and then into adults. They will think about the ways they have changed physically since they were babies and how their responsibilities have changed during this time. They continue to build upon their learning about personal hygiene and develop their understanding of relationships.

Year 3

Children will think more about their bodies' capabilities and uniqueness as we hope to develop the children's positive body image. They will also look at personal hygiene and consider their growing responsibilities for this area, now they are getting older. They will learn more about illnesses which can be spread from one person to another and will learn more about how to prevent this.

Year 4

Child will learn about the main stages of the human lifecycle e.g. birth, baby, child, adolescent, adult, middle age, old age, death. They will think about their perceptions of being grown up and the responsibilities this entails. They will think about how their own responsibilities have changed since they were small and they might even think about a new responsibility they can take up at home or at school now they are older. They will develop their knowledge of male and female bodies. They will learn about external body parts and learn the scientific words for these external parts.

Year 5

Children will review and extend their understanding of the external sexual parts of males and females. They will learn about the internal sexual parts relating to puberty. Wherever possible they will learn the scientific words for these parts. They will learn about the physical changes that take place at puberty, why they happen and how to manage them (including girls starting their periods). They will also learn that puberty affects people at different rates and that although some changes happen to everyone, some just affect girls and some just affect boys. They will start to consider the concept of body image and how this is linked to a healthy lifestyle and healthy self-esteem. They will learn about the new routines that they will need to follow to keep up their personal hygiene as puberty begins.

Year 6

Children will revisit some learning about the body, puberty and periods. They will explore how their emotions might change as they enter puberty and discuss how to deal with this positively. They will consider ways they can behave responsibly and kindly when starting and ending relationships. They will think about the need for trust and love in marriage and established relationships. They will broaden their awareness of the different family structures in which children are brought up. Please note they will not be learning about sexual intercourse.

Monitoring, reporting and evaluation

Assessment will be planned as an integral part of teaching and learning. It will be active and participatory, helping pupils to recognise the process they are making in developing their skills, attitudes, knowledge and understanding including their contribution to learning.

Prestolee is committed to delivering effective RSE for our pupils and we recognise the value and importance of monitoring and evaluating the provision of RSE and the way in which all individuals are supported. We have established an on-going process of monitoring the RSE programme through the work of the PSHE Lead.

This policy will be reviewed on a two yearly basis and amended according to DFE and LA guidance.

Engaging stakeholders

We as a school work closely with parents and carers to raise awareness of the breadth of RSE. Parents will be invited into school to attend an information meeting to find out what and how it is taught in school. We acknowledge that some parents may have concerns regarding the content of what is being taught. We encourage all parents who have concerns to discuss these with the Head teacher, Deputy Head, PSHE lead.

Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or content taught as part of the National Curriculum for Science. Where the school provides sex education beyond the statutory science curriculum, parents and carers have the right to request that their child is withdrawn from some or all of this provision. In primary schools, the Headteacher will automatically grant such a request. Before withdrawal takes place, parents and carers will be invited to discuss the request with the Headteacher to ensure that the nature and purpose of the curriculum is understood. Where a pupil is withdrawn, the school will ensure that appropriate, purposeful education is provided during this time.