



Olga Primary School

Relationships & Sex Education [RSE] Policy

Policy Date: April 2025
Review Date: April 2026



Introduction

The main aims of our School RSE Policy are:

1. Olga Primary School is committed to putting safeguarding at the heart of everything we do and this includes teaching RSE to pupils.
2. To teach RSE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010.
3. To ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions.
4. Children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.

Context

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for Governing Bodies, Proprietors, Headteachers, Principals, Senior Leadership Teams, Teachers (2019) - Secretary of State Foreword, Pg. 4:

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

1. Curriculum Provision & Content

Relationships Education (Statutory)

- Families and People Who Care For Me.
- Caring Relationships.
- Respectful Relationships.
- Online Relationships.
- Being Safe.

(Please refer to Appendix 1 for further detail)

Relationships Education, Relationships and Sex Education (RSE) and Health Education:

[Relationships and Sex Education \(RSE\) and Health Education](#)

Health Education (Statutory)

- Mental Well-being.
- Internet and Safety Harms.

- Physical Health and Fitness.
- Healthy Eating.
- Drugs, Alcohol and Tobacco.
- Health and Prevention.
- Basic First Aid.
- Changing Adolescent Body.

(Please refer to Appendix 1 for further detail)

Relationships Education, Relationships and Sex Education (RSE) and Health Education:

[Relationships and Sex Education \(RSE\) and Health Education](#)

National Curriculum Science (Statutory)

Key Stage 1:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2:

- Year 5 - Describe the changes as humans develop to old age.
- Year 6 - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their Parents/Carers.

From the DfE Guidance - Puberty:

“The content set out in this guidance covers everything that primary Schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals”.*

“106. At Key Stages 1 and 2, the National Curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”

(Please refer to Appendix 1 for further detail)

Statutory Guidance - National Curriculum in England: Science programmes of study - Updated 6 May 2015:

[National Curriculum in England: Science Programmes of Study](#)

Sex Education (Non- Statutory)

- How a baby is conceived and born (DfE recommend in Year 6).
- FGM.

(Please refer to Appendix 1 for further detail)

Relationships Education, Relationships and Sex Education (RSE) and Health Education:

Relationships and Sex Education (RSE) and Health Education

2. Monitoring, Evaluation & Assessment

Monitoring & Evaluation

The subjects will be monitored and evaluated by the PSHE/Well Being subject lead. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the School.

Assessment

The School will identify pupils prior knowledge by using assessment for learning strategies and retrieval quizzes.

The School will assess pupils learning and progress through assessment for learning strategies within lessons, through quality of written work and through whole class discussions and activities.

The School will evidence pupils learning and progress by evidence on books, evidence form special days and events. Pupil voice.

3. The Right To Withdraw

No Right to Withdraw

There is no Parental/Carers right to withdraw from Relationships Education, Health Education or the National Curriculum Science as these are a statutory part of the curriculum.

Right to Withdraw

Parents/Carers have the right to withdraw from topics taught outside of these areas and relating to Sex Education, for example, how a baby is conceived and born.

Withdrawal Process

Parents/Carers wishing to withdraw their child from the non-statutory elements of Sex Education will need to make an appointment to meet with the Headteacher or a member of SLT. Letters will not be accepted as a means of withdrawing a pupil and an individual meeting will need to be held, to discuss Parents/Carers concerns.

4. Equality & Safeguarding

Equality

The School is committed to following the Equality Act and to tackling sexism, misogyny, homophobia and gender stereotypes.

LGBT

LBTH recommends teaching about LGBT relationships, in the context of different types of families, in order that children coming from same sex families feel welcomed and included in School, from the very beginning of their School career, in Key Stage 1. It is also important in terms of tackling homophobic behaviour and bullying and demonstrates LBTH's commitment to equalities, as outlined in the Equality Act.

At Olga Primary School we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The Department for Education statutory guidance strongly encourages and enables Schools to teach LGBT content, in the context of different types of families.

(Delete as appropriate)

At Olga Primary School we have chosen to follow the LBTH recommendation with regards to LGBT content, in the context of different types of families. With due regard to all relevant evidence we have chosen to place LGBT content, in the context of different types of families, into the statutory part of the curriculum in Key Stage 1 (by the end of Year 2).

Naming of the Sexual Body Parts

LBTH recommends that children are taught in Key Stage 1 about naming of the sexual body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children are able to name the sexual body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.

Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them unhappy or unsafe. Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others.

LBTH also recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs.

At Olga Primary School we have chosen to place the naming of the sexual body parts into the statutory part of the (Relationships Education / Science) curriculum in Key Stage 1 (by the end of Year 2).

The following words are recommended to be taught in Key Stage 1 following the Parent/Carer Consultation Meetings Autumn 2020:

- Penis.
- Vulva.
- Breast / Nipples.
- Anus / Bottom.
- Testicles.
- Vagina.

SEND

The delivery of the content will be made accessible to all pupils, including those with SEND.

Disclosures

Any disclosures should follow the Schools agreed safeguarding procedures.

5. Resources

Teaching Resources

Olga Primary School is committed to using diagrams, rather than pictures, and where appropriate and possible to teach single sex lessons. Our School is also committed to holding information meetings to show Parents/Carers resources and lesson plans before the commencement of RSE lessons.

The School will use the following teaching resources: Jigsaw Programme of Study.

6. Consultation & Partnerships

Parents/Carers

Our relationship with Parents/Carers is very important and we aim to support them with information meetings about our RSE curriculum content, including resources, where they can share any concerns or issues they may have about any aspect of the RSE provision.

Staff

The School encourages Staff to contribute and support this RSE Policy. The School holds Staff meetings and training on RSE to ensure that all Staff feel confident to deliver this content.

Governors

Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about whether to follow the Borough recommendations about which topics should be taught and at what stage in the curriculum and whether they should be in the statutory or non-statutory part of the

curriculum. Governors also decide which resources are used to teach RSE and how RSE is taught within the School.

The DfE RSE guidance (2019) provides further clarification as to the role of Governors:

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for Parents/Carers on the subject content and the right to request that their child is withdrawn.
- The subjects are resourced, Staffed and timetabled in a way that ensures that the School can fulfil its legal obligations.

Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers (2019) - Secretary of State Foreword, Pg. 16:

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

Appendix 1

LBTH Primary Schools RSE Mapping : Relationships, Health, Sex Education and Science - Tower Hamlets

DfE Statutory Guidance - Relationships Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education:

[Relationships and Sex Education \(RSE\) and Health Education](#)

By the end of Primary School Pupils should know:

Families & People who care for me:

- That families are important for children 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.

*Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring Friendships:

- 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*, and 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships:

- *The importance of respecting others, even when they are very different from them* (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- 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 in 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 *different types of bullying* (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a *stereotype is*, and how stereotypes can be unfair, negative or destructive.
- The importance of *permission-seeking* and giving in relationships with friends, peers and adults.

Online Relationships:

- That people sometimes *behave differently online*, including by 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 including when we are anonymous.
- The rules and principles for *keeping safe online*, how to recognise risks, harmful content and contact, and how to report them.
- How to *critically consider* their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How *information and data is shared* and used online.

Being Safe:

- 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; including *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) whom 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 or 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 get advice* e.g. family, School and/or other sources.

From the DfE Guidance:

Lesbian, Gay, Bisexual and Transgender (LGBT):

“In teaching Relationships Education and RSE, Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and Schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics”.

DfE Non-Statutory - Sex Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education:

Relationships and Sex Education (RSE) and Health Education

- Questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.
- Sexual reproduction in humans.

- Reproductive cycle in humans.
- Conception (Year 6 only).
- FGM.

Statutory Guidance - National Curriculum Science

Statutory guidance - National curriculum in England: science programmes of study - Updated 6 May 2015:

[National Curriculum in England: Science Programmes of Study](#)

Key Stage 1:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2:

- Year 5 - Describe the changes as humans develop to old age.
- Year 6 - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their Parents/Carers.

From the DfE Guidance:

Puberty:

“The content set out in this guidance covers everything that primary Schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals”.

“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”.

DfE Statutory Guidance - Physical Health and Mental Wellbeing (Health Education)

Relationships Education, Relationships and Sex Education (RSE) and Health Education:

[Relationships and Sex Education \(RSE\) and Health Education](#)

By the end of Primary School Pupils should know:

Mental Wellbeing:

- That mental wellbeing is a *normal part of daily life*, in the same way as physical health.
- That there is a *normal range of emotions* (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to *recognise and talk about their emotions*, including having a varied vocabulary of words to use when talking about their own and others feelings.
- How to judge whether what they are *feeling* and how they are behaving *is appropriate and proportionate*.
- The *benefits of physical exercise*, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.
- *Simple self-care techniques*, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- *Isolation and loneliness* can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That *bullying* (including cyberbullying) has a *negative* and often lasting impact on mental well-being.
- *Where and how to seek support* (including recognising the triggers for seeking support), including whom in School they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).
- *It is common for people to experience mental ill health*. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety & Harms:

- That for most people the internet is an integral part of life and has *many benefits*.
- About the benefits of rationing time spent online, the *risks of excessive* time spent on electronic devices and the *impact of positive and negative content online* on their own and others mental and physical well-being.
- How to consider the effect of their online actions on others and know how to recognise and *display respectful behaviour online* and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, *are age restricted*.
- That the internet can also be a *negative place* where *online abuse, trolling, bullying and harassment* can take place, which can have a negative impact on mental health.
- How to be a *discerning consumer of information online* including understanding that information, including that from search engines, is ranked, selected and targeted.
- *Where and how to report concerns* and get support with issues online.

Physical Health & Fitness:

- The characteristics and *mental and physical benefits* of an active lifestyle.

- The importance of *building regular exercise into daily and weekly routines* and how to achieve this; for example walking or cycling to School, a daily active mile or other forms of regular, vigorous exercise.
- The *risks associated with an inactive lifestyle* (including obesity).
- *How and when to seek support* including which adults to speak to in School if they are worried about their health.

Healthy Eating:

- What constitutes a *healthy diet* (including understanding calories and other nutritional content).
- The principles of *planning and preparing a range of healthy meals*.
- The characteristics of a *poor diet* and *risks* associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

By the end of Primary School Pupils should know:

Drugs, Alcohol & Tobacco:

- The facts *about legal and illegal harmful substances* and associated risks, including *smoking, alcohol use and drug-taking*.

Health & Prevention:

- How to recognise *early signs of physical illness*, such as weight loss, or unexplained changes to the body.
- About *safe and unsafe exposure to the sun*, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient *good quality sleep* for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About *dental health* and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About *personal hygiene and germs* including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to *allergies, immunisation and vaccination*.

Basic First Aid:

- How to make a clear and *efficient call to emergency services* if necessary.
- Concepts of basic *First-Aid*, for example dealing with common injuries, including head injuries.

Changing Adolescent Body:

- Key facts about *puberty and the changing adolescent body*, particularly from age 9 through to age 11, including *physical and emotional changes*.

- About *menstrual well-being* including the key facts about the *menstrual cycle*.

Questions Raised - EYFS Meeting

Do you teach same sex partners in EYFS?

We celebrate and discuss the fact that families are all different as this is essential to not only ensure that respect for everyone and diversity is developed at a young age, but to also ensure that children feel comfortable that their family is included in the families we discuss. We use a range of resources that show different families including those with same sex couples so that children see their own families represented.

What words do you use with the children?

It's essential that children do know the correct vocabulary for their body for lots of reasons including if they hurt themselves and to ensure they safeguard themselves. It gives our children independence and confidence if they know how to talk about their own body.

Words used in EYFS: eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, forehead, chest, hand, leg.

Questions Raised - Year 1 Meeting:

Are you able to withdraw your child from the sessions?

The government has made relationships and health education compulsory in primary Schools. Sex education is not compulsory, this is not taught in Year 1, therefore children are not able to be withdrawn from a session in Year 1.

What interventions are in place for children who may struggle to express their feelings?

We talk to the children all the time about feelings and emotions, not just in a dedicated lesson. We use 'zones of regulation' throughout the School, if you would like more information on this please contact Rebecca or Vicky. Any children struggling with their feelings are able to speak to trained members of Staff such as our learning mentor. During the jigsaw sessions all adults are mindful of children who may find expressing their feelings difficult, if this is the case time is given to support the child, this may be one to one or in a small group and Parents/Carers will be informed.

Are transgender and same sex partners discussed in Year 1?

As a School we always have and will continue to talk about different families and different types of family groups. We emphasise positive relationships and respect through a range of strategies including reading a range of stories that represent positive relationships within families.

How has Relationships and Sex Education changed?

- A greater emphasis on mental health.
- A greater emphasis on online safety.

- An emphasis on equality.
- The importance of giving children the skills and knowledge to be able to report abuse.

Book List & Useful Websites

[NSPCC Keeping Children Safe - PANTS \(The Underwear Rule\)](#)

[Todd Parr](#)

Its Ok to be Different, by Todd Parr

The Family Book, by Todd Parr

Questions Raised - Year 2 Meeting:

Are you able to withdraw your child from the sessions?

The government has made relationships and health education compulsory in primary Schools. Sex education is not compulsory, this is not taught in Year 2, therefore children are not able to be withdrawn from session in Year 2.

As well as a focus on gender stereotypes what is discussed around skin colour, ethnic and cultural differences?

As a School we aim to ensure different cultures and ethnicity are represented throughout the curriculum, trips, visitors and experiences we offer the children at Olga Primary School. We celebrate this through activities such as story-telling, celebrations and a focus on a diverse range of key figures both in the past and present. Through our curriculum development on 'The Anti-Racist and Diverse classroom, we aim to ensure this continues to develop more and more throughout the School. If you would like further information about this area of our curriculum development please speak to Alice or Althea.

Is there any sex education taught in Year 2 and if so how can we support this?

Children in Year 2 are not taught sex education. The focus is on knowing the correct names for different body parts.

Book List & Useful Websites

[NSPCC Keeping Children Safe - PANTS \(The Underwear Rule\)](#)

[Todd Parr](#)

Its Ok to be Different, by Todd Parr

The Family Book, by Todd Parr

Questions Raised - Year 3 Meeting:

How do you respond to a child if they ask how babies are made?

Sex education and conception is not taught in Year 3. If a child asks about this we will tell them that this is something they will learn about in School when they are older. We will also inform you that they have asked this question for you to follow up with at home if you would like to.

Will boys and girls be taught separately?

In Year 3 boys and girls will not be taught separately as lessons on puberty will begin in Year 4, as recommended by the Tower Hamlets Healthy Lives Team. If you would like to speak to your child about puberty before this there are some recommended books below to support you with this.

Book List & Useful Websites

[UK Safer Internet Centre - Resources for 3-11 Year Olds](#)

[Anti-Bullying Alliance - Advice for Parents and Carers](#)

[Young Minds](#)

Girl Talk, by Lizzie Cox

Boy Talk, by Lizzie Cox

What's Happening to Me (Girls), Usbourne Books

What's Happening to Me (Boys), Usbourne Books

Questions Raised - Year 4 Meeting:

What considerations have been made for children with special educational needs?

The content of all the lessons are carefully planned to ensure all the children can access the learning at their level. We will hold smaller group sessions for children if needed with adapted resources.

How do you teach managing feelings and having good mental health?

We talk to the children all the time about feelings and emotions, not just in a dedicated lesson. We use 'zones of regulation' throughout the School, if you would like more information on this, please contact Rebecca or Vicky. Any children struggling with their feelings are able to speak to trained members of Staff such as our learning mentor. During the Jigsaw sessions, all adults are mindful of children who may find expressing their feelings difficult. If this is the case, time is given to support the child; this may be one to one or in a small group and Parents/Carers will be informed.

Book List & Useful Websites

[UK Safer Internet Centre - Resources for 3-11 Year Olds](#)

[Anti-Bullying Alliance - Advice for Parents and Carers](#)

[Young Minds](#)

Girl Talk, by Lizzie Cox
Boy Talk, by Lizzie Cox
What's Happening to Me (Girls), Usbourne Books
What's Happening to Me (Boys), Usbourne Books

Questions Raised - Year 5 & 6 Meeting:

What tools are given to enable children to report abuse?

The children are taught lower down the School the correct vocabulary for different body parts. They are also taught about what healthy relationships and friendships look like and feel like. They are given information regarding who they can talk to if they are worried about anything. In terms of on-line safety the children have regular e safety lessons to ensure they not only know how to report abuse but also to recognise any dangers and to teach them how they can protect themselves on line.

At what age do they learn body parts?

Children learn the correct language of body parts from Year 1.

Are boys and girls taught the same things?

Yes, boys and girls are taught the same information but will be in separate groups for some lessons.

Book List & Useful Websites

[UK Safer Internet Centre - Guides and Resources \(Parents & Carers\)](#)

[NSPCC - Keeping Children Safe Online](#)

[Young Minds](#)

Girl Talk, by Lizzie Cox
Boy Talk, by Lizzie Cox
What's Happening to Me (Girls), Usbourne Books
What's Happening to Me (Boys), Usbourne Books