RSE Policy

Signed by:

Mrs N Hall	Headteacher	Date:	June 2026
Mr D Hall	Chair of Governors	Date:	June 2026

Review date: June 2028

Policy development and review

This Relationships and Sex Education (RSE) policy covers Mulbarton Primary School's approach. It was produced following consultation with the whole school community including pupils, parents/carers, staff and school governors. The process for this involved sharing Kapow's parental guidance with a breakdown by year group, discussing with children as part of whole school circle time, and sharing this policy and guidance with governors.

It will be reviewed every two years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through the school website. Parents will be consulted if any significant changes to the policy are intended or planned.

Statutory and legal requirements

Current regulations and statutory guidance from the Department for Education (DfE) state that RSE must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National Curriculum for Science. This 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.

The statutory guidance document has been reviewed to ensure that the school policy and approach are in line with statutory requirements and established best practice.

Mulbarton Primary School delivers RSE, as set out in this policy, in line with current statutory duties and requirements.

As a maintained school, the school must provide RSE to all pupils in line with the Children and Social Work Act 2017.

In teaching RSE, the school must have regard for guidance issued by the Secretary of State, as required by

the Education Act 1996.

Legislation and guidance documents that inform the school's RSE policy include:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).

● Equality Act (2010).

● Keeping children safe in education (2025).

● Children and Social Work Act (2017).

● Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025).

This policy reflects how Mulbarton Primary School delivers RSE, as part of a whole-school approach to the subject. The following school policies also have links to RSE provision across the school in developing positive, safe and healthy pupil attitudes and behaviours.

These policies should also be read in conjunction with the RSE policy to give a broader understanding of the approach to this subject*:*

● Safeguarding policy
● Online safety policy
● Behaviour policy
● Pupil equality, equity diversity and inclusion policy
● Anti-Bullying policy
● Curriculum, Teaching and Learning policy

Values, aims and objectives

Mulbarton Primary School believes that pupils need to be educated in RSE as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

Mulbarton Primary School defines Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.
The school define sex education as teaching about human reproduction—specifically conception, pregnancy, and birth—alongside preparation for physical puberty.

Mulbarton Primary School considers effective RSE to be a vital part of effective safeguarding. The school believes RSE is important for pupils and school because this helps to keep everyone safe, happy and healthy.

The overarching aims of RSE at Mulbarton Primary school are to:

- Provide an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable
- Teach non-biased, accurate and factual information that is positively inclusive

- Develop character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology
- Promote critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect
- Ensure pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe

At an appropriate age for pupils, part of the school provision also includes the teaching of relevant additional non-statutory sex education to complement pupils' wider understanding of human development and relationships. Any non-statutory sex education content is clearly identified in the curriculum overview (see appendix). Further information can be found in the 'Working with parents,' section of this policy.

RSE is not about the promotion of sexual orientation or sexual activity. Instead, it supports understanding and acceptance of the diverse relationships that exist within a school community, in modern Britain and beyond.

Curriculum content

At Mulbarton Primary School, the RSE curriculum and policy have been developed in consultation with all stakeholders, in line with current statutory guidance and with regard to best practice around the age and needs of pupils.

The Learning for Life and RSE subject lead, and the Curriculum lead are responsible for overseeing the RSE curriculum. This includes supporting teachers with curriculum planning and development and ensuring that resources used are in line with the curriculum plan and school policy.

RSE is delivered as part of the school's Learning for Life curriculum. Through this, the school aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens.

RSE is taught gradually across the key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

Mulbarton Primary school uses the Kapow Primary RSE scheme of work as the basis for the curriculum.

The curriculum is mapped to the statutory requirements for RSE. Related content is also taught through other curriculum subjects, such as Religious Education and Science. Pupils also explore related themes through assemblies, whole school projects and events, where appropriate.

RSE is delivered through timetabled curriculum lessons as part of the schools' Learning for Life curriculum, alongside the Zones of Regulation curriculum. Related statutory elements are also delivered through Science, in line with the National Curriculum.

Mulbarton Primary School is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RSE programme is inclusive, and caters to the needs of pupils with SEND or other needs, such as those with SEMH needs. Where appropriate, the school uses an adapted curriculum for those children who are GRT (Gypsy, Roma Travellers).

For further information about the school's RSE curriculum, please refer to Appendix 1. Any non-statutory sex education content is highlighted for reference.

Delivery of RSE

Mulbarton Primary School's RSE curriculum is delivered from Years 1 to 6 and forms part of the timetabled Learning for Life programme.

Mulbarton Primary School recognise that external visitors can add value to the teaching and delivery of RSE owing to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of RSE. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors.

Creating a safe learning environment is a vital part of effective RSE delivery, particularly where sensitive or complex issues may be explored. The school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way.

To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons
- Using 'distancing' techniques and strategies
- Understanding how to discuss sensitive topics, questions or comments from pupils
- Using age-appropriate materials
- Encouraging reflection and discussion

A wide variety of best-practice teaching and learning approaches are used within the Kapow programme to support effective and sensitive delivery of RSE. These may include:

- Film-clips/graphics
- Scenarios and stories

- Images and visual prompts
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.)
- Role play
- Problem-solving activities
- Independent, paired and group work
- The use of anonymous question boxes

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned.

The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn.

Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters. Each class also has a 'Time to Talk' box, where any concerns or questioned can be posted privately for the class teacher to see and respond to. This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum.

Where appropriate, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important element of RSE provision. The school can also signpost pupils to other reliable external service and sources of help and support, such as Childline.

Inclusion

It is the school's intention that all pupils have the opportunity to experience a programme of RSE at a level that is appropriate for their age and cognitive development, with differentiated provision where required. The school operate a fully inclusive ethos. Lesson plans and content are adapted by the subject lead and teachers where necessary.

Mulbarton Primary School recognises that there are different ethnic, religious and cultural beliefs and attitudes around RSE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. Teaching resources promote diversity and inclusion.

Objective discussion of the diversity of the community lived in, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.

Mulbarton Primary School is mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. RSE provides an opportunity to support the discharge of these duties in a safe and appropriate environment.

Confidentiality:

A member of staff can never promise unconditional confidentiality to a pupil if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school's safeguarding protocols are followed at all times.

Through the ground rules established as part of creating a safe learning environment in all RSE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns. Children are provided with many opportunities throughout the school to speak to teachers about how they are feeling, using the Zones of Regulation curriculum to support their understanding.

All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the school's safeguarding policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority.

Working with parents / Parents' right to withdraw

Mulbarton Primary School is committed to working closely with parents to ensure the best possible RSE curriculum for pupils, while also supporting parents in the conversations they may have with their children. The aim is to build a partnership with parents towards RSE provision, where transparency and respectful understanding are the basis for all discussions. Parents are always welcome to contact the school to view resources.

While Mulbarton Primary School believes that all content within the RSE curriculum is important and relevant for pupils, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons, other than those that form part of the National Curriculum for Science.

Parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education delivered as part of RSE.

In line with current DfE statutory guidance, there is no parental right of withdrawal from RSE, that forms part of the National Curriculum for Science. These are statutory requirements that schools are required to teach.

If parents wish to request that their child be withdrawn from any non-statutory RSE, they should contact their child's teacher.

It is important that parents who choose to withdraw their child from RSE understand that discussing these issues with their child then becomes their responsibility.

Roles and Responsibilities

Governors will:

- Approve the RSE policy and hold the Headteacher to account for its implementation based on statutory duties
- Ensure that governors are supportive of the school's policy, aims and objectives relating to RSE

The Headteacher and Curriculum Lead will:

- Oversee all aspects of this policy and ensure it is implemented and reviewed as required
- Work with the subject lead to support the implementation of this policy
- Ensure that RSE is taught consistently across the school
- Ensure that all staff receive appropriate training
- Ensure that all staff are aware of this policy and associated guidance
- Ensure that the school meets statutory requirements for RSE

All staff will:

- Teach RSE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching this subject
- Model positive attitudes and behaviours
- Consult the subject lead if they have questions regarding provision
- Monitor pupil progress and provide feedback on delivery when requested
- Respond to the needs of individual pupils and adapt provision as required, in line with this policy and planning
- Ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive RSE
- Take part in training as required

- Follow school safeguarding procedures and inform the appropriate member of staff if any safeguarding concerns arise
- Respond appropriately to parental requests to withdraw pupils from non-statutory RSE

The subject lead will:

- Oversee the day-to-day operation of the school's provision and policy
- Keep up to date with changes in legislation and best practice
- Support or organise training where necessary
- Liaise with relevant external agencies (for example, school nursing services or visitors)
- Ensure appropriate resources and materials are available
- Develop, review, monitor and evaluate the delivery of RSE
- Report to governors and SLT as requested

Pupils will:

- Take part fully in lessons
- Follow and contribute to agreed ground rules in lessons
- Behave appropriately and treat others with respect and sensitivity
- Talk to teachers or other school staff if they have worries or concerns
- Support the creation of positive and inclusive RSE lessons

Parents will:

- Share responsibility for supporting their child's RSE learning and wider personal, social and emotional development
- Support the delivery of RSE in line with this policy
- Engage in consultation and information-sharing opportunities
- Seek additional support from the school where needed

Training and Staff development

All staff must ensure that they are up to date with school policy and curriculum requirements regarding RSE. It is recognised that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

The school expect staff to provide regular feedback to the subject lead on their experience of teaching RSE, including identifying any areas where additional support or training would be helpful.

Monitoring

The subject lead reports to the Curriculum Lead, Headteacher and governors and makes information available as requested.

Monitoring and evaluation may include:
- Monitoring of planning
- Lesson observations
- Learning walks
- Work scrutiny
- Pupil voice activities
- Staff feedback
- Parent feedback and engagement
- Surveys
- Consideration of local or school level sources of data (for example, behaviour, health or safeguarding information)

This policy is reviewed every two years.

The next review is scheduled June 2028.

Appendix 1 – long term plan

The area highlighted in yellow is the sex education unit that parents may choose to withdraw their child from.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Healthy protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
4	My healthy self: How can I make healthy choices?	Growing up: How will my body and emotions change as I grow up?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend my money wisely?	Staying safe: What signs help me recognise what is safe or unsafe?
5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
6	My healthy self: How do my choices today shape my future wellbeing?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about being online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

Appendix 2 – curriculum overviews

Unit summaries: RSE & PSHE (EYFS:Reception)

EYFS: Reception

Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges
Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.	Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.
Self-regulation: Listening and following instructions	**Building relationships: My family and friends**	**Managing self: My wellbeing**
Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.	Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.	Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.

Unit summaries: RSE & PSHE (KS1)

Year 1

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.

Transition lesson: Helping Year 1 pupils with the transition to a new year and the changes that come with it.

Year 2

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	Learning about where money comes from, how to look after money, how we use money and looking at careers and jobs.

Transition lesson: A lesson for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.

Unit summaries: RSE & PSHE (LKS2)

Year 3

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and stereotypes.

Transition lesson: Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this.

Year 4

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Exploring: choices associated with spending, what makes something good value for money, stereotypes in the workplace, career aspirations and what influences career choices.

Transition lesson: Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings.

Unit summaries: RSE & PSHE (UKS2)

Year 5

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	Developing understanding about income and expenditure, borrowing, risks with money, career choices, finance and feelings, stereotypes in the workplace.

Transition lesson: Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.

Year 6

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available. **Identity** Two lessons on the theme of personal identity and body image.

Transition lesson: Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.

The area highlighted in yellow is the sex education unit that parents may choose to withdraw their child from.