

# RSE Policy

## (Relationship and Sex Education)

Effective from: March 2026

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### Introduction

This policy outlines our school's commitment to provide effective RSE for all children. It has been written in line with the DfE to the statutory guidance (*Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*), and other relevant guidance documents and statutory requirements. The RSE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSE is taught in an age-appropriate manner throughout the school. In developing this policy parents have been consulted through a variety of means and will be kept informed of any changes or developments with the policy and curriculum content. This policy is available on the school website.

### What is RSE?

RSE is lifelong learning about physical, moral and emotional development. Through RSE children learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health. There is often concern that RSE will encourage sexual experimentation, however evidence shows that those who receive effective RSE at school are more likely to delay first sexual activity and to use contraception. At The Avenue, we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge and skills to help keep them safe and prepare them for the next stages in their education.

### Key Objectives

The key objectives of our RSE programme are to:

- Develop knowledge and understanding of positive and healthy relationships
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare children for the physical and emotional changes of puberty
- Understand reproduction and birth within the context of loving and caring relationships
- Explore attitudes and values around sex and relationships

- Ensure children know how and where to access appropriate support

The RSE programme is based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability and level of maturity. The curriculum is firmly embedded within the broader PSHE and Science curriculum. Pupils will be supported to understand differences and to respect themselves and others.

## Inclusion and Support

RSE will be accessible to all children. Through the delivery of RSE teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. As a school, we will deliver RSE in a factual, non-judgmental way providing a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

A range of different families and relationships will be explored within RSE. All children, whatever their developing sexuality, or family background need to feel that RSE is relevant to them and sensitive to their needs.

## The Curriculum

Relationship and health education will be taught in each year group throughout the school. The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year.

Some elements of relationship and health education are delivered through the Science national curriculum:

### Key Stage 1

Pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body. Notice that animals, including humans, have offspring that grow into adults.
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Processes of reproduction)
- Describe the importance of hygiene for humans

In addition to the Science curriculum, we use RSE resources included within The Jigsaw PSHE scheme and these are strengthened by the use of video resources and storybooks.

During PSHE/ RSE and Science, the children are introduced to scientific vocabulary to describe the private areas of their body and are given key safety messages around safe and unsafe touches and who can help them. They also look at differences between boys and girls, families and hygiene.

PSHE Association RSE scheme content:

EYFS	<ul style="list-style-type: none"> <li>● All about me</li> <li>● Families and relationships</li> <li>● Who we live with</li> <li>● Friendships</li> </ul>
Year 1/2	<ul style="list-style-type: none"> <li>● Roles of different people, families and feeling cared for.</li> <li>● Recognising privacy: staying safe and seeking permission.</li> <li>● Managing secrets, revisiting pressure and getting help.</li> <li>● Growing older, naming body parts</li> <li>● Making friends.</li> </ul>

### Teaching and Learning

All Staff involved in the teaching of RSE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy. Within RSE children will develop confidence in talking, listening, and thinking about relationships. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils.
- Using ‘distancing’ techniques
- The provision of ‘questions box’ during each planned session
- Dealing with children’s questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

Relationship education and health education will be delivered throughout the school year.

### SEND

Relationship’s education, RSE and health education must be accessible for all children. High quality teaching that is adaptable and personalised will be the starting point to ensure accessibility for all. This

will ensure all children are prepared for adulthood outcomes. All staff will provide additional support for children with special educational needs.

### Assessment and Review

Teachers will use work produced and small group discussions to assess pupil understanding within RSE. Teachers will use informal assessment to revise future RSE plans.

Whilst we always try to work with parents to accommodate their wishes, we also accept that parents have opportunities to discuss the nature of RSE so that views can be fully considered by the school. It is noted that under regulations, parents **do not** have a legal right to withdraw their children from Relationships Education but the school will remain keen to take parental views into full account in developing the curriculum and handling any sensitive issues.

### Confidentiality

Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality. Teachers will discuss confidentiality with pupils and parents, making it clear that teachers cannot offer unconditional confidentiality. Teachers will reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

### Child Protection

Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

### Monitoring and Review

The RSE policy and curriculum will be reviewed annually. This will be led by the Principal of school who will provide a report to the Advisory Board on any changes that are deemed necessary or as the result of issues identified. The Board will advise school leaders on any actions deemed necessary to maintain compliance with regulations and to ensure communications with parents remain open and productive.

Teacher assessment will influence RSE planning as will evaluation of the programme by pupils and staff. As part of the process of monitoring the curriculum, an audit of the training needs of all staff will be carried out and support and training offered as appropriate.

## Keeping Safe with the NSPCC PANTS Rule



At The Avenue Pre-preparatory and Nursery, the safety and wellbeing of our pupils are our highest priorities. To help our children understand body autonomy and personal safety in a positive, age-appropriate way, we use the **NSPCC Pantosaurus rule**.

### What is the PANTS Rule?

With the help of a friendly dinosaur named Pantosaurus, we teach children that their body belongs to them. The initiative provides a simple, non-frightening way for adults—both at school and at home—to talk to children about staying safe from abuse.

#### The 5 Key Messages:

- **P – Privates are privates:** Parts of the body covered by underwear are private. They should not be seen or touched by others.
- **A – Always remember your body belongs to you:** No one has the right to make a child do something that makes them feel uncomfortable.
- **N – No means no:** Children have the right to say "no," even to a family member or someone they know, if it relates to their body or personal space.
- **T – Talk about secrets that upset you:** We teach children the difference between "good" secrets (like a surprise party) and "bad" secrets that make them feel worried or sad.
- **S – Speak up, someone can help:** If a child is worried, they should tell a trusted adult immediately.

### How We Teach This at The Avenue

We introduce these concepts at a level appropriate for each child's age and development. We focus on:

- Identifying "trusted adults" at school and home.
- Understanding the importance of speaking up about worries. The Avenue Pre-Preparatory School and Nursery
- Using positive language to empower children without causing fear.

How You Can Help at Home Talking about "PANTS" is as natural as teaching your child to cross the road or stay away from a hot stove. You can support this learning by:

- Watching the video together: Use the link below to meet Pantosaurus.
- Using the correct terms: Use the acronym to reinforce that their body belongs to them.
- Encouraging open talk: Let your child know they can always come to you with "big" or "small" worries.

### Useful Resources

Click the links below to access videos, posters, and further guides:

- [Watch the Pantosaurus Song] (<https://youtu.be/-lL07JOGU5o>) – A fun, catchy way for children to learn the rules.
- [PANTS Poster for Children] (<https://learning.nspcc.org.uk/media/3319/talk-pants-childrens-poster-2023-online.pdf>) – Great for sticking on the fridge!
- [Detailed Advice for Parents] (<https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/>) – Tips on how to start the conversation.

### Links to other Policies

RSE Department for education statutory guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Please read this policy in conjunction with the following policies:

PSHE Curriculum Policy

EYFS Curriculum Policy

KS1 Curriculum Policy