



## **Our School Vision**

**In our school:**

**we love deeply, respecting everyone and treating them with dignity;  
we aspire with confidence, working hard and embracing challenge;  
we serve God and our community, following the example of Jesus, to create a better world.**

*“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.”*

**Ephesians 5:2 (NLT)**

**Our School Values: Love, Aspiration, Service**

***Latymer All Saints C of E Primary School  
Relationship and Sex Education  
(RSE) Policy 2026 - 2027***

At Latymer All Saints C of E Primary School, all children have a right to feel loved and accepted and to grow and flourish in their understanding of the world around them, loving others and treating all with dignity and respect. Children should be confident about who they are and who they have been created to be, develop feelings of self-respect, empathy and self-worth, accepting challenge yet being supported in their own understanding of themselves and others and what is important for strong and healthy relationships. They should be encouraged to aspire to live lives that serve to sustain quality relationships and community relations, following the example and teachings of Jesus on love for others, as found in the Bible.

“I give you a new command: Love each other. You must love each other as I have loved you.” (John 13:34, ICB)

The Latymer All Saints Relationships and Sex Education (RSE) Policy will be reviewed every two years. Any amendments will be presented at a meeting of the Full Governing board.

Reviewed and Approved

Date: July 2025

Ratified by Full Governing Board

Date: July 2025

Next review due:

Date: July 2027

## Rationale

At Latymer All Saints, as a Church of England Primary School, we undertake to follow the Christian principles of the Church of England, as set out in their Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). This is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

“I have come in order that you might have life—life in all its fullness.” (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

We aim to provide a programme of Relationships and Sex Education (RSE) in line with our Personal Social Health Education (PSHE) and the science curriculum. RSE is lifelong learning about relationships, sex and emotions. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE has a key part to play in the personal, social, moral and spiritual development of young people; it should begin informally in the home with parents and carers long before any formal education at school supports the child's learning.

Under the Relationships Education, RSE, and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, schools are required to teach:

- Relationships Education (all primary aged pupils)
- Relationships and Sex Education (RSE) (all secondary aged pupils)
- Health Education (all pupils in state-funded schools only)

This policy provides information on how we provide Relationships and Sex Education as part of our curriculum, in addition to the statutory Science National Curriculum topics. The policy is written with guidance from the London Diocesan Board for Schools (LDBS), the DfE RSE Guidance Document (Paragraphs 13, 14, 19, 20, 21 and 22) and is in line with the Children's Act (2004), the Education Act (1996) and the Equalities Act (2010).

## Aims and Objectives

The purpose of Relationships and Sex Education at Latymer All Saints is to assist our pupils in preparing for adult life. This policy places sex education firmly in the context of relationships as a whole.

**Our aims in providing RSE to all pupils at Latymer All Saints, are for children at an appropriate age:**

1. To understand about the range of relationships, including the importance of family
2. To flourish, developing confidence in talking, listening and thinking about feelings and relationships

3. To deal with questions in a sensitive, open and factual way
4. To be able to name parts of the body and describe how their bodies work
5. To understand the consequences of their actions and behave responsibly within relationships
6. To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
7. To understand the role the media plays in forming attitudes
8. To be prepared for puberty and have an understanding of sexual development and the importance of health and hygiene
9. To be aware of cultural and religious diversity
10. To be aware of a range of family structures and relationships

RSE at Latymer All Saints will reflect a Christian concept for the family and associated relationships, recognising the Church of England's teaching on marriage as being a lifelong union between one man and one woman, intended for the procreation and nurture of children, mutual society, help and comfort. However, the children will be made aware about other family concepts which do not follow the Christian concept, recognizing with the Church of England the importance of loving relationships in all contexts.

It will be taught alongside our school Christian values and will demonstrate and encourage respect for self and others, responsibility for one's own actions and for family, friends, school and the wider community.

### **Equal Opportunities**

Equality of opportunity is concerned with upholding the basic right of every individual to be treated and valued equally. We recognise that society for all age groups contains inequalities and that it is important to eradicate false beliefs and discriminatory practices which create negative feelings, cause frustration and limit individual potential.

We count on the support of pupils, parents, staff, governors and the wider community in forming a policy which ensures that all people are valued and treated fairly in our society.

### **Definitions**

- Relationships education is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.
- Relationships and Sex Education is teaching 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. RSE is about the emotional, social, cultural, moral and spiritual development of pupils. It involves learning about relationships, sexual health, sexuality, marriage, celibacy, abstinence, healthy lifestyles, diversity and personal identity.
- Non-science sex education covers having babies, conception and conception to birth. This is non-statutory and parents can withdraw their children from these lessons.
- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.

### **Teaching of Relationships and Sex Education**

At Latymer All Saints, we teach RSE to all of the children in the school through different aspects of the curriculum. Whilst we carry out the main RSE teaching in our Personal, Social and Health Education (PSHE) curriculum through an agreed RSE syllabus (**See Appendix 1**), we also teach some RSE through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing.

- PSHE: In PSHE we teach children about relationships and we encourage children to discuss issues.
- Science: We teach the programmes of study set out in the national curriculum.
- PE: Personal hygiene, healthy lifestyles and fitness form some of the RSE curriculum covered in PE.

Staff who teach Relationships and Sex Education are expected to:

- Establish ground rules within the classroom
- Provide RSE in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- Participate in school training to provide RSE in line with this policy
- Use professional judgement when answering questions. Staff are not expected to answer personal questions or questions that may make them uncomfortable
- Ensure that personal beliefs and attitudes will not influence their teaching of RSE
- Ensure that delivery and content will be made accessible to all pupils including those with special educational needs and disabilities (SEND) so all pupils will be prepared for adulthood.

Pupils will:

- Be able to ask questions anonymously
- Treat all questions/questioners with respect
- Avoid asking teachers personal questions about their own views or lives

### **Involvement of Other Professionals**

From time to time the school may invite input from other professionals in the delivery of RSE, e.g. school nurse. Where this happens, the visitor will have access to this policy and act in accordance with it.

### **Our Scheme of Work – Jigsaw**

We teach Personal, Social, Health Education as a whole-school approach using the Jigsaw scheme of work to underpin children's development as people because we believe that this also supports their learning capacity. The Jigsaw programme offers a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

To ensure progression and a spiral curriculum, Jigsaw uses the mindful approach to PSHE, as our chosen teaching and learning programme and tailors it to children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf](#) shows exactly how Jigsaw, and therefore our school, meets the statutory Relationships and Health Education requirements.

This also supports the Personal Development and Behaviour and Attitude aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. **See Appendix 1** for an overview.

The overview of the programme can be seen on the school website.

The scheme of work is taught via a series of video clips and resources to enable the children to engage in the learning. Each year group will have a series of lessons. After each lesson, time is allowed for discussion, questions and answers.

Staff are trained to deliver the scheme of work and the materials contained within the syllabus fit within our ethos and vision as a school. Parents are notified in advance when the RSE units are to be taught and invited to look at the resources if they wish.

### **Monitoring and evaluation**

The delivery of RSE is monitored by the PSHE Leader and the senior leadership team (SLT) through reviews of schemes of work, lesson observations, book looks and learning walks. Pupils' development in RSE is monitored by class teachers. Each taught unit in the scheme of work provides a clear assessment opportunity. Each child will complete a knowledge organiser as part of their self-assessment. Teachers will complete an assessment grid for each child at the end of every half term.

### **Roles and Responsibilities**

The Governing Body will:

- Work with the Head teacher on this policy, keep it up to date, and make it available to parents
- Ensure that RSE is provided in an appropriate way that encourages pupils to consider morals and the importance of family values and relationships

The Head teacher will ensure that:

- The Governing Body is advised about the nature and organisation of Relationships and Sex Education and how it reflects the aims and values of the school.
- RSE is provided in a way that encourages pupils to consider morals and the importance of family values and relationships. Pupils are protected from inappropriate teaching materials and teaching is monitored to ensure teachers maintain their professional responsibilities.
- A scheme of work is agreed and implemented in consultation with parents who are informed about the programme for RSE.
- The religious background of all pupils will be taken into consideration when planning and delivering teaching.
- High quality training for teachers is available through the JIGSAW training portal where resources are regularly updated, and staff are confident and suitably prepared.
- RSE receives dedicated curriculum time for whole school teaching in Summer 2.

### **Procedures for Pupil Withdrawal from RSE**

Parents will have the opportunity to see the programme of study and will be encouraged to speak to the class teacher should they have any concerns about the content and delivery of RSE. A pupil cannot be withdrawn from RSE where this is taught as biological information within the Science National Curriculum. Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. Hence children who are withdrawn from sex education within PSHE lessons will still receive biological information but this will not be taught in the context of relationships. In the instance that the right to withdrawal is exercised, parents/carers should be made aware that RSE could arise naturally from discussion between pupils in the playground and this will not be subject to the same controls or factual information taught within the lesson.

Children whose parents/carers exact their right to withdraw them from RSE will be temporarily transferred to an alternative class. Requests for withdrawal must be in writing to the class teacher and Head teacher and will only be granted for specific RSE lessons.

### **Confidentiality**

Confidentiality will be respected. However, any disclosure that raises concerns for the safety and well-being of individuals will be managed according to the Child Protection Policy, and discussed on a 'need to know' basis only.

## Appendix 1.

<b>School Year group</b>	<b>Piece (lesson) Number and Name</b>	<b>Learning Intentions relating to Puberty and Human Reproduction</b>
<b>Ages 3-4</b>	Piece 1- My Body	<ul style="list-style-type: none"> <li>I can name parts of my body and show respect for myself</li> </ul>
	Piece 3 Growing Up	<ul style="list-style-type: none"> <li>I understand that we all start as babies and grow into children and then adults</li> </ul>
	Piece 4 Growth and Change	<ul style="list-style-type: none"> <li>I know that I grow and change</li> </ul>
<b>Ages 4-5 Reception</b>	Piece 1- My Body	<ul style="list-style-type: none"> <li>I can name parts of the body.</li> </ul>
	Piece 3 – Growing Up	<ul style="list-style-type: none"> <li>I understand that we all grow from babies to adults.</li> </ul>
<b>Ages 5-6 Year 1</b>	Piece 1 Life Cycles	<ul style="list-style-type: none"> <li>I am starting to understand the life cycles of animals and humans</li> <li>I understand that changes happen as we grow and that this is OK</li> </ul>
	Piece 2 Changing Me	<ul style="list-style-type: none"> <li>I can tell you some things about me that have changed and some things about me that have stayed the same</li> <li>I know that changes are OK and that sometimes they</li> </ul>
	Piece 3 My Changing Body	<ul style="list-style-type: none"> <li>I can tell you how my body has changed since I was a baby</li> <li>I understand that growing up is natural and that everybody grows at different rates</li> </ul>
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</li> <li>I respect my body and understand which parts are private</li> </ul>
<b>Ages 6-7 Year 2</b>	Piece 1 Life Cycles in Nature	<ul style="list-style-type: none"> <li>I can recognise cycles of life in nature</li> <li>I understand there are some changes that are outside my control and can recognise how I feel about this</li> </ul>
	Piece 2 Growing from Young to Old	<ul style="list-style-type: none"> <li>I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>I can identify people I respect who are older than me</li> </ul>
	Piece 3 The Changing Me	<ul style="list-style-type: none"> <li>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> </ul>

		<ul style="list-style-type: none"> <li>I feel proud about becoming more independent</li> </ul>
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private</li> <li>I can tell you what they like/don't like about being a boy/girl</li> </ul>
<b>Ages 7-8 Year 3</b>	Piece 1 How Babies Grow	<ul style="list-style-type: none"> <li>I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby</li> <li>I can express how I feel when they see babies or baby animals</li> </ul>
	Piece 2 Babies	<ul style="list-style-type: none"> <li>I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow (New vocab – uterus /womb)</li> <li>I can express how I might feel if they had a new baby in their family</li> </ul>
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> <li>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>I can identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty)</li> </ul>
	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> <li>I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period)</li> <li>I can recognise how I feel about these changes happening to me and know how to cope with these feelings</li> </ul> <p><b>Note – this lesson briefly introduces the term 'period' and explains what a period is in simple terms.</b></p> <p><b>This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question, we will explain that the male and female decide when this happens and we will learn more about it at another time.</b></p>
<b>Ages 8-9 Year 4</b>	Piece 1 Unique Me	<ul style="list-style-type: none"> <li>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</li> <li>I appreciate that I am a truly unique human being</li> </ul>
<b>PLEASE ADAPT IF YOUR SCHOOL HAS CHOSEN THE ALTERNATE YR 4 LESSON</b>	Piece 2 Having A Baby  <b>Parents have the right to withdraw children from this session as it is classed as human reproduction.</b>	<ul style="list-style-type: none"> <li>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby and explain in simple terms how this happens</li> <li>I understand that having a baby is a personal choice and express how they feel about having children when they are adults</li> <li><b>Note: This is a simple introduction to sexual intercourse with the teacher using a script which includes 'an especially close and loving embrace which allows the sperm to be released through the penis into the vagina'.</b></li> </ul>

	<p>Piece 3</p> <p>Puberty and Menstruation</p>	<ul style="list-style-type: none"> <li>• I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>• I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul> <p><b>Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.</b></p>
<p><b>Age 9-10</b></p> <p><b>Year 5</b></p>	<p>Piece 2</p> <p>Puberty for Girls</p>	<ul style="list-style-type: none"> <li>• I can explain how girls' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• I understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	<p>Piece 3</p> <p>Puberty for Boys</p>	<ul style="list-style-type: none"> <li>• I can describe how boys' and girls' bodies change during puberty</li> <li>• I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	<p>Piece 4</p> <p>Conception</p> <p><b>Parents have the right to withdraw children from this session as it is classed as human reproduction.</b></p>	<ul style="list-style-type: none"> <li>• I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby</li> <li>• I appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
<p><b>Age 10-11</b></p> <p><b>Year 6</b></p>	<p>Piece 2</p> <p>Puberty</p>	<ul style="list-style-type: none"> <li>• I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>• I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	<p>Piece 3</p> <p>Babies – Conception to Birth</p> <p><b>Parents have the right to withdraw children from this session as it is classed as human reproduction.</b></p>	<ul style="list-style-type: none"> <li>• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• I recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
	<p>Piece 4</p> <p>Attraction</p> <p><b>PLEASE ADAPT IF YOUR SCHOOL HAS CHOSEN THE</b></p>	<ul style="list-style-type: none"> <li>• I understand how being physically attracted to someone changes the nature of the relationship</li> <li>• I can express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this</li> </ul>

	<i>ALTERNATE YR 4 LESSON</i>	
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**Latymer All Saints C of E Primary School is committed to the safeguarding of our pupils and staff.**