



Eleanor Palmer Primary School
Relationships and Sex Education Policy

Review Date: April 2026
Next Review Due: April 2027

Staff Responsible for RSE

- PSHE and Citizenship Coordinator: Rosie Thomson
- SLT Lead: Rosie Thomson
- Designated Safeguarding Lead: Sally Hill and Natalie Stevenson

Approved by:	Eleanor Palmer Governing Body	Date: May 2026
Last reviewed on:	April 2026	
Next review due by:	April 2027	

Contents

1. Aims
2. Statutory Requirements
3. Policy development
4. Definition
5. Safeguarding
6. Confidentiality
7. Curriculum
8. Delivery of RSE and Health Education
9. Use of external agencies
10. Roles and responsibilities
11. Engaging and Involving Parents/Carers
12. Parents/Carers and the right to withdraw.
13. Training
14. Monitoring and arrangements
15. Disseminating the policy

Appendix 1: Camden Protocol for Working with External Organisations

Appendix 2: Curriculum Map

Appendix 3: Parent/Carer form requesting their child's withdrawal from sex education within RSHE.

1. Aims

The aims of relationships and sex education (RSE) at Eleanor Palmer are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy, and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

At Eleanor Palmer, we teach RSE as set out in this policy.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [Relationships and Sex Education \(RSE\) and Health Education guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy development

This policy has been developed in consultation with staff and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a staff working group identified and reviewed national and local guidance to produce the curriculum and policy.
2. Staff consultation – all school staff were given the opportunity to review the draft curriculum and policy and make recommendations.
3. Parent/stakeholder consultation – interested parties were invited to review the draft curriculum and policy and comment.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition for Relationship and Sex Education and Health Education

Relationships and Sex Education (RSE) and Health Education provide pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare for adult life. RSE is concerned with the emotional, social, cultural and physical

development of pupils, and includes learning about healthy and respectful relationships, consent, mental wellbeing, online safety, diversity and personal identity.

The statutory curriculum is age-appropriate, inclusive, evidence-based and delivered in a safe, supportive environment that enables pupils to explore attitudes and values while developing respect for others. RSE equips pupils to make informed decisions, recognise risk, build resilience, understand the law and know how and when to seek help. It supports safeguarding by promoting equality, challenging harmful behaviours and misconceptions, and ensuring that pupils receive accurate information. RSE is not about the promotion of sexual activity, but about enabling young people to develop healthy, respectful and responsible relationships.

5. Safeguarding

Safeguarding underpins the delivery of Relationships and Sex Education (RSE). Effective RSE supports pupils to recognise abuse, understand healthy and unhealthy relationships, respect boundaries, understand consent and the law, and seek help when needed. Staff understand that disclosures may arise during RSE lessons. While RSE is delivered in a safe and supportive environment, confidentiality cannot be guaranteed where a pupil may be at risk of harm. Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL) in line with the school's safeguarding policy and statutory guidance, including Keeping Children Safe in Education (KCSIE) issued by the Department for Education.

When external visitors contribute to RSE, safeguarding responsibilities and reporting procedures are agreed in advance. (See Appendix 2)

6. Confidentiality

The school is committed to providing a safe, respectful and supportive environment for the delivery of Relationships, Sex and Health Education (RSHE). We recognise that lessons may include sensitive discussions and aim to foster trust while maintaining clear professional boundaries. Students are encouraged to ask questions and participate openly; however, they are reminded that staff cannot offer absolute confidentiality. If a disclosure indicates that a student is at risk of harm or raises a safeguarding concern, staff have a duty to follow the school's safeguarding procedures and report the matter to the Designated Safeguarding Lead (DSL) in accordance with statutory guidance, including Keeping Children Safe in Education issued by the Department for Education.

Ground rules are established at the start of RSHE lessons to promote respectful discussion and to make clear that personal information shared within the classroom must not be discussed elsewhere. Staff will handle any disclosures sensitively and share information only where necessary to protect a student's safety or wellbeing.

Any external visitors contributing to RSHE are required to adhere to the school's confidentiality and safeguarding policies.

7. Curriculum

The school's Relationships, Sex and Health Education (RSHE) curriculum is set out in Appendix 2. It has been developed in consultation with Camden Learning, parents and carers, pupils and staff, and is informed by statutory guidance. The curriculum is

age-appropriate, inclusive and carefully sequenced to reflect the developmental needs, context and wellbeing of our pupils.

Teachers respond to pupils' questions with honesty and sensitivity, within the boundaries of this policy and the law. Where questions fall outside the planned curriculum, staff will provide appropriate information or signpost support, ensuring pupils receive accurate guidance rather than seeking unreliable sources.

Curriculum materials are available to parents and carers on request in line with statutory requirements.

8.Delivery of RSE and Health Education

Curriculum Delivery: Relationships, Sex and Health Education (RSHE) is delivered primarily through the Personal, Social, Health and Economic (PSHE) curriculum, with biological aspects taught within science and relevant themes reinforced through other subjects where appropriate. The curriculum is carefully sequenced within a planned scheme of work, with core knowledge delivered in manageable units to support understanding and application. RSHE develops pupils' understanding of healthy and respectful relationships, including families, friendships, online relationships, and personal safety. It is delivered by appropriately trained staff and designed to be inclusive, meeting the needs of all pupils, including those with SEND. The curriculum promotes equality, respect and understanding of the law, including the protected characteristics set out in the Equality Act 2010.

Managing Difficult Questions: Pupils may raise questions beyond the planned curriculum or about topics from which they have been withdrawn. Staff will respond factually and age-appropriately, within the boundaries of this policy and safeguarding procedures. Where appropriate, pupils may be encouraged to speak with a parent, carer or trusted adult, or signposted to suitable support services. Staff receive training to manage sensitive questions confidently and to identify when concerns must be referred to the Designated Safeguarding Lead (DSL).

Inclusivity: RSE is delivered in a respectful and inclusive manner, reflecting the diverse backgrounds, needs and experiences of pupils. Teaching ensures pupils feel safe, supported and able to engage fully. Learning may take place in whole-class, small-group or individual settings, with appropriate differentiation to meet individual needs, including the needs of children with SEND. Teaching will cover biological sex and the protected characteristic of gender reassignment factually and in line with the Equality Act. The curriculum reflects the diversity of families and communities and avoids stigmatisation.

Use of Resources: Teaching uses a range of appropriate strategies, including discussion, reflection and structured activities. All resources are formally reviewed to ensure they are accurate, age-appropriate, evidence-based, aligned with statutory guidance and drawn from credible sources. Materials are selected with sensitivity to pupils' experiences. The school will not teach concepts of gender identity as fact nor use resources that encourage pupils to question their gender. Resources will be made available to parents and carers on request.

Assessment and Review: Learning is assessed in line with whole-school practice through written work, discussion, quizzes and teacher observation. Assessment focuses on knowledge and understanding rather than personal beliefs. The curriculum may be adapted to respond to pupils' needs and context, and parents and carers will be informed of any significant changes.

Legal Context: Pupils are taught about relevant legal frameworks to support understanding of rights, responsibilities and boundaries. This includes marriage and civil partnerships, consent and the age of consent.

9. Use of external organisations

Where external organisations or third-party materials are used to support RSHE, the school will ensure that all content is accurate, age-appropriate, developmentally suitable, balanced and compliant with our legal duties, including political impartiality.

Appropriate due diligence will be undertaken before engagement. This includes reviewing materials in advance, confirming that content aligns with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996, and ensuring the organisation's approach is educationally appropriate and safeguarding compliant. The school will clarify the content to be delivered, understand the organisation's position on relevant issues, confirm the identity of speakers and follow

normal safeguarding procedures, including reasonable background checks where appropriate.

A member of school staff will always be present during sessions and retains the right to intervene or stop a session if necessary. External organisations must agree that materials can be shared with the school and with parents and carers on request and must comply with data protection and photography protocols.

The school will not work with organisations that promote extreme political positions or refuse to share materials for review.

10. Roles and responsibilities

The Governing Board: The governing board is responsible for approving this policy and holding the headteacher to account for its implementation. Where delegated, approval rests with the [insert committee/governor/headteacher], with the governing board retaining oversight of compliance and impact.

The Headteacher: The headteacher is responsible for ensuring that RSHE is delivered consistently and in line with statutory requirements, that appropriate resources are in place, and that parents and carers have access to curriculum materials on request. The headteacher is also responsible for managing requests to withdraw pupils from non-statutory components of RSE, in accordance with the law and this policy.

Staff: Staff are responsible for delivering RSHE in a professional, sensitive and age-appropriate manner; modelling respectful attitudes and behaviour; responding to the needs of individual pupils; and monitoring progress. Staff must challenge harmful language and stereotypes, including sexism, misogyny and homophobia, and promote equality and respect at all times. Any safeguarding concerns or disclosures arising from RSHE must be reported immediately to the Designated Safeguarding Lead (DSL) in line with school procedures. Staff do not have the right to opt out of teaching RSHE. Any concerns about delivering the curriculum should be discussed with the headteacher.

Pupils: Pupils are expected to engage fully in RSHE and to contribute to discussions with respect, maturity and sensitivity towards others.

11. Engaging and Involving Parents/Carers

The school recognises that parents and carers are key partners in delivering high-quality Relationships and Sex Education (RSE). In line with statutory guidance, we are committed to transparency, consultation and meaningful engagement. Parents and carers are consulted when the RSE policy is developed or reviewed to ensure it reflects the needs of the community while remaining compliant with statutory requirements and the Equality Act 2010.

This policy is published on the school website, and information about the curriculum's aims, content and sequencing is shared through school communications. Parents and carers are provided with advance information about topics to be covered and may request to view curriculum materials, including example lesson resources, at any time. The school will not enter into any contractual agreements that restrict sharing materials with parents/carers.

The school offers opportunities for engagement, such as information sessions or workshops, and will make alternative arrangements available where attendance is not possible. Through open communication and partnership with families, the school aims to ensure that pupils receive consistent, supportive messages about relationships, health and wellbeing.

12. Parents'/Carers' right to withdraw

Parents and carers have the right to request that their child be withdrawn from the non-statutory components of sex education. They do not have the right to withdraw their child from Relationships Education, Health Education, nor from statutory science content, including teaching about puberty and reproduction. Requests for withdrawal must be made in writing. The headteacher will meet with parents/carers to explain the curriculum and discuss the implications of withdrawal, before responding in writing. A record of the request will be kept on the pupil's file. Alternative supervised work will be provided for the child to do in another class. Parents may seek resources from the PSHE Coordinator to discuss these topics at home.

13. Training Staff to deliver RSE

The school recognises that RSE must be delivered by staff who are knowledgeable, skilled and confident. Training in the delivery of Relationships, Sex and Health Education (RSHE) forms part of staff induction and is included within the school's continuing professional development programme.

Professional development is provided through a range of opportunities, including school-based INSET, team teaching, classroom observation, peer coaching and external training delivered by accredited providers.

Where appropriate, external professionals may provide additional training or support to staff to ensure high-quality and up-to-date delivery of the curriculum.

14. Monitoring Arrangements

The delivery and quality of RSE are monitored by SLT through curriculum planning reviews, lesson observations, learning walks, pupil voice and work scrutiny, as appropriate. Safeguarding and behaviour data may also inform evaluation of impact. Pupils' progress is monitored by teachers in line with the school's assessment systems. This policy will be reviewed by SLT annually. At each review, it will be approved by the governing body.

15. Dissemination of the Policy

This policy is published on the school website and is available to parents and carers on request. It is also included in the Staff Handbook and Governor Handbook. A summary is provided in the school prospectus and shared through parent communications.

Appendix 1:

Camden Protocol for Working with External Organisations

Checklist for Schools

Before engaging the services of an organisation/visitor please ensure that you: 1. have considered the importance of involving a visitor/organisation that complements and enhances the schools planned programme or scheme of work

2. are confident that the visitor/organisation has expertise in the subject they are delivering and the experience and skills in delivering sessions to children and young people (and qualifications where appropriate)

3. have discussed with the visitor how the session fits in with the school's programme/scheme of work

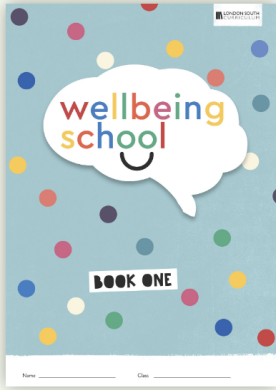
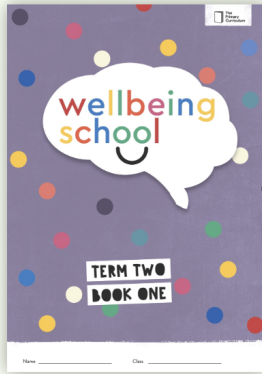
BEFORE VISIT	✓ when achieved
DBS status of visitor is at the appropriate level and complies with school policy	☐
Aims of the session agreed with the visitor/organisation	☐
Professional boundaries (such as responsibility for class discipline) discussed and agreed with visitor/organisation	☐
Fees (if applicable) discussed and agreed with visitor/organisation	☐
Visitor/organisation made aware of:-	
Number, age and gender ratio of pupils	☐
Background, ethnicity and culture of pupils	☐
Special Education Needs (if applicable)	☐
Copies of relevant school policies made available to visitor/organisation	☐
e.g. Sex and Relationship Education, Drug, Alcohol and Tobacco, Anti-Bullying, Confidentiality	

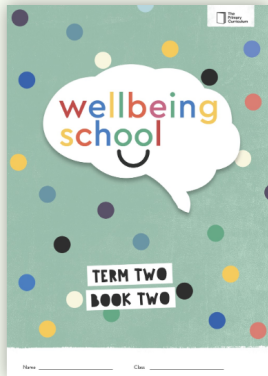
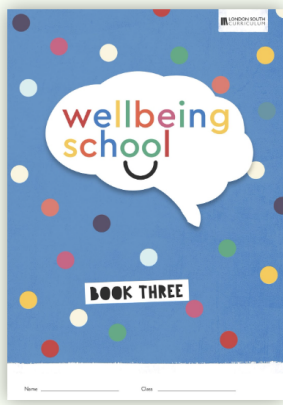
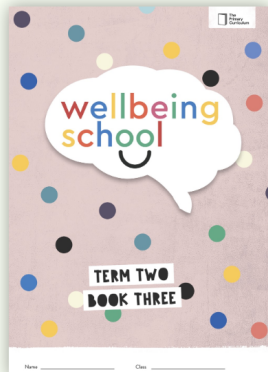
Method of evaluation discussed and agreed	☐
Relevant people know of presence and remit of visitor e.g. school reception, Head Teacher, School Health Adviser/Nurse	☐
Pupils informed in advance of the planned activity (if aimed at a specific group reason for their inclusion explained)	☐
Visitor provided with named contact	☐
Meet and greet arrangements organised	☐
Equipment/resource requirements, room layout organised (if applicable)	☐
Relevant staff member (i.e. class teacher) is present during session and responsible for class discipline	☐
Activity meets Health and Safety guidelines	☐
Teachers supporting session clear about purpose and content of session	☐

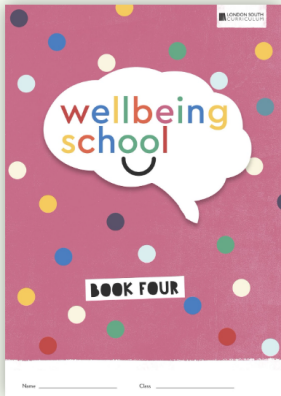
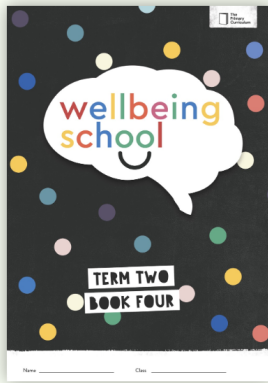
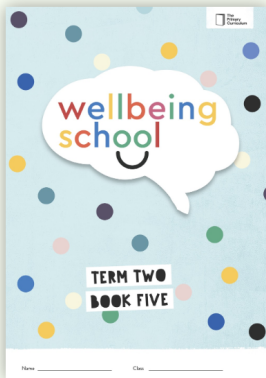
AFTER VISIT

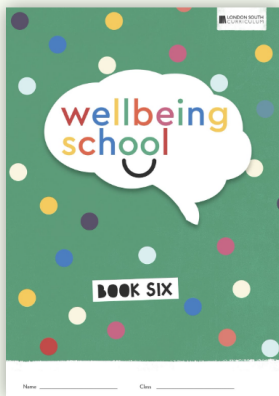
Visitor/organisation thanked for their contribution	☐
Agreed expenses/fees paid (if applicable)	☐
Pupils given time to reflect on what they have learned	☐
Agreed evaluation method of the session undertaken	☐
Pupils share their learning with others (if relevant)	☐

Appendix 2:

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Y1 PSHE	<u>Relationships</u> Who is special to us? Families and friendships	<u>Health and Wellbeing</u> What helps us stay healthy? Physical health and mental wellbeing	<u>Living in the Wider World</u> How can we look after each other and the world? Belonging to a community and caring for others	<u>Relationships</u> What is the same and different about us? Safe relationships	<u>Health and Wellbeing</u> Who helps to keep us safe? Keeping safe	<u>Living in the Wider World</u> What can we do with money? Money and work
Y1 Wellbeing	 Book One All About Me What are emotions? Feeling Cheerful Feeling Glum Feeling Angry Feeling Calm Understanding My Emotions			 Term Two Book One What Makes Us Happy? Feeling Surprised Feeling Startled Feeling Disappointed Feeling Comfortable Understanding my Emotions		
	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Y2 PSHE	<u>Relationships</u> What makes a good friend? Families and friendships	<u>Health and Wellbeing</u> What helps us to stay safe? Keeping safe	<u>Relationships</u> What is bullying? Safe relationships	<u>Health and Wellbeing</u> What can help us grow and stay healthy? Physical health and mental wellbeing	<u>Living in the Wider World</u> What jobs do people do? Money and work	<u>Health and Wellbeing</u> How do we recognise our feelings? Physical health and mental wellbeing

Y2 Wellbeing			Book Two All About Me What are Emotions? Feeling Excited Feeling Frustrated Feeling Bored Feeling Peaceful Understanding My Emotion				Term Two Book Two Revisit the Feelings Wheel Know Your Triggers Spot the Trigger How Does it Feel for You? Take a Power Pause! Know Yourself Picturing My Best Self What a Power Pause Looks Like to You Me, Myself and I					
Y3 PSHE	<u>Autumn</u> <u>Relationships</u> How can we be a good friend? Safe relationships		<u>Health and Wellbeing</u> What do we mean by risk and boundaries? Keeping safe		<u>Spring</u> <u>Relationships</u> What are families like? Families and friendships		<u>Health and Wellbeing</u> How do we make good choices? Physical health and mental wellbeing		<u>Summer</u> <u>Living in the Wider World</u> What makes a community? Belonging to a community and caring for others		<u>Health and Wellbeing</u> Why should we keep active and sleep well? Physical health and mental wellbeing	
Y3 Wellbeing			Book Three All About Me What are Emotions? Feeling Joyful Feeling Furious Feeling Jealous Feeling Relaxed Understanding my Emotion				Term Two Book Three What are emotions? Know Your Triggers Spot the Trigger Strength of Feeling Take a Power Pause Know Yourself My Best Self What a Power Pause Looks Like to You Me, Myself and I					
Y3 Life Skills	<u>Social Skills</u> LS: Fairness & Trust PE: Gratitude & Empathy		<u>Social Skills</u> LS: Communication & Co-operation PE: Respect & Encouragement		<u>Emotional Skills</u> LS: Resilience & Self-belief PE: Honesty & Courage		<u>Emotional Skills</u> LS: Responsibility & Self-motivation PE: Integrity & Self-discipline		<u>Thinking Skills</u> LS: Concentration & Imagination PE: Curiosity & Resourcefulness		<u>Thinking Skills</u> LS: Problem-solving & Decision-making PE: Evaluation & Reflection	
Y4 PSHE	<u>Autumn</u> <u>Living in the Wider World</u> What strengths, skills		<u>Relationships</u> How do we treat each other with respect?		<u>Spring</u> <u>Health and Wellbeing</u> How do we identify and		<u>Health and Wellbeing</u> How do we change as we		<u>Summer</u> <u>Living in the Wider World</u> How can our choices make a		<u>Health and Wellbeing</u> How can we manage risk well?	

	and interests do we have? Belonging to a community and caring for others	Safe relationships	manage our feelings? Physical health and mental wellbeing	grow older? Physical health and mental wellbeing	difference to others and the environment? Belonging to a community and caring for others	Keeping safe
Wellbeing g	 Book Four All About Me Understanding my Emotions Feeling Motivated Fear and Anxiety Feeling Worried Feeling Satisfied Understanding my Emotions			 Term Two Book Four Revisit the Feelings Wheel Me and My Emotions Identify the Trigger Strength of Feeling Take a Power Pause Know Yourself My Best Self What a Power Pause Looks Like to You		
Y4 Life Skills	<u>Social Skills</u> LS: Fairness & Trust PE: Gratitude & Empathy	<u>Social Skills</u> LS: Communication & Co-operation PE: Respect & Encouragement	<u>Emotional Skills</u> LS: Resilience & Self-belief PE: Honesty & Courage	<u>Emotional Skills</u> LS: Responsibility & Self-motivation PE: Integrity & Self-discipline	<u>Thinking Skills</u> LS: Concentration & Imagination PE: Curiosity & Resourcefulness	<u>Thinking Skills</u> LS: Problem-solving & Decision-making PE: Evaluation & Reflection
Y5 PSHE	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
	<u>Health and Wellbeing</u> What makes up a person's identity? Physical health and mental wellbeing	<u>Living in the Wider World</u> What decisions can people make with money? Money and work	<u>Health and Wellbeing</u> How can drugs common to everyday life affect health? Keeping safe	<u>Relationships</u> How can we communicate safely? Safe relationships	<u>Health and Wellbeing</u> How do I change as I grow? Puberty and changes	
Y5 Wellbeing g	 Book Five All About Me Understanding my Emotions Feeling Aspirational Feeling Anxious Feeling Embarrassed Feeling Grateful Understanding my Emotions			 Term Two Book Five What are Emotions? Know Your Triggers Identify the Trigger Strength of Feeling Take a Power Pause Term Two Book Five L6 Know Yourself My Best Self What a Power Pause Looks Like to You		

Y5 Life Skills	<u>Social Skills</u> LS: Fairness & Trust PE: Gratitude & Empathy	<u>Social Skills</u> LS: Communication & Co-operation PE: Respect & Encouragement	<u>Emotional Skills</u> LS: Resilience & Self-belief PE: Honesty & Courage	<u>Emotional Skills</u> LS: Responsibility & Self-motivation PE: Integrity & Self-discipline	<u>Thinking Skills</u> LS: Concentration & Imagination PE: Curiosity & Resourcefulness	<u>Thinking Skills</u> LS: Problem-solving & Decision-making PE: Evaluation & Reflection
Y6 PSHE	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
	<u>Health and Wellbeing</u> How do we keep healthy as we grow? Physical health and wellbeing	<u>Living in the Wider World</u> How can the media influence people? Belonging to a community and caring for others	<u>Relationships</u> How do friendships change as we grow? Safe relationships	<u>Living in the Wider World</u> How do money and financial decisions affect our lives? Money and work	<u>Health and Wellbeing</u> What will change as we become more independent? Physical health and wellbeing How can we manage risk, pressure and consent? Keeping safe	<u>Relationships</u> Sex Education
Wellbeing			<u>Book Six</u> All About Me Understanding my Emotions Feeling Optimistic Feeling Apprehensive Feeling Stressed Feeling Balanced Celebrating People in our Life			
					<u>Term Two Book Six</u> What are Emotions? > Know Your Triggers > Identify the Trigger > Strength of Feeling > Take a Power Pause > What can I Control? > Know Yourself > My Best Self > What a Power Pause Looks Like to You >	
Y6 Life Skills	<u>Social Skills</u> LS: Fairness & Trust PE: Gratitude & Empathy	<u>Social Skills</u> LS: Communication & Co-operation PE: Respect & Encouragement	<u>Emotional Skills</u> LS: Resilience & Self-belief PE: Honesty & Courage	<u>Emotional Skills</u> LS: Responsibility & Self-motivation PE: Integrity & Self-discipline	<u>Thinking Skills</u> LS: Concentration & Imagination PE: Curiosity & Resourcefulness	<u>Thinking Skills</u> LS: Problem-solving & Decision-making PE: Evaluation & Reflection

Appendix 3:

To be completed by parents/carers:	
Name of child:	Year Group:
Name of parent/carer:	Date of completion:
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider:	
Parent/carer signature:	

To be completed by the school:
Date of discussion:
Agreed actions from discussion with parent/carer: