



Mundy C of E Junior School Relationship and Sex Education Policy 2026

‘Let love and kindness be the motivation behind
all that you do.’ (1 Corinthians 16:14)

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Appendix 1: By the end of primary school children should know

Appendix 2: Mundy CE Juniors Child Friendly RSE Policy 2024

1. Aims

The aims of Relationships and Sex Education (RSE) at Mundy C of E Junior School are to:

- Help children identify and understand positive relationships
- Help children develop feelings of self-respect, confidence and empathy
- Provide a framework in which sensitive discussions can take place
- Teach children the correct vocabulary to describe themselves and their bodies
- Prepare children for puberty, and give them an understanding of the importance of health and hygiene
- Create a positive culture around issues of sexuality

At Mundy C of E Junior School, we are committed to ensuring that the basic rights, as explained in the United Nations' Convention on the Rights of the Child (UNCRC) are met and incorporated into all aspects of school life.

2. Statutory requirements

As a junior school, we must provide relationships education to all children as per section 34 and 35 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 guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

The Relationships Education, Relationships and Sex Education, and health Education (England) Regulations, 2025, provide that pupils receiving primary education must be taught Relationship and Health Education. These Regulations amend existing provision in the Education Act 1996 and the Education Act 2002, and require schools to have regard for the guidance on Relationship Education, RSE, and Health Education.

The Department for Education statutory guidance states that from September 2020 all schools must deliver relationships and health education in primary schools.

At Mundy C of E Junior School we teach RSE as set out in this policy.

3. Policy development

This policy has been written as a result of separate consultations with school staff, children and parents. Parents were consulted on the RSE policy in March 2026, discussions were held on RSE within school, their thoughts on the RSE policy, the new RSE Framework (September 2026) and how they would like to be informed about all policy updates in the future. This was done through parent conversations with the RSE lead as well as the completion of a questionnaire. Consultations have enabled us to adapt our bought-in PSHE Matters Scheme and our Growing up with Yasmine and Tom scheme accordingly. Consultations with the children and School Parliament, have enabled us to create a child friendly RSE policy. This child friendly policy was consulted on in January 2026 with a group of children and recommended changes were made.

This policy has been put together by school staff and governors and replaces the interim policy that has been in place since September 2020.

The existing policy has been reviewed and new DfE requirements studied. When producing this policy we have taken into account our community and our school ethos.

The policy has been ratified by the governing body.

4. Definition

To understand how the teaching of Relationships and Sex Education are connected in this policy, and in the curriculum, it is important to understand how it fits across both Primary and Secondary Education.

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, mental wellbeing, sexuality, healthy lifestyles, diversity and personal identity.

It involves a combination of sharing information and exploring issues and values.

It is not about the promotion of sexual activity.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

Health Education is:

- learning the benefits and importance of exercise, nutrition and sleep
- understanding a range of emotions and feelings
- developing understanding between good physical and good mental health
- understanding the changing adolescent body

5. Curriculum and Delivery of RSE

At Mundy C of E Junior School we recognise the individual needs of our children. Through our education and our ethos, we will adopt a culture which embodies our school 'Be Statements'. This is an ethos that will exist every day in school and not just on specific themed days. In line with government guidance, our curriculum needs to reflect this and focus on teaching the fundamental building blocks and characteristics of positive relationships and health education including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- General Wellbeing
- Wellbeing Online
- Physical health and fitness
- Healthy eating

- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies (physical and emotions, including puberty and menstrual wellbeing)

We have developed the curriculum in consultation with parents and staff, taking into account the age and needs of children.

As with any topic, pupils will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- Teachers will use distancing techniques and establish safe ground rules for discussions in RSE
- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme. This could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and delivered predominantly, but not exclusively, using the PSHE Matters and Growing up with Yasmine and Tom schemes of work. Whilst the scheme has been developed to meet statutory requirements, it has the flexibility to be adapted to meet the requirements of our children.

PSHE is taught weekly, with a different focus for each half term. In PSHE, RSE is significant throughout but some aspects of RSE will be taught in more depth.

We recognise that communication is an incredibly important aspect of RSE and some children communicate better with different adults. Because of this, it is an expectation that PSHE and RSE is delivered by the class teacher, unless absolutely necessary. During RSE lessons it is preferable where possible, to have both a male and female member of staff present in order to respond to any questions appropriately and with an experienced viewpoint. In addition to this, where possible, support staff (including Teaching Assistants and Learning Mentors) take part in the lessons.

How RSE is taught:

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth and reproduction. **Parents/guardians do not have the right to withdraw from this aspect of the curriculum.**

Within the RSE programme of Study (Growing up with Yasmine and Tom) and the PSHE Matters Scheme. Several units within the scheme are statutory, meaning that **parents/guardians do not have the right to withdraw from this aspect of the curriculum.** These units are:

Lower Key Stage 2 (Year 3/4)

- **My Body:** Keeping Clean, Me, Myself and I and Sexual Body Parts – male/female.
- **Keeping Safe:** Personal Space, Identifying Risks and People who can help me.
- **Relationships:** What makes a good friend? and Getting on with your family.
- **Only Technology Safety:** Photos of myself online and Who can help us?
- **Gender Stereotypes / Celebrating Difference:** Jobs we do.

Upper Key Stage 2 (Year 5/6)

- **My Body:** Puberty and Periods.
- **Life Cycles:** How babies are made assisted fertility, Multiple births and How babies develop.
- **Keeping Safe:** Assertiveness, saying no, Good and bad touch and People who can help me.
- **Relationships:** Trust and Friendships and pressure.
- **Only Technology Safety:** Social Media and sending pictures and Online bullying.
- **Gender Stereotypes / Celebrating Difference:** Sexual orientation and Equality and the law.
- **My Body:** Wet dreams and Masturbation.

Within the RSE programme of Study (Growing up with Yasmine and Tom). Several units within the scheme are non-statutory, meaning that **parents/guardians do have the right to withdraw from this aspect of the curriculum.** These units are:

Upper Key Stage 2 (Year 5/6)

- **Life Cycles:** How babies are made – sexual intercourse.

Any parent/guardian wishing to withdraw their child/children from this area of the curriculum must inform a member of the SLT or the PSHE lead. These parent/guardians will then be invited into the school for a discussion regarding their concerns as well as being provided with the opportunity to view all materials and resources used to teach these units. All parents/guardians have the right to view any of these materials at any time of the school year.

We aim to 'live' what is learnt and apply it to everyday situations in the school community through:

- Assemblies and Collective Worship
- Our praise and reward system
- Relationships child to child, adult to child and adult to adult across the school.
- Marking significant country-wide celebrations such as Black History Month, Children's Mental Health Week, LGBT+ History Month and many others.

Additional materials

The use of age-appropriate published texts, both fiction and non-fiction, are proven methods to support teaching across the curriculum; this is also the case with RSE. We will continue to build on our collection of books that help children to understand the different relationships and family structures that exist in modern society.

Menstrual Wellbeing

Some pupils will begin menstruation whilst still in attendance at Mundy C of E Junior School. To support pupils who are menstruating, we have in place the following:

- Disposal units available in toilets.
- Access to menstrual products.

When a pupil starts menstruating in the school, we will support them on-site and inform parents. Our RSE programme covers basic information about menstruation. If your child has difficulties managing their periods at the school, please contact their class teacher for support. In order for us to support your child with their menstrual wellbeing please inform a member of SLT when your child begins their periods and they will inform your child's teacher. This can be done face to face or by phone call.

6. Equality, Inclusion and Support.

As a school and a workplace, we are accepting and understanding of both staff members' and students' sexual orientation. Regardless of sexual orientation, staff will not promote their own viewpoints, but will use LGBT+ language where it is deemed appropriate. This includes the use of the words "gay", "lesbian", "bisexual", "homosexual" and "transgender" in their appropriate contexts.

We recognise that informal discussions about staff families are a part of everyday school life – all staff members should feel comfortable in talking to children and colleagues about their own families if they choose to do so.

Relationships and RSE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of protected characteristics.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSE to deal with issues facing those with a particular characteristic.

RSE will be accessible to all regardless of their gender abilities or background. Through the delivery of RSE, teachers will explore gender and disability stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. We aim to deliver RSE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSE and are best placed to support their children to understand how their learning at Mundy C of E Junior School fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSE. All children, whatever their identity, developing identity, or family background, need to feel that RSE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – if so, this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in RSE

It is important that all pupils feel safe and able to participate in RSE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSE (see section 8).

7.3 Staff

The RSE, PSHE and staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the nonstatutory components of RSE
- Delivering the curriculum without promoting their own personal viewpoint

All RSE provision will be led and co-ordinated by the RSE and PSHE lead. They will ensure that staff are knowledgeable and confident to teach RSE to their students. All provision will be monitored and quality assured by the RSE and PSHE lead. Training will be provided by the RSE and PSHE lead where applicable any other training deemed necessary will be provided by outer agencies.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All teachers are responsible for the teaching of RSE and all teaching assistants are responsible for supporting the teaching of RSE.

7.4 Children

Children are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7.5 Parents

RSE is a partnership between Mundy C of E Junior School and parents/carers. We recognise that in RSE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSE delivered within the school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents routinely about the school's RSE policy and practice (prospectus/letters/emails/website).
- The curriculum content and organisation are shared and explained
- Answer any questions that parents may have about the RSE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Conduct consultation every two years about any needs in relation to our RSE programme and policy.
- If there are any changes to the PSHE lessons being taught, i.e. Rail Safety, Water Safety or outside agencies (the police) coming in to teach then parents will be informed of these changes.

Any parents wanting more information about our RSE curriculum can contact a member of the Senior Leadership Team or the PSHE Leader.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from statutory **relationships and health education**.

Parents only have the right to withdraw their children from the non-statutory components of sex education within RSE. Any parent/guardian wishing to withdraw their child/children from this area of the curriculum must inform a member of the SLT or the PSHE lead. These parent/guardians will then be invited into the school for a discussion regarding their concerns as well as being provided with the opportunity to view all materials and resources used to teach these units. All parents/guardians have the right to view any of these materials at any time of the school year.

Alternative work will be given to children who are withdrawn from lessons for any reason.

9. Training

Staff are trained annually by the RSE and the PSHE lead on the delivery of RSE and this will be monitored on an annual basis by the RSE and the PSHE lead. This will ensure that all members of staff are up to date with any changes to the RSE guidelines. This training enables staff to gain the knowledge needed to teach RSE confidentially to their pupils.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training.

10. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team (SLT) and the PSHE Lead, through learning walks, pupil conferencing and book scrutiny. Children's development in RSE is monitored by class teachers as part of our internal assessment systems.

Date of ratification: March 2026 Ratifying body: Mundy C of E Junior School Intended date of next review: September 2026

Appendix 1: By the end of primary school children should know

Relationships Education – DfE Guidance.

The focus in primary school should be on 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.

The guidance states that, by the end of primary school:

	Pupils should know...
Families and people who care for me	- that families are important for children growing up because they can give love, security and stability. - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	- how important friendships are in making us feel happy and secure, and how people choose and make friends - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right - how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others.
Respectful Kind Relationships	- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - practical steps they can take in a range of different contexts to improve or support respectful relationships - the conventions of courtesy and manners - the importance of self-respect and how this links to their own happiness - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help - what a stereotype is, and how stereotypes can be unfair, negative, or destructive - the importance of permission seeking and giving in relationships with friends, peers, and adults
Online safety and Awareness.	- that people sometimes behave differently online, including by pretending to be someone they are not - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - how information and data is shared and used online.
Being safe	- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,

- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Physical health and mental well-being education in Primary schools – DfE Guidance

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

By the end of primary school:

	Pupils should know
General Wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.

Wellbeing Online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines,
	and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol, Tobacco and Vaping.	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health Protection and Prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	1. How to make a clear and efficient call to emergency services, if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing Bodies.	1. About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.



Mundy CE Junior School Child Friendly Relationship and Sex Education Policy 2026.

In our school RSE teaches us how to be healthy and to be confident in our relationships.

We also learn about how we change and things we might do as we grow.

<u>What are some of the main things we learn in RSE?</u>	<u>How do we use what we have learnt in RSE?</u>	<u>Where can we go for more help with RSE?</u>
• How we grow up and develop and how our bodies change during puberty. • Who we can talk to for support and help. • We learn about pregnancy. • How babies are made and develop. • We learn about our emotions and how to deal with different emotions. • Safe and unsafe touch. • Our differences and what makes us unique. • Healthy and unhealthy relationships. • We learn about different groups and how they are supported. • We learn the correct scientific language. • How to keep ourselves safe online. • How to stay clean and stop the spread of germs.	• We can become ministers and incorporate new groups (friendship corner). • We can have an understanding be able to find someone who can help us, in our time of need. • We can learn how to regulate our emotions. • We try to build new relationships and friendships with the people around us. • We can help and support each other. • We can learn how to cope in stressful situations and how to cheer other people up. • We can use the right language and actions to explain our thoughts and feelings. • We can understand how to keep ourselves safe online and how to access the CEOP button on the school website. • We know how to keep ourselves clean and how to not spread germs.	• Teachers / Trusted Adults. • Parents or guardians • An appropriate family member. • An appropriate friend, to help us speak to a trusted adult. • All Staff • Midday Supervisors • The police. • Drs / Nurses. • RSE Lead • Childline and other supportive groups. • CEOP Button • NSPCC • Outer School Leaders / Coaches.

Some of these bullet points are covered in year 3/4 and some are covered within year 5/6.