



Relationships and Sex Education at Meadowbank Primary School

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Introduction

At Meadowbank Primary School we are committed to achieving the best for all of our Meadowbank Family. Our success is evidenced in the fulfilment of our Mission **‘Life Long Learners, Leaders of Change, Lasting Legacy’** and our vision that all will **‘Flourish and Inspire.’**

The Teaching and Learning approach is at the core of our school and explains how learning is at the centre of all that we do. Each one of us are aspirational for our children and for each other with our vision being that all will **‘Flourish and Inspire.’** The approach that we take ensures that everyone is committed to achieving a high quality consistent approach to learning where we are dedicated to providing a unique curriculum which begins with the needs of the learner. Our inclusive approach ensures that all children grow as independent and confident individuals who will be successful lifelong learners and have a voice in their learning and development.

Our School Values are:

Community
Respect
Aspiration
Achievement
Collaboration



Our Indicators of Success are for everyone to be:

Safe and happy
Curious and Confident
Supported and Challenged
Included and Valued
Active and Healthy



Lifelong Learners, Leaders of Change, Lasting Legacy

Relationships and Sex Education Approach/Version 3.0 May 2025

Relationships and Sex Education Learning Intention

“PSHEE is a curriculum for life, so that children can navigate, participate and stay safe in their world today and be prepared for tomorrow.” Mrs Cawley, RSE Leader

At Meadowbank, positive relationships are fundamental to our vision and mission and our success in being a happy, **compassionate** and safe school. Our **ambition** is to ensure that our Relationships and Sex Education (RSE) is **enriched** with lifelong learning about relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. It is a crucial part of the journey of preparing our children for adult, independent life and we recognise the high importance of **enabling** our pupils to understand, recognise and form healthy friendships and relationships and to be able to **articulate** when relationships may be unsafe and how they deal with deal situations. Children also need to recognise the **connectivity** between relationships which may develop both in person and online and the potential associated risks RSE is about understanding the importance of family life, different types of families, stable and loving relationships and respect for others, love and care. Providing children with this understanding is vital to help them develop positive relationships both in and out of school. Educating children about their bodies empowers them to be **curious**, ask questions and understand the changes their body goes through as they grow and gives them confidence to be able to talk about their bodies and how to keep themselves safe as well as developing confidence in regards to body image.

Aims

- To develop understanding of the importance of family life, stable and loving relationships respect and love.
- To provide a framework to respond to questions and teach about sex, sexuality and sexual health.
- To enable young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- To develop personal and social skills for friendship and other relationships.
- To make informed and responsible decisions.
- To develop self-confidence and self-awareness.
- To understand where and how to access support.
- To acquire assertiveness and decision making skills.

Relationships and Sex Education Implementation

Curriculum:

Our Relationships and Sex Education (RSE) curriculum is rooted in a carefully planned and progressive framework that focuses on building the foundational knowledge and skills necessary for children to form and sustain healthy, respectful relationships throughout their lives. This includes developing understanding and behaviours that support positive interactions within families, friendships, and increasingly important online contexts. By fostering emotional literacy, empathy, and communication skills, RSE helps children learn how to navigate their emotions and relationships effectively, thereby supporting both their immediate well-being and long-term personal development. A spiral curriculum underpins this approach, meaning that key topics are regularly revisited and explored in greater depth as children mature, allowing for reinforcement and a more nuanced understanding over time. While RSE themes are integrated throughout the wider PSHEE (Personal, Social, Health and Economic Education) curriculum, they are explored more intensively within the 'Relationships' and 'Changing Me' Jigsaw pieces, ensuring children have structured opportunities to reflect on their identities and interactions with others. Central to the RSE programme is a commitment to cultivating respect and tolerance, helping children value themselves and others regardless of gender, sexual orientation, or other differences. This inclusive education not only supports children's self-esteem but also equips them with the awareness and confidence to recognise, respond to, and report abuse or unhealthy behaviours. Moreover, children are taught about the nine protected characteristics as outlined in the Equality Act 2010, which are woven meaningfully into the curriculum to foster understanding of equality, human rights, and the importance of challenging prejudice in all its forms.

Teaching and Learning:

Our approach to teaching and learning in Relationships and Sex Education (RSE), as part of the wider PSHE curriculum, is firmly rooted in Rosenshine's Principles of Instruction, a research-informed framework that draws from cognitive science to establish effective classroom practice. These principles underpin the design and delivery of our RSE curriculum, ensuring that learning is meaningful, appropriately sequenced, and retained over time. Lessons are meticulously planned using the Assessment Blueprint to ensure that new knowledge builds logically on prior understanding, which is regularly assessed through structured 'daily, weekly, and monthly reviews.' This retrieval-based approach helps to embed learning into long-term memory, supporting children in making sustained progress. RSE lessons are framed around three types of knowledge: Substantive (the core content of PSHE), Disciplinary (the methods used to explore and question that content), and Personal (the reflective, value-driven connections children make with the material), all of which are taught in carefully structured steps to avoid cognitive overload. Teachers model new concepts clearly and provide scaffolded support to ensure all pupils can access the learning, with an emphasis on the processes involved in thinking, understanding, and language development. To bring sensitive and complex issues to life, real-life stories, video clips, and carefully chosen scenarios are used to create relatable and engaging contexts for discussion. Role-play is also used to help children rehearse responses to situations they may encounter, building confidence and empathy. RSE is delivered by trusted, familiar adults within a secure and supportive environment, fostering safe spaces where pupils feel able to express their thoughts and ask questions. Adults play a crucial role in facilitating open discussions, modelling respectful dialogue, and encouraging children to raise any concerns they may have about their bodies, emotions, or identities in a respectful and non-judgmental way.

Inclusion:

At the heart of our PSHE approach is a strong commitment to inclusion, ensuring that every child can access and engage with the curriculum meaningfully. Lessons are thoughtfully adapted to suit the needs of all learners and are delivered with the flexibility to respond to individual circumstances and learning styles. We place a strong emphasis on identifying and addressing gaps in understanding or misconceptions early, allowing us to provide timely support and tailored interventions. Through this inclusive and responsive teaching, we empower children with the knowledge, skills, and confidence needed to navigate the world around them—no matter their background, context, or personal challenges.

Relationships and Sex Education Impact

Progress and Achievement:

The impact of our RSE approach is evident not only in pupils' understanding of key concepts but also in how they apply this knowledge in real-life social and emotional contexts, both within and beyond the school environment. Children's progress in RSE is assessed through a range of strategies including observations, discussions, pupil voice, and scenario-based tasks, which allow us to evaluate how well they are internalising and using what they have learned about relationships, consent, safety, and personal identity. Throughout the year, the PSHE lead works closely with staff to review and monitor the delivery of the RSE curriculum, ensuring that it meets the diverse needs of all pupils. Termly assessments are used to inform key lines of enquiry, helping to identify areas where further focus or development may be needed. This process also enables the PSHE lead to identify vulnerable groups across the school, such as those who may need additional support or guidance in understanding and navigating relationships, consent, and online safety. By tracking pupil progress and considering individual needs, the PSHE lead ensures that the RSE curriculum is both relevant and responsive, adapting to the needs of all students. If any gaps or areas of concern are identified, appropriate interventions or additional support are provided, ensuring that every pupil receives a comprehensive and inclusive education that promotes their emotional well-being and personal development. A key indicator of successful RSE learning is observed in how children navigate social situations—demonstrating respect, setting boundaries, resolving conflicts calmly, and showing empathy and tolerance towards others, regardless of gender, background, or identity.

School Self-Evaluation and Monitoring:

School self-evaluation plays a crucial role in the ongoing development and success of PSHE across the school. Action Plans and the wider Self-Evaluation process support the PSHE leader in closely monitoring the quality of teaching and learning, ensuring that provision is consistently good and continually improving. This monitoring is carried out through a range of strategies, including lesson pop-ins, book looks, pupil voice, and planning scrutinies, which provide a comprehensive view of how PSHE is being delivered and experienced across year groups. The insights gathered inform the setting of short, medium, and long-term goals, which are clearly communicated with stakeholders such as senior leaders, governors, and teaching staff. These goals drive strategic planning and improvement within the subject. Coaching is also used as a powerful tool to promote professional reflection, open dialogue, and constructive challenge within teaching teams, fostering a culture of collaboration and growth. Altogether, these self-evaluation processes ensure that PSHE remains a dynamic, responsive, and impactful part of the school curriculum.

Continuing Professional Empowerment:

At Meadowbank, teachers are role models of lifelong learning through collaboration and pedagogical research, with our partners across the Education Learning Trust and other local schools. We support the growth of all adults at every level which accelerates the progress and outcomes for children and creates a successful teaching and learning culture that leaves a lasting legacy. Therefore, at Meadowbank Primary School professional development is an investment in our valued staff as leaders of learning, in the enrichment of our children and in the very fabric of our school. This investment will no doubt reap rewards and bring about raised standards in all that we do.

The governing board reviews this document annually. The governors may, however, review the contents of the document earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how this approach might be improved.