NORWICH SCHOOL

Relationships and Sex Education (RSE) Policy - Lower School

This policy was prepared for consultation in Michaelmas 2026. Following consideration of feedback, it was submitted to the Education Committee for approval and was agreed Michaelmas 2026. The policy will be reviewed annually, with the next scheduled review in Michaelmas 2027

Confirmed by:

John Ingham	Head of Lower School	Michaelmas 2026
Dee Willmott	Governor	Michaelmas 2026
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Version Control

The version control table should be updated each time:

- a **change** is made to an **agreed version** of a document; or
- a previously agreed document version is **reviewed with no changes** (i.e. at annual review no changes are required and the document continues to be live for the following year).

Use the following convention: version 1.0 (first version), version 2.0 (major change to version 1.0 and issued as a new version), version 2.1 (second version with minor change)

Version number	Date issued	Author / key contact	Change(s) summary • Minor changes can be authorised by a senior staff member and do not need formal approval. • Major revisions require approval through the confirming authority (typically a Committee)
1.0	Michaelmas 2026	Shaun Frise	Initial consultation draft

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Introductory Statement

This policy outlines Norwich Lower School's approach to Relationships and Sex Education (RSE) for pupils in the Lower School.

Norwich School believes that Relationship and Sex Education is an important part of pupils' personal development, safeguarding, wellbeing and preparation for life beyond school. Through age-appropriate, inclusive and carefully sequenced provision, pupils are supported to develop the knowledge, understanding, language, confidence and values needed to build safe, respectful and healthy relationships.

The school recognises that effective RSE contributes significantly to safeguarding by helping pupils understand healthy and unhealthy relationships, personal boundaries, consent, online safety, emotional wellbeing and how to seek support where needed.

RSE is delivered in ways that reflect the developmental stages, needs and experiences of children. This framework should be read alongside other relevant school policies, including:

- Safeguarding and Child Protection Policy
- Behaviour Support and Intervention Policy (Lower School)
- Anti-Bullying Policy
- Pupil Digital Use and Safety Policy
- Special Educational Needs and Disability Policy
- Pupil Personal Development (PPD) Curriculum Documentation

Associated Statutory Guidance

This framework has been developed in accordance with:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (Department for Education, 2025).
- Children and Social Work Act 2017.
- Education Act 1996.
- Equality Act 2010.
- Keeping Children Safe in Education (2026)

Definitions

Relationships Education refers to the teaching of positive relationships, friendships, family life, emotional wellbeing, online safety, personal boundaries and respect.

Relationships and Sex Education (RSE) refers to learning about the physical, social, emotional and legal aspects of relationships, sexuality and human development, including healthy relationships, consent, sexual health and wellbeing.

Sex Education refers to teaching about human reproduction, conception, sexual relationships and sexual health beyond the School's Science curriculum.

Lower School Vision and Aims

Norwich Lower School believes every pupil deserves an education that prepares them for the opportunities, responsibilities and experiences of later life. Through RSE, the school aims to:

- Provide a carefully sequenced and developmentally appropriate curriculum.
- Support pupils to develop respectful, positive and healthy relationships.
- Promote personal safety, boundaries and consent in age-appropriate ways.
- Prepare pupils for the physical and emotional changes associated with growing up.
- Develop self-respect, empathy, resilience and confidence.
- Teach accurate and age-appropriate vocabulary relating to bodies, relationships and health.
- Foster respect for diversity and difference.
- Support pupils to stay safe both offline and online.
- Encourage critical thinking and responsible decision-making.
- Promote wellbeing, safeguarding and help-seeking behaviours.
- Work in partnership with parents and guardians.

Guiding Principles

The RSE curriculum across Norwich Lower School is underpinned by the following principles:

- Engagement with pupils.
- Engagement and transparency with parents.
- Positivity.
- Careful sequencing.
- Relevant and responsive curriculum design.
- Skilled delivery.
- Whole-Lower-School approach.
- Safeguarding-led practice.
- Inclusivity and respect.

Teaching is designed to create safe, respectful and supportive learning environments in which pupils can develop understanding, confidence and empathy.

Equity, Inclusion and Diversity

Norwich Lower School is committed to ensuring that RSE reflects the diversity of modern society and promotes respect, dignity and inclusion for all pupils.

Teaching reflects the school's responsibilities under the Equality Act 2010 and supports pupils to understand diversity within families, relationships, identities and communities.

The curriculum promotes understanding, tolerance and mutual respect and challenges discrimination, prejudice, bullying and harmful stereotypes.

Teaching is adapted appropriately to meet the needs of pupils, including those with SEND, ensuring that all pupils can access learning in ways that are developmentally appropriate, meaningful and supportive.

Curriculum Principles and Delivery

RSE is taught holistically across Norwich Lower School and forms part of the school's wider Pupil Personal Development (PPD) provision. Teaching is carefully sequenced to reflect pupils' developmental stages, safeguarding needs and emerging understanding.

The curriculum may be delivered through:

- Pupil Personal Development (PPD)
- Science lessons
- Assemblies
- Tutor programmes
- Pastoral provision
- Drama and enrichment activities
- Whole-school events and themed activities

Teaching is designed to:

- Support personal development and wellbeing.
- Promote safeguarding and personal safety.
- Encourage respectful relationships.
- Develop emotional literacy and resilience.
- Promote safe and responsible online behaviour.
- Support pupils in understanding and managing change.

Curriculum content may be adapted where appropriate in response to:

- safeguarding themes;
- contextual safeguarding concerns;
- pupil need;
- emerging social or online issues.

Subject Delivery

The programme is delivered in factual, non-judgemental and developmentally appropriate ways. Staff use accurate medical and legal terminology where appropriate and support pupils to engage respectfully in discussion. Teaching may include:

- discussion and reflection;
- scenario-based learning;
- practical activities;
- case studies;
- videos and online resources;
- anonymous questions.

Relationships Education is principally delivered by staff responsible for PPD lessons, supported by tutors and the wider pastoral team. Scientific teaching relating to human development and reproduction is delivered by the School's Science teachers.

Additional practical sessions on puberty and personal hygiene are delivered by appropriately trained members of staff. Curriculum and subject leaders retain responsibility for planning, sequencing and reviewing teaching within their respective areas.

Learning within Relationships Education and wider RSE provision is assessed primarily through formative approaches, including discussion, reflection, pupil participation and ongoing pastoral understanding, rather than through formal testing or summative assessment. Staff may use low-stakes and reflective assessment approaches to support understanding of pupils' developing knowledge, understanding and confidence.

Teaching relating to human development and reproduction within Science is assessed in line with the school's wider approach to assessment within Science.

Safe and Effective Practice

Teachers establish clear expectations and ground rules to help create safe and effective learning environments. Pupils are supported to:

- listen respectfully;
- contribute appropriately;
- understand privacy and personal boundaries;
- respect differing viewpoints;
- seek support where needed.

Age-appropriate distancing techniques and opportunities for anonymous questions may be used to support safe and inclusive discussion of sensitive topics.

Teachers answer pupils' questions in factual, honest and age-appropriate ways, taking account of pupils' developmental stage, emotional maturity and the context of discussion.

Where questions are not considered age-appropriate, fall outside the planned curriculum, or relate to content from which a pupil has been withdrawn, staff will respond professionally and may signpost pupils back to parents or guardians wherever appropriate and possible.

Staff are not expected to answer personal questions about themselves or ask intrusive personal questions of pupils.

Inclusion and SEND

Teaching is adapted appropriately to meet the needs of pupils, including those with SEND. Staff may liaise with the SEND team and pastoral teams to ensure pupils can access and engage meaningfully with provision. The curriculum aims to ensure all pupils feel represented, respected and included.

Safeguarding and Confidentiality

RSE plays an important role in supporting Norwich Lower School's safeguarding responsibilities. Through RSE, pupils are taught about:

- healthy and unhealthy relationships;
- personal safety;
- boundaries and consent;
- online safety;
- emotional wellbeing;
- recognising risk and abuse;
- seeking help and reporting concerns.

Staff recognise that questions, comments or disclosures arising during RSE may indicate that a pupil is at risk of harm or in need of additional support. Where safeguarding concerns arise, staff will follow the school's safeguarding procedures and share concerns with the appropriate safeguarding leads.

While staff aim to create safe and supportive learning environments, pupils are reminded that adults in school cannot offer complete confidentiality where safeguarding concerns arise.

Engagement with Parents and Guardians

Norwich Lower School recognises that parents and guardians are the primary educators of children in matters relating to relationships, health and values. The school is committed to working in partnership with parents and guardians to support pupils' wellbeing, personal development and understanding of healthy relationships. The school aims to:

- share policy information and curriculum aims;
- provide curriculum overviews where appropriate;
- offer opportunities for discussion and consultation;
- communicate openly regarding puberty and human development content;
- respond sensitively to questions and concerns;
- support parents in understanding safeguarding and online safety themes.

Parents and guardians may request to view curriculum materials and resources used to support RSE teaching.

Right to withdraw

At Norwich Lower School, Relationships Education is delivered through the Pupil Personal Development (PPD) curriculum and wider pastoral provision. Age-appropriate teaching relating to human development, puberty and reproduction is also delivered through the School's Science curriculum. The Lower School does not provide separate Sex Education lessons beyond the content taught through Science.

In accordance with statutory guidance, parents and guardians do not have the right to withdraw their child from Relationships Education or from content taught as part of the School's Science curriculum. This includes age-appropriate scientific teaching relating to puberty, reproductive systems, fertilisation, pregnancy and human development.

Parents and guardians do, however, have the right to withdraw their child from any additional Sex Education delivered outside the Science curriculum during primary education. Should the School introduce such provision, parents and guardians will be informed of the proposed content, consulted as appropriate and advised of their right to withdraw. Requests for withdrawal from such provision will be granted, and suitable alternative education will be arranged.

Parents and guardians will be informed in advance when pupils are due to study human reproduction and may request further information, view relevant teaching materials or discuss any questions or concerns with the Deputy Head (Pastoral).

Use of External Organisations and Resources

Norwich Lower School may use external organisations, visitors and educational resources where they enhance the quality and effectiveness of RSE provision. External contributions are intended to complement, rather than replace, the school's planned curriculum and teaching. The school remains fully responsible for all content delivered to pupils and will ensure that any external input is:

- age-appropriate;
- balanced and accurate;
- developmentally appropriate;
- aligned with safeguarding responsibilities;
- consistent with the school's values and curriculum aims.

Where external organisations or visitors are used, the school will:

- review resources and materials in advance;
- ensure staff are present during sessions;
- clarify expectations before delivery;
- evaluate the impact and suitability of provision where appropriate.

Staff Training

Norwich Lower School recognises that effective RSE requires staff to feel confident, supported and appropriately trained. Staff involved in the delivery of RSE receive training and guidance relating to:

- statutory guidance and curriculum expectations;
- safeguarding procedures;
- responding to disclosures;
- age-appropriate teaching approaches;
- management of sensitive questions and discussion;
- inclusive practice and SEND;
- online safety and emerging safeguarding themes.

Training may be delivered through internal professional development, safeguarding updates and external providers where appropriate.

Monitoring, Evaluation and Pupil Voice

Norwich Lower School is committed to ensuring that Relationships and Sex Education (RSE) provision remains effective, relevant, age-appropriate and responsive to pupil need. RSE provision is monitored and evaluated to ensure:

- curriculum relevance and quality;
- safeguarding responsiveness;
- statutory compliance;
- pupil engagement and wellbeing;
- consistency and effectiveness of teaching.

Monitoring and evaluation may include:

- learning walks;
- planning scrutiny;
- pupil voice;

- staff feedback;
- curriculum review;
- review of safeguarding themes and pastoral trends where appropriate.

Pupil voice is considered central to the ongoing development of RSE provision. Pupils are encouraged to reflect on curriculum relevance, engagement and understanding in ways that are respectful, inclusive and developmentally appropriate.

Roles and Responsibilities

- The Governing Body is responsible for approving and reviewing the policy, monitoring implementation and effectiveness, and ensuring compliance with statutory and safeguarding responsibilities.
- The Headmaster retains whole-school strategic oversight and responsibility for ensuring the policy is consistent with the school's ethos and statutory obligations.
- The Head of Lower School is responsible for ensuring that RSE provision is implemented consistently within the Lower School and for overseeing responses to significant parental concerns.
- The Deputy Head (Pastoral) coordinates the Lower School RSE framework, supports staff, monitors the quality and consistency of provision and reviews emerging pupil and safeguarding needs.
- Relevant curriculum and subject leaders are responsible for curriculum planning, sequencing, resources and delivery within their allocated areas, including PPD and Science.
- Staff involved in delivery are responsible for teaching professionally and sensitively, using appropriate terminology, adapting provision to pupil need and following safeguarding procedures.

Policy Development and Consultation

This policy has been developed with regards to current statutory guidance and the needs of pupils at Norwich Lower School. Parents and guardians are consulted on the policy annually, with feedback considered as part of the final review process.

The policy will be reviewed annually, or sooner where changes to statutory requirements, safeguarding expectations or the needs of pupils make this necessary. The approved policy will be published on the School's website and made available to parents and guardians upon request.

Lower School Curriculum Structure

The Lower School curriculum is structured progressively to reflect pupils' age, development and safeguarding needs. The following overview outlines the broad themes and areas of study covered through the Norwich Lower School Pupil Personal Development (PPD) curriculum, through which much of the school's Relationships Education provision is delivered.

Year Group	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Lower 1 (Year 1)	TEAM	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
Upper 1 (Year 2)	VIPs	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
Lower 2 (Year 3)	TEAM	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
Upper 2 (Year 4)	VIPs	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
Lower 3 (Year 5)	TEAM	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
Upper 3 (Year 6)	VIPs	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up

The broad purpose of each curriculum strand is outlined below:

- TEAM (Together Everyone Achieves More) / VIP (Very Important Person)s

Relationships, teamwork, communication, friendships, kindness, conflict resolution and understanding healthy relationships.

- Think Positive

Emotional wellbeing, resilience, mindfulness, managing emotions, positive thinking and mental health awareness.

- Diverse Britain / One World

Diversity, communities, democracy, equality, citizenship, environmental responsibility and understanding life in modern Britain and the wider world.

- Be Yourself / Digital Wellbeing

Identity, self-esteem, emotions, assertiveness, online safety, respectful online behaviour and healthy digital relationships.

- It's My Body / Safety First

Personal safety, body autonomy, healthy lifestyles, consent, boundaries, risk management, hygiene and seeking help when needed.

- Aiming High / Money Matters

Aspirations, goal setting, financial understanding, decision-making, independence, developing responsibility and preparation for future opportunities.

- Growing Up

Understanding physical and emotional changes as children grow, including puberty, personal hygiene, body image, self-esteem and healthy relationships. Developing respect for different family structures, personal boundaries, bodily autonomy, consent and knowing how and where to seek help.

More detailed curriculum planning, lesson content and resources can be found within the Norwich Lower School PPD curriculum documentation, which is available to parents and guardians upon request.

Human Development and Reproduction in Science

The Lower School Science curriculum includes age-appropriate teaching relating to human development, puberty and reproduction. This teaching develops pupils' scientific understanding through the use of accurate anatomical terminology and factual explanations of biological processes.

The content is complemented by the Pupil Personal Development (PPD) curriculum, which addresses the emotional and practical aspects of growing up, including personal hygiene, body privacy, personal boundaries, respectful relationships and seeking help when needed.

1. Male and Female Reproductive Systems

- Naming parts of the male and female reproductive systems
- Labelling diagrams accurately
- Understanding the functions of reproductive organs

2. Puberty

- Identifying physical and emotional changes experienced during puberty
- Understanding why bodies change during puberty
- Recognising that puberty begins at different ages for different individuals

3. The Menstrual Cycle

- Understanding the typical length and stages of the menstrual cycle
- Understanding what occurs if an egg is not fertilised
- Developing appropriate knowledge and vocabulary relating to menstruation

4. Sex Cells and Fertilisation

- Identifying sperm and egg cells
- Understanding how reproductive cells are adapted for their roles
- Understanding the process of fertilisation in scientific terms

5. Development of a Baby

- Understanding stages of pregnancy and foetal development
- Understanding the role of the placenta and umbilical cord
- Understanding the impact of maternal lifestyle choices on a developing baby

Parents and guardians are informed when puberty, human development or reproduction content is taught and may request to view relevant curriculum materials.

Following the Upper 3 Science lessons, pupils receive two additional practical sessions focusing on puberty, personal hygiene and managing menstruation. These sessions reinforce pupils' scientific understanding and provide practical knowledge and reassurance to support them in managing the physical changes associated with growing up.

The additional practical sessions may be delivered in smaller groups, including single-sex groups where this is educationally justified and proportionate. All pupils will receive the same core information about puberty, personal hygiene and menstruation, with appropriate opportunities to ask questions and seek individual support.

6. Puberty and Hygiene

- To understand why regular washing is important.
- To know how to wash and use products such as deodorant and shower gel safely.
- To understand the importance of clean clothes and bedding.

7. Practicalities of Managing Periods

- To know about period products, including pads and menstrual underwear.
- To understand how to manage periods hygienically and dispose of products safely.
- To know how to prepare for a period at school and who to ask for help.

All teaching is delivered in a factual, sensitive and age-appropriate manner, recognising that pupils experience physical and emotional development at different stages. Staff will ensure that pupils understand where to seek advice or support and that they have opportunities to ask questions in a safe and respectful environment.

Parents and guardians will be informed in advance when pupils are due to study human reproduction in Science and may request further information or access to relevant teaching materials.

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