

Relationships and Sex Education (RSE)

Policy & Guidance



Policy Version Control	
Policy type	LGB
Policy prepared by (name and delegation)	Paul Sanderson Head of School
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Description of changes	Additional information added to Section 4 consequences section
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1. This policy was developed in response to:

- Keeping Children Safe in Education, 2025
- 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (2019).
- Equalities Act 2010
- Children and Social Work Act, 2017
- Guidance on promoting British Values in school 2014

It has been developed initially by the RSE coordinator and the Executive Head teacher

2. **The original consultation process involved:**

- Review of RSE and Health Education curriculum content with staff, SLT and parent ambassadors.
- Consultation, agreement and implementation with, of policy by school governors, staff and parents/carers.
- Review of policy by RSE co-ordinator, staff and executive Head teacher with slight amendments to the original policy being made.

3. **What Is the Purpose and Vision for Relationship Education? What is Sex Education at Primary school?**

Relationships Education is lifelong learning about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is a key part of our Personal, Social, Health and Citizenship Education (PSHCE) and our Social, Moral, Spiritual and Cultural (SMSC) provision which we call our Preston Curriculum. It is an important aspect of preparing our children for life in Modern Britain.

A cornerstone of this provision is that it takes place within a safe learning environment and within a 'spiralling curriculum' – so children can revisit concepts and topics several times, going deeper each time, across their time at primary school. Each class of children will be reviewed for maturity and some of the learning opportunities will be based on children's questions. Detailing specific learning intentions allows teachers licence to answer these questions should they arise.

Sex education at primary school is about ensuring that children are adequately prepared for learning at secondary school – and for the information which they are receiving through the media, online and 'everyday life' – delivered in an age-appropriate manner. Specifically, at Preston Primary, the key areas discussed with children are within the Science and Relationships, Sex and Health Education curriculum (RSHE).

Puberty, the changing adolescent body and menstrual well-being are now mandatory for **all** pupils. Parents will be notified prior to this content being taught so that they can, if feel necessary, prepare their children. These sessions will be delivered by the RSE lead alongside another member of staff (of the opposite sex if possible) during the first half of the Summer term in both Year 5 and 6. There will be opportunity during these sessions for the children to ask questions openly or anonymously that will be answered (if appropriate within RSE framework and school policy). Both girls and boys will be taught together the same content but after each session, boys and girls will be split to allow for further discussion or clarification. Girls in Year 5 will also have an introductory session on menstruation led by the RSE lead as there has been an increasing number of girls starting their periods earlier in Upper Key Stage 2.

4. Principles and Values

We believe that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- have an understanding that people have freedom to hold different faiths and beliefs and it is protected in law.
- have an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- make them aware as citizens how they can influence decision making through the democratic process.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after by extended family. It includes a variety of types of family structure and an acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are aware of different values and opinions to sexual orientation, relationships and diversity. The important values are love, respect and care for each other.
- have an understanding of the importance of identifying and combatting discrimination.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

We see Sex and Relationship Education as having three main elements:

Personal and Social Skills

- managing emotions within relationships confidently and sensitively.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice. (individual liberty)
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empowering pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.
- listen and be respectful of others.
- discuss and debate issues and ideas in a considered way

Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- valuing family life, stable and loving relationships and marriage.
- learning about the nurture of children.

- demonstrating the values of equality, mutual respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.
- acceptance of others and identifying and combatting discrimination of protected characteristics (age, disability, race, gender, religion or belief, sexual orientation, gender reassignment, marriage or civil partnerships.)

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages.
- learning about changes in the adolescent body, reproduction, human sexuality and relationships, personal health and emotions.
- know how to stay safe and what the law allows and does not allow in relationships including online.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

5. Aims

The aim of RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious and moral dimensions. Our RSE programme aims to prepare pupils for an adult life in which they can:

- feel confident to ask questions, seek answers and be interested in themselves
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate vocabulary.
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

6. Organisation and Content of Sex and Relationship Education

Most of the sex and relationship education takes place within PSHCE (Preston Curriculum) and Science lessons from Early Years onwards. Teachers generally deliver the PSHCE curriculum and where appropriate with support from professionals. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Pupils are always provided with an opportunity to ask questions anonymously, should the content be more challenging, e.g. puberty or reproduction.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills and attitudes. Each half term, the class teacher will assess the children against the key takeaways for their unit of work as well as completing retrieval grids before introduction of a new topic.

An overview of the learning in each year group is on our school website.

7. Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Headteacher.

Pupils with Special Needs

We will ensure that all pupils receive relationship and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Children with significant SEND needs are expected to understand the concepts of RSE at a 'stage appropriate' level and will be supported by specialist staff when appropriate.

Sexual Identity, Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate questions and offer support. We aim to deliver a fully inclusive curriculum, underpinned by an understanding of healthy relationships – no matter who that relationship is with. Pupils, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them. Each class has access to a set of age-appropriate story books that cover different types of relationships including LGBTQ. Sometimes discussions around different relationships arise outside of PSHCE (Preston Curriculum) lesson time, e.g., from texts children are independently reading or from TV programmes they may have watched. In these cases, teachers are aware that 'incidental' teaching may be required but will be done sensitively and at an age-appropriate level.

8. Right of Withdrawal of Pupils from Sex and Relationship Education

Parents are not able to withdraw children from general PSHCE lessons or those focussing upon relationships education. This is detailed in the DFE publication 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'.

9. Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class ground rules.

Children are not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving children should and will always be discussed with the nominated child protection lead and in his/her absence their deputy.

The curriculum is underpinned with key safeguarding elements throughout – teaching children about privacy, rights and responsibilities in relation to themselves and others.

10. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Headteacher/ Senior Leadership Team to oversee and organise the monitoring and evaluation of PSHCE / RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE/ RSE programme will be treated as a subject and will be involved in monitoring and evaluation exercises led by the Senior Leadership Team and subject coordinator.

The local governing body is responsible for approving, overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum. The policy review is built in to the annual cycle of key policies which must be revisited by the Governing Body each year as part of this process. Parents will be able to access the policy via the school website.

The local governing body will make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content.
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Ofsted is required to evaluate and report on personal, spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's sex and relationship education policy, curriculum and on support and staff development, CPD and delivery.

DFE Policy Requirements: all included within this policy.

Date of Implementation: September 2025

Review Date: Summer 2025 ready for implementation of new statutory requirements