

Relationship and Sex Education Policy (RSE)

Document Control Page

Revision History

Date	Type of change	Initials	Purpose of Revision
September 2020	Major - New policy	MH	New policy needed following DfE guidance 2018 on Relationship and Sex education from September 2020.
December 2021	No changes	MH	Review policy
October 2022	Minor changes	MH	KCSIE date changed to 2022 NSPCC speak out assembly added Footer date changed
January 2024	Minor	LW	KCSIE date changed to 2023 Twinkl Scheme of work changed to SCARF scheme of work. Date changed in footer Review every 3 years
January 2026	Minor	LW	KCSIE date changed to 2025 DfE Relationships Education, Relationships and Sex Education (RSe) and Health Education (July 2025) added to list of documents that inform our policy Change to the vocabulary for the NSPCC Underwear Sessions in line with DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025) Date changed in footer

This policy covers our approach to Relationships and Sex Education (RSE), a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationship Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

Policy development

This policy has been developed in consultation with school leadership, staff and governors. The consultation and policy develop process involved the following steps:

1. Review - a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation - parents given the opportunity to read the policy
4. Ratification - once amendments were made, the policy was shared with governors.

Statutory Regulations

From September 2020, all primary schools must deliver Relationships and Sex Education. Under the Education Act 2002, all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the schools Relationship and Sex education policy include:

- Education Act (1996)
- Learning and skills Act (2000)
- Education and Inspections Act (2006)
- Equality act (2010)
- Supplementary Guidance SRE for the 21st century (2016)
- Keeping Children safe in education - Statutory safeguarding guidance (2025)
- Children and Social work (2017)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)

Aims

The aims of RSE at our school are to provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life. We have a strong focus on developing children's understanding of positive and healthy relationships, to enable successful relationships throughout their lives.

At the school we place high importance on family life and we aim to reflect the different family backgrounds our children come from. We will help to develop knowledge and understanding of what caring and loving families are.

The children will explore emotions and feelings and we will provide opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand who you speak to when you feel unsafe or worried about something.

Our aim is for the children to develop feelings of self-respect and pride themselves. We aim to develop children's empathy towards each other's, understanding that people and families may be different everybody is entitled to respect.

We recognise that children are growing up in a world where the internet will be a key part of their lives with both benefits and risks. We aim to equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them.

We will model healthy relationships and help the children understand how having a healthy relationship is important to your mental wellbeing.

Definition of RSE:

Relationship and Sex education in infant schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE aims to give children essential skills to build positive, respectful and enjoyable relationships with each other. RSE also aims to give children the skills to stay safe both on and off line. RSE, within PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.

Delivery of Relationship and Sex education

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for key stage 1. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and our approach to growth mindset.

Aspects of RSE are referred to in whole school and year group assemblies, especially when exploring themes such as respect and understanding of others.

At our school we follow the Coram Life Education SCARF framework which represents the values for children of Safety, Caring, Achievement, Resilience and Friendship. It provides a whole-school approach to building these essential foundations-crucial for children to achieve their best, academically and socially.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- NSPCC Underwear Rule
- NSPCC assembly -Speak out

When teaching the NSPCC Underwear rule we follow the lessons plans set up by the NSPCC and the slides that go along with these. As part of these sessions we name the external parts of human body including genitalia. We use the terms nipple, bottom, buttocks, testicles, scrotum, penis, vulva and vagina. The resources we use can be found by following the link below:

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

There is also useful advice for parents too which can be found by accessing the link below:

<https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/>

We cover the KS1 science national curriculum requirements for 'animals including humans'. This also covers identifying main body parts and life cycles.

For more information about the RSE curriculum, refer to the PSHE planning.

These areas of learning are taught in 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)

Parental involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for PSHE and RSE. Parents are provided with the opportunity to find out about and discuss the schools programme through the year group curriculum meetings, parents evening, policies, school website, letters and as an open-door policy. Staff will discuss issues in a positive, sensitive and proactive manner.

Parental rights to withdraw their children

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE.

Roles and Responsibilities

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

The head teacher is responsible for ensuring that RSE is taught consistently across the school.

The RSE programme in our school will be led by the PSHE coordinator. All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitude to RSE
- Monitoring progress
- Responding to individual needs of individual pupils

Staff will receive the appropriate training and support for teaching the RSE curriculum.

Links to other policies and advice

The RSE policy is supported by:

- PSHE policy
- PSHE planning and overview
- Behaviour
- Teaching and learning
- Health and safety
- Equal opportunities
- Child protection
- First Aid
- Anti-bullying
- Race Equality (within Single Equality)
- Collective Worship
- Science (see T and L)
- Physical Education (see T and L)
- Religious Education
- Confidentiality
- Exclusion
- Home School agreement