



## Relationship and Sex Education (RSE) Policy

Written by	Reviewed and Ratified by Governors	Shared with Staff	Last Updated	Review cycle	Next Review due
Stephanie Miller – Life Learning Lead Duncan Wakefield -DHT Polly Ross HT	February 2025	February 2025	February 2025	Annually	February 2026

### Statement of Intent

Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, feelings, sex, sexuality. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors.

### 1. Legal Framework

**1.1** The Relationships Education, [RSE, and Health Education \(England\) Regulations 2019](#) have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools. [The 1996 Education Act](#) consolidates all relevant previous legislation and states that all primary schools must provide an up-to-date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The current curriculum has been compulsory since September 2020 with, all schools teaching [RSE](#) from September 2021.

**1.2** This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2023) 'Keeping children safe in education 2022'
- [The DfE Sex and Relationship Education Guidance \(2000\)](#) supports this legislation and recommends that all primary schools should have a sex and relationships education programme tailored to the age and physical and emotional maturity of the children.

**1.3** This policy operates in conjunction with the school's values and the following school policies:

- Anti-Bullying Policy
- Assessment Feedback and Reporting Policy
- Behaviour Policy
- Collective Worship Policy
- Curriculum Policy
- CWR for adults
- CWR for pupils
- Early Years Foundation Stage Policy

- Equal opportunities Policy
- Feedback Policy
- Health and Safety Policy
- Healthy Under Five's Policy
- Learning and Teaching Policy
- Online Safety Policy
- Physical Education Policy
- PSHE Education Policy
- Religious Education Policy
- Safeguarding Policy
- SEND Information Report
- SEND Policy

## **2. Roles and Responsibilities**

### **2.1 The governing board will be responsible for:**

- Approving the RSE policy
- Holding the headteacher to account for its implementation.

### **2.2 The headteacher will be responsible for:**

- Ensuring that RSE is taught consistently across the school
- Managing requests to withdraw pupils from non-statutory components of RSE
- Ensuring all staff members read and implement this policy.

### **2.3 The Life Learning Lead Teacher will be responsible for:**

- Monitoring the curriculum, teaching and learning of RSE across the school in line with government guidance, the National Curriculum, pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise in the school and wider community.
- Supporting teachers and staff to deliver effective RSE
- Maintaining up to date knowledge of RSE.
- Monitor progress of pupils and quality of teaching within the monitoring cycle including observations, book looks, pupil voice, parent voice, staff voice and scrutiny of planning.

### **2.4 All teaching and support staff will be responsible for:**

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Involving the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related.

**2.5** 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.

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

### **3. Objectives**

**3.1** The aim of RSE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive and informed decisions about relationships and health.

**3.2** The objectives of Relationship and Sex Education are:

- To provide the knowledge and information to which all pupils are entitled and to clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their feelings and behaviour, so they can grow to lead fulfilling, inclusive and enjoyable lives.
- To help pupils develop skills (language, decision and choice making) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

**3.3** The RSE programme at Shefford Lower School reflects the school's strong values-based education, promoting values of respect, kindness, honesty, kindness, determination, enjoyment and community, as well as how those attributes are also developed by other aspects of the school's provision. Our RSE curriculum demonstrates and encourages these values. This subject sits within the context of our school's broader ethos and approach to developing the whole pupil socially, morally, spiritually and culturally.

**3.4** Within our pastoral care system and our broad and balanced curriculum, we explore healthy lifestyles in a range of ways. The curriculum proactively addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development including the promotion of:

- Respect for self;
- Respect for others;
- Responsibility for our own actions;
- Responsibility for our family, friends, school and wider community.

The focus is 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.

**3.5** There is also a focus on teaching pupils about physical health and mental wellbeing in order to give them the information that they need to make good decisions about their own health and wellbeing. This enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise and know how to seek support as early as possible from appropriate sources.

**3.6** Our RSE curriculum and pastoral care system is designed to promote pupils' self-control and ability to self-regulate, and strategies for doing so. We engender an atmosphere that encourages openness and reduces stigma regarding health issues.

**3.7** Puberty including menstruation is covered in Health Education and, as far as possible, is addressed before onset. We strive to ensure pupils of all genders are prepared for changes they and their peers will experience as they move through the school and further on in their lives.

### **4. Sex Education**

- 4.1** The National Curriculum for Science includes subject content in areas relating to sex education, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Additional content on sex education is covered to meet the needs of the pupils within the school.
- 4.2** The school strives to ensure that the transition before moving to next phase of school supports pupils' ongoing emotional and physical development effectively.
- 4.3** At Shefford Lower School, all genders are prepared for the changes that adolescence brings and develop knowledge of the human life cycle, set out in the National Curriculum for Science.
- 4.4** We will consult parents about the school's overall policy and about the detailed content of what will be taught at key points throughout the child's educational journey. This process includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

## **5. Safeguarding**

- 5.1** Through Relationships Education (and RSE), pupils are taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.
- 5.2** Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At the heart of these subjects there is a focus on keeping children safe through preventative education. [Keeping Children Safe in Education \(KCSIE\)](#) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
- 5.3** Shefford Lower School, as part of our RSE offer, may invite external agencies in to support delivery of this subject. The content of the session is agreed in advance of the session and also the visitor is briefed on how a safeguarding issue during the visit should be dealt with. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a disclosure.

## **6. Equal Opportunities Statement**

- 6.1** The school is committed to the provision of RSE to all of its pupils. Our school curriculum and wider approach aims to respond to the diversity of children's cultures, faiths and family backgrounds.
- 6.2** Teaching about families is taught with sensitivity based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for our children. (Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers. Staff work hard to ensure the current circumstances of each child is known and recorded in the 'green folders'.

## **7. Sexual Identity and Sexual Orientation**

- 7.1** Shefford Lower School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

7.2 Bullying is dealt with strongly yet sensitively.

7.3 The school liaises with parents and carers on this issue to reassure them of the content and context.

## 8. RSE Curriculum Content

8.1 RSE is primarily delivered by the class teacher or another teacher from within the year team or key stage. There may be times in Key Stage two when the children are taught within groups according to their gender.

8.2 Early Years: Children learn the names of different parts of the body and how to be healthy.

8.3 Key Stage 1: Pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to, someone they trust.

8.4 Key Stage 2: Pupils learn to express their opinions about relationships, listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and the well-being of others. Life processes in humans and other animals are discussed within science topics.

### 8.5 National Curriculum Science Key Stage 1:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

### 8.6 National Curriculum Science Key Stage 2:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

8.7 Further detail of curriculum content within the primary phase is detailed within the table in **Appendix One** and on the Curriculum page of the school's website.

## 9. Preparation For Adulthood

9.1 Within the RSE curriculum and wider curriculum, we include opportunities for [Preparation for Adulthood \(PFA\)](#), where children learn vital and age-appropriate life skills such as **employment** (such as following instructions, professional role models, real world visits, building ambitions) **independent living** (residential trips, cooking, understanding money, shopping, moving around the school independently, travel training, transport and road signs) **good health** (diet, making choices, nurse school visits, immunisations and physical exercise) and **community** (team playing, after school clubs, being safe online, knowing the local area, managing change and walking short distances alone).

## 10. Cross Curricular Links

10.1 Relationships Education, RSE and Health Education complement several National Curriculum subjects. Within the National Curriculum, staff actively look for opportunities to draw links between the subjects and integrate teaching where appropriate. As a school we look for horizontal, vertical and diagonal links and threads through the curriculum to embed understanding.

10.2 Particular links will be made between RSE, Life Learning, Citizenship, Science, Computing and PE, however our curriculum allows opportunity for RSE across whole school learning as well as in special project based learning (Healthy Me Week, Safer Internet Day).

**10.3** We also aim to provide extracurricular events and activities (Sports Clubs, Mindfulness club) where the children can explore these ideas further.

## **11. Assessment**

**11.1** Shefford Lower School has the same high expectations of the quality of pupils' work in this subject as for other curriculum areas. A strong curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

**11.2** Lessons are planned to ensure that pupils of differing abilities, including the most able and those with Special Educational Needs, are suitably supported and challenged.

**11.3** Teaching is formatively assessed and assessments are used to identify where pupils need extra support or intervention.

**11.4** Summative assessments are carried out termly within Life Learning (Personal, Social, Health and Economic (PSHE) Education) in Key Stages 1 and 2, and Personal Social and Emotional Development (PSED) in Early Years. A range of assessment tools are used to evaluate attainment and progress including, written assignments, observations or self-evaluations.

## **12. OFSTED**

**12.1** Key aspects of Relationships Education, RSE and Health Education are in scope for Ofsted inspection; for example, through inspectors' consideration of pupils' personal development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development.

## **13. Training**

**13.1** Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

**13.2** Leaders will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

**13.3** The school subscribes to the PSHE Association and draws upon the expertise within the resource.

## **14. Right to be Withdrawn**

**14.1** There is no right to withdraw their child from Relationships Education or Health Education in primary school. However, parents can request to withdraw their child from some or all sex education lessons in primary school.

**14.2** In an instance where a parent or carer requests for their child to be withdrawn, conversations are held with parents around the right to withdraw from certain aspects of the school's curriculum prior to the child being withdrawn. The withdrawal request form (**Appendix 2**) is filled in and signed during the meeting.

**14.3** Staff ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. The school also recognises the significance of other factors, such as any special educational needs or disabilities of their pupils. This process is the same for pupils with SEND.

**14.4** However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## **15. Confidentiality and Child Protection**

**15.1** A child's confidence is maintained by the class teacher, unless it is unsafe to do so, in which case the procedure laid out in the school's safeguarding policy is followed. IE: If this person believes that the child is at risk or in danger, she/he talks to a designated safeguarding leader and records appropriately on the schools 'Child Protection Online Management System' (CPOMS).

**15.2** Effective RSE may bring about disclosures of child protection issues and staff are all aware of the procedures for reporting their concerns.

## **16. Controversial and Sensitive Issues**

**16.1** Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias.

**16.2** In accordance with 'The Teacher Standards' topics are presented using a variety of views and beliefs, so that pupils are able to form their own, informed opinions, but also respect others that may have different opinions.

## **17. Dealing with Questions**

**17.1** Both formal and informal matters within RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned.

**17.2** Questions do not have to be answered directly, and can be addressed individually later.

**17.3** The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

## **18. Monitoring and Review**

**18.1** It is the responsibility of teachers to follow the guidance stated in this policy. There is a named Governor responsible for the curriculum. This governor will discuss RSE practice and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and senior leadership team will carry out monitoring of RSE as part of the whole school monitoring schedule.

**Appendix 1 – Table of Curriculum Content covered by the end of Primary School**

<p>Families and people who care about me</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p>Caring friendships</p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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, if needed</li> </ul>



Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

**Appendix 2 – Request for withdrawal from non-statutory sex education**

Name of Child		Class		Name of Parent / carer		Date
<b>To be completed by the parent / carer:</b>						
Reason for Withdrawal from this class						
Any other information you would like considered						
Signature						
<b>To be completed by the school:</b>						
Agreed actions from discussion with parent / carer						