

Relationships and Sex Education (RSE) Policy



May 2025

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Review May 2026

Relationships and Sex Education (RSE)

At Foxes Piece school we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships and Sex Education.
- Help parents and carers to understand Relationships and Sex Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships and Sex Education
- All state funded primary schools are required to teach Relationships Education and to have a Relationships Education policy by September 2020.

Legal Requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019).

To comply with the requirements and to have an up-to-date Relationships policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019).

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between

different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy.

At Foxes Piece school we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary, we wish to state the right of parents and carers to excuse their child from designated Sex Education lessons.

Development of the policy

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils.

This policy links to the PSHE policy, Sex Education Policy, Child Protection Policy, Anti-Bullying Policy, Equalities policy and the School Behaviour policy.

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education, and we aim to work collaboratively with parents/carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

Definition of Relationships Education

Statutory Relationships at Foxes Piece School is taught through the PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance. Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in them on and offline lives and how to report any concerns or abuse and where to access help when needed. Sex education is taught in addition to the statutory science curriculum and provides factual and age-appropriate knowledge about conception and birth. In preparation for the secondary

RSE curriculum, sex education teaches pupils to recognise the difference between intimate and non-intimate relationships, promotes healthy committed relationships including marriage, consent and the values and responsibilities required to build healthy adult relationships. It also teaches pupils the legal age for marriage and consensual sexual relationships, to recognise their right to their own physical and emotion personal space, how to keep themselves safe, and how to report concerns or issues. Puberty Education is part of statutory Health Education and parents/carers do not have the right to excuse their child from this aspect of the curriculum.

The Curriculum

Intent – Why do we teach it?

Why teach Relationships and Sex Education?

The DfE states in the statutory Relationships, Relationships and Sex Education and Health Education guidance (page 23)

‘It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge from the national curriculum for science – how a baby is conceived and born’.

Relationships Education will become statutory from September 2020.

High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others

- Understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering social media conversations that could cause them harm.

High quality Relationships Education will support pupils to:

- Recognise intimate physical relationships are for adults
- Be taught factual and correct information about how a baby is conceived and born
- Explore in a safe and managed environment questions they may have about puberty and give them an age-appropriate understanding of sexual development
- Understand that all intimate relationships should be consensual and based on love and respect
- Understand the law and be taught that intimate relationships are for consenting adults
- Understand the importance of marriage and committed relationships and learn about different cultural and religious approaches to this
- Recognising and establish their own personal boundaries, and privacy relating to their own bodies and are taught the scientific vocabulary for all body parts
- Dispel myths and incorrect information about sex and how a baby is conceived and born.

Implementation

Relationships and Sex Education is delivered through the PSHE curriculum and will be taught at an age-appropriate level. The curriculum overview can be found at the end of the policy.

To ensure the content and delivery of Relationships and Sex Education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Outcomes for Relationships Education are defined by the DfE and cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We use the Christopher Winter Project scheme of work to teach Relationship Sex Education and Health Education. Pupils will have three RSE lessons followed by three Drugs and Alcohol lessons in the year.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Curriculum information

The curriculum for Relationships and Sex Education can be found on our website.

Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

Impact

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and vice versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and offline, how to keep safe and where to go to seek help

High quality sex education will enable our pupils to:

- Have a factual and age-appropriate understanding of how babies are made and born
- Understand that intimate and sexual relationships are a natural part of adult life
- Know who to talk to if they have further questions about sex and intimate relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Know they will continue to learn about sex education in their secondary school
- Keep themselves safe online, recognising risks, harmful content, and online contact and be able to report any concerns at the earliest stage
- Know how to keep safe by recognising any inappropriate behaviour from others
- Report concerns or abuse and have the confidence, knowledge and vocabulary to do so.

Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the Designated Safeguarding Leads and share concerns with parents/carers according to the school's safeguarding procedures.

Roles and Responsibilities

It is the statutory responsibility of the Governing Body to ensure the school has a compliant and up to date Relationships policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to excuse from non-statutory Sex Education.

The PSHE curriculum lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

9. Monitoring, evaluation and training

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

Working with parents and carers (consulting, informing and supporting)

The school understands the primary role in children's relationships and sex education lies with parents and carers. We wish to continue to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known regarding RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. Parents and carers are only entitled to excuse their child from designated Sex Education lessons and there is no right to excuse from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – all relevant information was pulled together including relevant national and local guidance by leadership team and the PSHE curriculum lead.
2. Staff consultation – staff meeting addressed changes and gave staff the opportunity to make recommendations.

3. Pupil consultation – we investigated what pupils want from their PSHE lessons via a pupil discussion.
4. Ratification – the policy was shared and reviewed by governors and approved by the full Governing Body.

Policy written by: Nazia Khawaja (PSHE Curriculum Lead)

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Useful information:

DEF information from statutory guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Health education (the DfE has not separated this into Primary and Secondary)