RSE Policy



Signed by Chair of Governors:	
Date ratified by Governing Body:	September 2026
Date of Review:	September 2027

Policy development & review

As part of the statutory requirements for Relationships Education, all schools must have in place a written policy for Relationships Education/RSE. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

This policy has been developed in consultation.

This policy is intended to make clear our approach to delivering Relationships Education, and any additional non-statutory Sex Education (if taught) for our school community.

This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors

This policy was reviewed and updated by Zoe Broom.

This policy will be reviewed at least every two years, or sooner if required due to any changes to statutory guidance or local need.

This policy is available on the school website. Copies can also be made available on request from the school office.

Statutory and legal requirements

Current regulations and statutory guidance from the Department for Education (DfE) states that Relationships Education and Health Education must be taught in all primary schools in England.

The statutory guidance document has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE can be viewed here: Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

At our school, we deliver RSE as set out in this policy in line with current statutory duties and requirements.

In teaching RSE in our school, we must have regard for guidance issued by the secretary of state as per the Education Act 1996.

Legislation and guidance documents that inform our school's RHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in education (2024)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)

Links to other policies

This RSE policy reflects how we deliver this topic in our school, as part of a whole-school approach to the subject. The following school policies also have links to our provision across school in developing positive, safe and healthy pupil attitudes and behaviours...

These policies should also be read in conjunction with this RSE policy to give a broader understanding as to our approach to this topic.

- PSD policy (in development)
- Safeguarding policy
- British Values statement
- Behaviour policy
- Teaching and Learning policy

Definition and aims of RHE

At The Primrose Centre we believe that our pupils need to be educated in relationships and sex education (RSE) themes as part of a broad and balanced curriculum which develops the whole child and supports their personal development, health and wellbeing.

RSE is an important element of our school approach to developing children's key skills and emotional wellbeing.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, for family life, friendships and other relationships. It also involves acquiring information, developing and forming positive beliefs, values and attitudes that help to form and maintain healthy relationships and connections.

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a vital part of our school approach to safeguarding. We believe relationships and sex education is important for our pupils and our school because it helps to keep children safe, happy and healthy.

Please note, for the purposes of this policy we also define Relationships Education as any theme and topic that is required by the DfE within the relevant section of the statutory RSHE guidance for primary schools. This will be delivered as part of our school's PSD education programme of study.

The overarching aims of relationships and sex education (RSE) at our school are:

- to positively prepare children for adult life by following an age-appropriate programme of relationships education based on best practice
- to support the development of essential life skills, resilience and respectful attitudes and behaviours
- to develop young people's confidence, self-esteem, and self-respect in order for them to make informed decisions and take responsibility for their choices
- to encourage equality, respect and responsibility for self and others and support a positive, open culture in our school
- to enable young people to make informed decisions which are relevant to their own lives
- to provide a positive approach to maintaining and building healthy relationships of all different kinds
- to enable pupils to keep themselves safe, happy, and healthy and build self-efficacy

The aims of RSE in our setting link closely to our school values that fundamentally follow the British Values principles.

RSE is an important part of our school approach to keeping children healthy, happy and safe and maintaining positive relationships of all different kinds as the grow up.

At an appropriate age for our pupils, part of our school provision is also about the teaching of relevant Sex Education to complement children's wider understanding of human relationships. This is provided by related elements as part of the statutory curriculum for National Curriculum Science (e.g. human development) or via additional non-statutory Sex Education (e.g. conception). Any additional non-statutory Sex Education is clearly identified in our curriculum overview . Please also see information in the 'Working with parents/Parents' right to withdraw' section of this policy.

We define Sex Education as:

- Any <u>non-statutory</u> sex education content delivered as part of our PSD education programme
- <u>Statutory</u> sex education content as part of National Curriculum for Science

RSE is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community, in Modern Britain and beyond.

We ensure that any Relationships Education and non-statutory Sex Education we deliver is inclusive and meets the needs of all our pupils, including those children who have special educational needs and disabilities.

<u>Curriculum content and organisation</u>

Our RSE curriculum and policy has been developed, where possible in consultation with parents, pupils, Governors and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils.

The PSD/RSE subject lead is responsible for overseeing and organising the RSE curriculum. This includes supporting planning and development of the subject, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

RSE is delivered as part of our PSD programme where we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, and responsible citizens. Our provision intends to help young people develop confidence in talking, listening and thinking about relationships.

Relationships Education is taught gradually across the curriculum at The Primrose Centre, so that learning can be built upon day-by-day, in a way that is appropriate to the age and maturity of each child, responds to the needs they have, and enables them to successfully manage the opportunities and challenges they may face as they grow up.

At The Primrose Centre, we utilise Kapow and Dog, Duck and Cat. If any gaps were identified in that scheme of work, alternatives would be sourced to ensure the gaps are bridged, whilst meting the needs of our children.

Our RSE provision is mapped to the statutory requirements for Relationships Education. Related content is also part of other curriculum subjects in school, such as Religious Education. Pupils will also learn about topics from assemblies.

RSE is delivered within time tabled curriculum lessons as part of our PSD education curriculum. Related statutory sex education elements are also delivered within Science as per the National Curriculum.

As part of our PSD curriculum, we cover the following topics and outcomes that link to Relationships Education:

- Health and wellbeing

- Relationships
- Safety and Changing Bodies
- Citizenship
- Economic wellbeing
- Staying safe online
- Communities

For some lessons, depending upon the needs of any particular cohort, it may be that we sometimes decide to teach groups of pupils separately by sex. This can allow pupils to more openly discuss certain topics and ask questions. We understand, however, that it is important to deliver RSE content to all pupils together wherever possible.

Delivery of RSE

Our RSE curriculum is delivered predominantly by class teachers or other staff within our school from years 1 to year 6 and is part of our timetabled Personal and Social Development (PSD) programme.

We believe that visitors can add value to the teaching and delivery of RSE because of their expertise. On occasion, appropriate and suitably experienced and/or knowledgeable visitors from outside school may contribute to the delivery of RSE in school, such as School Nurses, DECCA and Brook. Relevant polices, including this one, will be shared with any visitor prior to coming into school so they are prepared accordingly.

All visitors will always comply with the expectations set out within this policy and other related school policies. School staff will always be present when any visitors are involved in delivery of RSE to our pupils.

Creating a safe learning environment is a vital part of allowing children to access PSD/RSE lessons where sensitive and complex issues can be explored and discussed. Our school intends to help young people develop confidence in talking, listening and thinking about relationships in a safe and secure way and a number of teaching strategies help this, including:

- establishing ground rules with pupils on boundaries in lessons
- using 'distancing' techniques and strategies
- understanding how to discuss sensitive topics, questions or comments from pupils
- use of age-appropriate materials
- encouraging reflection and discussion

A wide variety of teaching and learning approaches are used to sensitively and effectively teach PSD education, including RSE. These may include:

- circle time
- film-clips
- scenarios
- social stories
- reflection and discussions i.e. whole class, small groups, paired etc.
- drama / role play
- problem solving
- working alone, in pairs or larger groups of children
- use of anonymous question boxes
- assemblies

Each week, there is an assembly, and a formal teaching session linked to: the British Values, RSHE curriculum, and the Thrive programme (with a qualified Thrive practitioner).

During these sessions, pupils are encouraged to ask appropriate questions. In line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teaching staff will endeavour to answer questions factually and as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or is not age-appropriate, provision may be made to address the individual child's needs.
Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters.
When delivering RSE, teachers will be sensitive to the different needs of pupils and ensure that any appropriate adaptations to learning materials are made so that they are inclusive, engaging, safe and accessible to all pupils, including any children with additional needs or those with SEND.

As part of our RSE delivery, we take care to ensure that pupils know who they can talk to in school if they have any concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important cross-cutting element of our RSE provision. We also signpost children to other reliable external service and sources of help and support, such as Childline.

If during informal/formal teaching of PSD/RSHE, a matter of safeguarding arises, this will be followed up with in line with our safeguarding policy.

Inclusion

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and cognitive development, with differentiated provision if required. We operate a fully inclusive ethos in our school. Lesson plans and content will be adapted by teachers where necessary to ensure all pupils can access RSE learning.

Our school understands that there are different ethnic, religious and cultural beliefs and attitudes around RSE topics, as well as recognising that pupils may come from a variety of different family types and backgrounds. These differences are acknowledged through our teaching and resources that promote diversity and inclusion in Relationships Education.

During PSD/RSE sessions, objective discussion of the diversity of the community we serve, and wider society in Modern Britain, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons which are inclusive and based on factual understanding of the law.

We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010 to promote inclusion, mutual respect and the need to protect certain characteristics. RSE provides an excellent opportunity to discharge these duties in a safe and appropriate environment. The full act can be viewed here:
http://www.legislation.gov.uk/ukpga/2010/15/contents

All schools in England have a legal responsibility for eliminating discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

Safeguarding & confidentiality

Confidentiality- A member of staff can never promise unconditional confidentiality to children if concerns exist or disclosures are made in lessons. Staff members should make pupils aware that they cannot guarantee confidentiality and of the procedure they must follow. Our school safeguarding protocols will be followed at all times.

Via the ground rules that are put in place as part of creating a safe learning environment for pupils and teachers in PSD & RSE lessons, pupils are reminded that no personal questions or sensitive information should be shared in an open classroom environment, but that if needed they can always talk to a member of staff or other trusted adults if they have any questions, worries or concerns.

Teachers should be aware that effective RSE, which in part brings an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of a safeguarding issue by children. If this should occur, the staff member will inform the head teacher/designated safeguarding lead (DSL) (details available in school office) in line with the school's safeguarding policy should any concerns be raised.

Ground rules will be used in class to effectively manage disclosures and behaviours, as well as other strategies to create a safe learning environment.

Working with parents/Parents' right to withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At The Primrose Centre, we are committed to working closely with parents to ensure that we create the best possible RSE curriculum for our children, whilst also supporting parents in the conversations they might have with their children around such topics. We aim to build a 'partnership approach' with parents towards RSE provision where transparency and respectful understanding is the basis for all discussions. Parents are welcome to contact school to view our resources and discuss any questions or concerns with the Headteacher or subject lead. They may request to see a lesson content in advance. Parents were invited to consult on our planned PSD curriculum, in July 2026.

Parents will be given opportunities to understand the purpose and context of Relationships Education and any additional non-statutory Sex Education as part of our approach to pupil development. We know that clear communication to help understand our approach and allow parents to ask questions will only help to increase confidence in the curriculum, so we will provide opportunities to do this by communicating via dojo and availability of our curriculum documents on the school website (copies will be available from our school office).

From 2020 parents have the legal right to request that their child be withdrawn from some or all of non-statutory sex education delivered as part of RSE. Parents do not have the right to withdraw their children from relationships education.

Whilst we believe that all of the content within each of our school's PSD curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons other than that which is delivered via the National Curriculum for Science.

As per the current DfE statutory guidance document, there is <u>no parental right of withdrawal</u> from Relationships Education or Health Education content within

the school curriculum, or from any sex education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We view the partnership of home and school as vital in providing the context around the themes covered in RSE to all our children. We will keep parents/carers informed of the RSE programme by publishing an overview of the content of the programme and policy on the school website and by providing further information and examples of teaching resources on request. Parents will be offered the opportunity to discuss the content and delivery of the programme with the subject leader if needed.

We acknowledge that parents and carers have an especially important role to play in RSE and that they need to feel confident that the schools programme complements and supports their parenting role. In advance of any non-statutory sex education delivered in school, letters will go to parents of the children involved where this right of withdrawal applies to remind parents of this right and signpost to this policy.

We ask parents to consider the proven contribution that age appropriate sex education can make to keeping pupils safe and in preparing them for adulthood.

If parents wish to request that their child be withdrawn from any non-statutory sex education, they should contact the Headteacher. Parents will be invited to a meeting to discuss any concerns and view any appropriate teaching resources. At the meeting, parents will be encouraged to discuss any queries or concerns which they may have. Should parents then wish to withdraw their child from non-statutory lessons, this request will be recorded, and alternative provision will made for any children during such sessions so that they are not within class for the duration of the session.

It is important that parents who do wish to withdraw their child from sessions understand that discussing these issues with their child becomes their responsibility.

Roles and responsibilities

The following is a summary of some of the key expectations around roles and responsibilities relating to our school community around RSE. They are not exhaustive but do provide a quick reference of the main expectations.

Governors/Trustees will:

- Approve the RSE policy and hold the headteacher to account for its implementation
- Ensure that Governors are supportive of the school policy, aims and objectives around RSE

The headteacher will:

- Oversee all aspects of this policy and ensure it is implemented and reviewed as required
- Work with the subject lead to ensure this policy is implemented and support their role as subject lead
- Ensure that RSE is taught consistently across the school in line with this policy
- Manage the process for any requests to withdraw pupils from non-statutory elements of RSE (if taught)
- Ensure that all staff are given regular training on issues relating to RSE
- Ensure that all staff are aware of this policy and guidance relating to RSE
- Ensure that the school is fully compliant in delivering statutory requirements within Relationships Education

- Communicate with staff, parents and Governors to ensure that everyone understands the school policy and curriculum for RSE in our school

All staff will:

- Teach RSE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships and Sex Education.
- Model positive attitudes and behaviours in RSE
- Consult the subject lead if they have any questions regarding RSE provision
- Monitor pupil progress and provide feedback on RSE delivery to the subject lead as requested
- Respond to the needs of individual pupils and adapt their provision as needed, in line with this policy and planning
- Ensure that their personal beliefs and attitudes do not prevent them from providing balanced and inclusive RSE in line with this school policy
- Ensure that they are up to date with school policy and curriculum requirements around RSE
- Take part in any training as required
- Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise as a result of delivering RSE
- Respond appropriately to the wishes of parents who wish to withdraw their children from any non-statutory elements of RSE

The subject lead will:

- Oversee the day-to-day operation of the school's RSE provision and policy
- Stay up to date with any changes in legislation or best practice around RSE and respond accordingly
- Contribute to delivering or organising RSE training where necessary

- Liaise with any relevant outside agencies around RSE provision e.g. school nurse service, visitors etc.
- Ensure that appropriate resources and materials are available for the teaching of RSE
- Develop, review, monitor and evaluate the delivery of RSE
- Report to governors/SLT on the subject as requested

Pupils will:

- Take part fully in RSE lessons
- Follow and contribute to ground rules in RSE lessons
- Behave appropriately in RSE lessons, and treat others with respect and sensitivity
- Talk to teachers or other school staff if they have any worries or concerns
- Help the school to make sure that RSE lessons are positive and supportive

Parents will:

- Share the responsibility of RSE-based learning to support their child's wider personal, social and emotional development.
- Support the delivery of RSE in our school in line with this policy
- Engage in any consultation/information around RSE to ensure that our school curriculum best meets the needs of children
- If needed, seek additional support from the school

Training and staff development

All staff must ensure that they are up to date with school policy and curriculum requirements regarding RSE. We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

We expect that staff provide regular feedback to the subject leader on their experience of teaching RSE, including any requests for additional support or training that they may feel useful.

Staff training around PSD-provision is part of our regular staff training programme.

Monitoring and evaluation of RSE

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review our RSE/PSD curriculum to evaluate its effectiveness.

The subject lead for PSD/RSE will be responsible for monitoring and evaluating the subject to ensure that content of the programme is effective and impactful.

The subject lead will report to the Headteacher/Governors and make information available as requested.

We will regularly monitor and evaluate the effectiveness of our provision. This may be done by:

- Monitoring of planning
- Learning walks
- Book looks
- Pupil voice activities
- Staff feedback
- Surveys
- Considering local or school level sources of data e.g. behaviour etc.

Teachers are expected to reflect on their delivery of RSE so that they can feedback appropriate information to the subject lead in order to support development of the subject within school.