Lache Primary School

"Where Every Child Belongs and Every Child Shines!"

Relationships and Sex Education (RSE) Policy

POLICY INFORMATION

School: Lache Primary School

Trust: Concordia Multi Academy Trust

Policy Lead: PSHE Lead

Approved By: Governing Body

Approval Date: _____

Review Date: _____

Review Cycle: Annual

1. POLICY STATEMENT

At Lache Primary School, we believe that Relationships and Sex Education (RSE) is a fundamental part of every child's personal development and education.

Through our curriculum, children develop the knowledge, understanding, attitudes and skills that enable them to form positive relationships, value themselves and others, stay safe, make informed decisions and prepare confidently for the next stage of their lives.

Relationships and Sex Education contributes significantly to safeguarding, personal development, spiritual, moral, social and cultural education, British Values and our wider commitment to nurturing well-rounded, compassionate and responsible citizens.

As a school within Concordia Multi Academy Trust, our approach is underpinned by respect, dignity, kindness, compassion and inclusion. We teach pupils that every person is unique and worthy of respect.

The curriculum is delivered in a way that is age-appropriate, inclusive, factual and responsive to the needs of our pupils.

2. AIMS

The aims of Relationships and Sex Education at Lache Primary School are to:

- provide accurate, age-appropriate information;
- develop children's confidence and self-esteem;
- help pupils form positive and respectful relationships;
- promote emotional wellbeing and mental health;
- prepare pupils for physical and emotional changes during puberty;
- support children in recognising and managing risks;
- enable pupils to recognise healthy and unhealthy relationships;
- develop respect for diversity and equality;
- encourage resilience and responsible decision-making;
- contribute to safeguarding by teaching children how to seek help and support;
- prepare children for life in modern Britain.

3. STATUTORY REQUIREMENTS

This policy has been developed in accordance with DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance, Children and Social Work Act 2017, Education Act 1996, Education Act 2002, Equality Act 2010, Human Rights Act 1998, Children Act 1989, Keeping Children Safe in Education and Working Together to Safeguard Children.

Relationships Education and Health Education are statutory in all primary schools. Parents do not have the right to withdraw their child from statutory Relationships Education or statutory Science content. Parents may request withdrawal from the non-statutory sex education elements taught in Year 6.

4. POLICY DEVELOPMENT

This policy has been developed through consultation with staff, governors, pupils, parents and carers and reflects the statutory requirements for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The policy development process included:

- A review of current legislation, statutory guidance and best practice, including the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance*.
- Consideration of safeguarding requirements, Equality Act duties and local contextual factors relevant to pupils at Lache Primary School.
- Consultation with teaching and support staff to ensure the curriculum is age-appropriate, inclusive and meets the needs of pupils.
- Discussion with governors to ensure the school fulfils its statutory responsibilities and reflects the values of the school and Concordia Multi Academy Trust.
- Consideration of parent and carer views regarding Relationships and Sex Education and the school's approach to curriculum delivery.
- Review of pupil needs and current provision to ensure the curriculum supports children's personal development, wellbeing and safety.
- Ratification by the Governing Body.

The policy will be reviewed annually or earlier where changes to legislation, statutory guidance or local circumstances require amendments.

5. DEFINITION OF RSE

Relationships and Sex Education is lifelong learning about families, friendships, healthy relationships, online relationships, emotional wellbeing, personal safety, physical development, puberty, reproduction, respect and equality.

6. SAFEGUARDING

RSE makes a significant contribution to safeguarding. Children are taught about healthy and unhealthy relationships, personal boundaries, bodily autonomy, respectful behaviour, consent in an age-appropriate context, online safety, recognising unsafe situations and how to seek help from trusted adults.

If a pupil discloses information that raises a safeguarding concern, staff will follow the school's safeguarding procedures and inform the Designated Safeguarding Lead.

7. EQUALITY, DIVERSITY AND INCLUSION

Lache Primary School is committed to promoting equality and inclusion. Teaching reflects the Equality Act 2010 and promotes respect for all protected characteristics. Pupils are taught that families can be structured in different ways and that all families deserve respect.

8. SEND

All pupils are entitled to access Relationships and Sex Education. Teachers adapt teaching and resources to ensure pupils with SEND can engage successfully with the curriculum.

9. CURRICULUM INTENT

Our RSE curriculum is delivered through the Jigsaw PSHE programme. The curriculum has been designed to meet statutory requirements, support safeguarding, promote emotional wellbeing, develop resilience, celebrate diversity and help pupils develop positive relationships. (See Appendix A for implementation)

10. CURRICULUM ORGANISATION

RSE is delivered through Jigsaw PSHE, Science, Computing, Religious Education, Collective Worship, assemblies, safeguarding education and wider pastoral support.

11. JIGSAW CURRICULUM OVERVIEW

Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

12. YEAR GROUP CURRICULUM MAPPING

EYFS: Relationships - family, friendship, belonging, caring behaviour. Changing Me - growth, change, transition.
Year 1: Relationships - families, friendships, caring relationships. Changing Me - body changes and growing up.
Year 2: Relationships - trust, support, friendship skills. Changing Me - life cycles and growth.
Year 3: Relationships - family roles, positive friendships, conflict resolution. Changing Me - puberty introduction, hygiene, body changes.
Year 4: Relationships - healthy friendships, online safety. Changing Me - puberty, menstruation, emotional changes.
Year 5: Relationships - respectful relationships and responsibilities. Changing Me - puberty, conception and development before birth.
Year 6: Relationships - consent, healthy relationships, transition. Changing Me - human reproduction, pregnancy, birth and adolescence.

13. ONLINE SAFETY

Children are taught how to behave responsibly online, protect personal information, identify unsafe situations, manage digital footprints, recognise cyberbullying and report concerns.

14. SEX EDUCATION

Additional sex education is taught during Year 6 and includes conception, reproduction, pregnancy, birth, puberty and parenthood. Teaching is factual, age-appropriate, inclusive and sensitive.

15. DELIVERY OF RSE

Relationships and Sex Education is primarily delivered through the Jigsaw PSHE programme and is complemented through Science, Computing, Religious Education, Collective Worship, assemblies and wider safeguarding education.

- Teaching is planned to ensure that learning is:
- age-appropriate and developmentally appropriate;
- factually accurate and evidence-based;
- inclusive and accessible for all pupils;
- sensitive to individual circumstances and family backgrounds;
- delivered in a safe and supportive environment.

Teachers establish clear ground rules to promote respectful discussion and help create an atmosphere where pupils feel comfortable asking questions.

Pupils are encouraged to ask questions and explore issues openly. Teachers will answer questions honestly and factually whilst taking account of the age and maturity of pupils. Where questions fall outside the planned curriculum or are not age-appropriate, staff will respond in a sensitive manner and may encourage pupils to discuss the matter with their parents or carers.

Learning may take place through:

- whole-class teaching;
- paired and group discussion;
- circle time activities;
- scenario-based learning;
- videos and age-appropriate resources;
- individual support where appropriate.

Teachers will adapt learning to meet the needs of all pupils, including those with SEND, ensuring that every child can access the curriculum successfully.

16. ROLES AND RESPONSIBILITIES

The **Governing Body** is responsible for:

- approving the RSE policy;
- monitoring policy implementation;
- ensuring the school meets its statutory duties;
- holding school leaders to account for the quality of provision.

The **Headteacher** is responsible for:

- ensuring RSE is taught consistently throughout the school;
- overseeing implementation of this policy;
- supporting staff in curriculum delivery;
- responding to parental requests regarding withdrawal from non-statutory sex education;
- ensuring compliance with statutory guidance.

The **PSHE Lead** is responsible for:

- monitoring curriculum provision and quality;
- supporting staff with planning and resources;
- evaluating the effectiveness of the programme;
- keeping the policy updated in line with current guidance.

Staff are responsible for:

- delivering RSE in a sensitive and professional manner;
- creating safe learning environments;
- responding appropriately to pupils' questions;
- monitoring pupil understanding and progress;
- following safeguarding procedures where concerns arise.

Pupils are expected to:

- participate respectfully in lessons;
- contribute appropriately to discussions;
- respect the views of others;
- follow agreed class ground rules.

17. PARENTS AND CARERS

Parents are recognised as children's first educators. The school provides curriculum information, notifies parents of sex education lessons and makes resources available on request.

18. RIGHT TO WITHDRAW

Parents may request withdrawal from additional sex education lessons. Requests should be made in writing and discussed with the Headteacher. (Appendix D)

19. CONFIDENTIALITY AND SAFEGUARDING DISCLOSURES

Absolute confidentiality cannot be guaranteed where there are safeguarding concerns.

20. USE OF EXTERNAL VISITORS

External visitors and specialist organisations may occasionally support the delivery of Relationships and Sex Education and safeguarding education.

The school will ensure that any visitor:

- enhances and complements the curriculum;
- delivers content that is consistent with statutory guidance;
- uses age-appropriate and factually accurate resources;
- understands and follows school safeguarding procedures;
- works under the supervision of a member of school staff.

The school will review materials presented by external visitors before delivery and reserves the right to amend or discontinue sessions if content is not consistent with the school's ethos, safeguarding responsibilities or statutory guidance.

Responsibility for the planning, delivery and quality assurance of RSE remains with the school at all times.

20A. STAFF TRAINING

All staff involved in delivering Relationships and Sex Education receive appropriate support, guidance and professional development to ensure they are confident in delivering the curriculum effectively.

- Training may include:
- statutory guidance updates;
- safeguarding and child protection training;
- curriculum implementation training;
- support from the PSHE Lead;
- access to Jigsaw professional development materials and resources.

Staff are expected to deliver RSE in accordance with this policy and are encouraged to seek advice from school leaders where additional support is required.

21. MONITORING, EVALUATION AND REVIEW

Monitoring and evaluation of Relationships and Sex Education will be undertaken by the Headteacher, PSHE Lead and Governing Body.

Monitoring activities may include:

- lesson observations;
- learning walks;
- curriculum reviews;
- planning scrutiny;
- work scrutiny;
- pupil voice activities;
- staff feedback;
- governor monitoring visits.

The effectiveness of the curriculum will be evaluated through evidence gathered from these activities and through ongoing assessment of pupils' understanding and development.

This policy will be reviewed annually or sooner if required by changes to legislation, guidance or school circumstances.

APPENDIX A –JIGSAW RSE CURRICULUM MAP

Introduction

Lache Primary School delivers Relationships Education, Relationships and Sex Education (RSE), and Health Education through the Jigsaw PSHE programme. The curriculum is carefully sequenced to build pupils' knowledge, skills and understanding from the Early Years Foundation Stage through to Year 6.

The six Jigsaw themes are taught annually:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

The majority of statutory Relationships Education and RSE content is delivered through the **Relationships** and **Changing Me** units, supported by learning throughout the wider curriculum.

Early Years Foundation Stage

Relationships

Pupils learn:

- How to make friends
- How to show kindness and respect
- How to work and play cooperatively
- That all families are different and special
- Who can help keep them safe

Statutory Links

Pupils know:

- Family members care for one another
- Friendships are important
- People should treat others kindly
- Trusted adults can help when needed

Changing Me

Pupils learn:

- Similarities and differences between people
- How they have changed since they were babies
- Basic body awareness
- Personal hygiene routines
- Looking forward to growing older

Statutory Links

Pupils know:

- The importance of personal hygiene
- That people grow and change

Year 1

Relationships

Pupils learn:

- Roles within families
- What makes a good friend
- Recognising qualities in others
- Dealing with falling out
- Who can help when problems arise

Statutory Links

- Caring relationships
- Respectful relationships
- Families and people who care for us

Changing Me

Pupils learn:

- Life cycles
- Growing and changing
- Body parts and correct vocabulary
- Differences between male and female bodies
- Hygiene and self-care
- **Statutory Links**
- Basic understanding of human growth
- Keeping clean and healthy

Year 2

Relationships

Pupils learn:

- Different types of families
- Friendship skills
- Trust and support
- Recognising and managing conflict
- Appreciating similarities and differences

Statutory Links

- Families and caring relationships
- Respectful relationships
- Being safe

Changing Me

Pupils learn:

- The human life cycle
- Naming body parts accurately
- Changes from babyhood to adulthood
- Personal responsibilities for hygiene
- Respect for body differences

Statutory Links

- Health education
- Physical development
- Personal hygiene

Year 3

Relationships

Pupils learn:

- Family roles and responsibilities
- Friendship challenges
- Resolving disagreements respectfully
- Keeping safe online
- Recognising the importance of trust

Statutory Links

- Respectful relationships
- Online relationships
- Being safe

Changing Me

Pupils learn:

- How bodies change as we grow
- Personal strengths and self-esteem
- Introduction to puberty
- Importance of hygiene
- Managing worries about change

Statutory Links

- Physical health and mental wellbeing
- Personal care

Year 4

Relationships

Pupils learn:

- Positive friendships
- Healthy and unhealthy relationships
- Peer influence
- Conflict resolution
- Online safety and responsibility

Statutory Links

- Respectful relationships
- Online relationships
- Being safe

Changing Me

Pupils learn:

- Changes during puberty
- Physical and emotional changes
- Menstruation introduced sensitively
- Hygiene during puberty
- Managing feelings associated with change

Statutory Links

- Puberty education
- Health education
- Emotional wellbeing

Year 5

Relationships

Pupils learn:

- Building healthy relationships
- Rights and responsibilities
- Managing peer pressure
- Online relationships and safety
- Recognising respectful and disrespectful behaviour

Statutory Links

- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing

Changing Me

Pupils learn:

- Puberty in greater detail
- Physical and emotional changes
- Menstruation and wet dreams
- Body image and self-esteem
- Reproduction in the context of human development

Statutory Links

- Preparation for adolescence
- Physical health and wellbeing

Year 6

Relationships

Pupils learn:

- Healthy romantic relationships
- Qualities of positive relationships
- Consent and personal boundaries
- Respect in relationships
- Online safety and digital citizenship
- Preparing for transition to secondary school

Statutory Links

- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing

Changing Me

Pupils learn:

- Consolidation of puberty learning
- Emotional and physical changes during adolescence
- Human reproduction
- How babies are conceived and born*
- Responsibilities of parenthood
- Managing transition to secondary school

Statutory Links

- Puberty and adolescent development
- Health education
- Preparation for adulthood

* This element forms the school's non-statutory Sex Education programme. Parents have the right to request withdrawal from these specific lessons in accordance with the school's RSE policy.

SEND and Inclusion

Across all year groups, learning is adapted to ensure accessibility for all pupils, including those with special educational needs and disabilities. Teachers consider pupils' developmental age, understanding and individual needs when planning and delivering relationships and sex education.

Adaptations may include:

- pre-teaching key vocabulary;
- visual and practical resources;
- scaffolded activities;
- additional adult support;
- flexible grouping arrangements.

Curriculum Review

The Jigsaw curriculum map is reviewed annually by the PSHE Lead and Senior Leadership Team to ensure that provision remains:

- compliant with statutory guidance;
- age-appropriate and inclusive;
- responsive to pupils' needs;
- reflective of the school's values and ethos;
- aligned with safeguarding requirements.

APPENDIX B – STATUTORY RELATIONSHIPS EDUCATION OUTCOMES

Statutory relationship Education area	Statutory	Right to withdraw	Purpose
Families and people who care for me	yes	no	Understanding that families provide love, care, security and stability
Caring friendships	yes	no	Developing positive respectful and supportiv friendships
Respectful relationships	yes	no	Learning about kindness respect, courtesy and consideration for others
Online relationships	yes	no	Understanding how to build and maintain safe relationships online
Being safe	yes	no	Recognising risks, understanding personal boundaries and knowing when and how to seek help.

APPENDIX C – STATUTORY HEALTH EDUCATION OUTCOMES

Statutory health education area	Statutory	Right to withdraw	Purpose
Mental wellbeing	Yes	No	Developing emotional literacy, resilience, self-awareness and positive mental health
Internet safety and harm	Yes	No	Learning how to stay safe online and manage online risks appropriately
Physical health and fitness	Yes	No	Understanding the importance of regular physical and healthy lifestyles.
Healthy eating	Yes	No	Learning about balanced diets and making healthy food choices
Drugs, alcohol and tobacco	Yes	No	Understanding the risks associated with harmful substances and how to stay safe
Health and prevention	Yes	No	Understanding personal hygiene, disease prevention and healthy habits
Basic First aid	Yes	No	Developing knowledge of how to respond safely in common first-aid situations
Changing adolescent body	Yes	No	Understanding the physical and emotional changes that occur during puberty.

APPENDIX D: PARENT REQUEST FOR RIGHT TO REFUSAL FORM

Lache Primary School

Parent Request for Withdrawal from Non-Statutory Sex Education

The Department for Education requires primary schools to teach Relationships Education and Health Education. Parents do not have the right to withdraw their child from these statutory elements of the curriculum or from content taught through the National Curriculum for Science.

Parents may request that their child is withdrawn from the non-statutory Sex Education elements delivered as part of the Year 6 *Changing Me* unit.

Child Details

Child's Name: _____

Class: _____

Date of Birth: _____

Parent/Carer Details

Parent/Carer Name: _____

Relationship to Child: _____

Contact Telephone Number: _____

Email Address: _____

Withdrawal Request

I wish to request that my child be withdrawn from the non-statutory Sex Education elements of Relationships and Sex Education (RSE).

Please explain the reason for your request:

Discussion with School

Parents are encouraged to discuss any concerns with the Headteacher before a final decision is made.

Please indicate whether you would like to arrange a meeting to discuss this request:

☐ Yes

☐ No

Parent/Carer Declaration

I understand that:

- Relationships Education and Health Education are statutory and my child will continue to receive this teaching.
- National Curriculum Science content cannot be withdrawn from.
- Withdrawal applies only to the non-statutory Sex Education elements identified by the school.
- Alternative educational provision will be made for my child during withdrawn lessons where appropriate.

Parent/Carer Signature: _____

Date: _____

School Use Only

Meeting with Parent/Carer

Date of Meeting: _____

Attendees: _____

Key Discussion Points

Outcome

☐ Request Approved

☐ Request Declined

Notes / Agreed Actions

Headteacher Signature

Name: _____

Signature: _____

Date: _____

Record of Withdrawal

Curriculum Unit(s) Withdrawn From: _____

Alternative Provision Arranged: _____

Review Date (if applicable): _____

Lache Primary School values positive and open communication with parents and carers. We encourage any parent who has questions or concerns regarding Relationships and Sex Education to contact the school so that curriculum content and resources can be discussed prior to making a withdrawal request.