



Relationships & Reproduction Education Policy



Policy Updated On	January 2026
Policy Agreed by GB On	
Next review due by	



Relationships and Sex Education (RSE) Policy - Lisburne School

Intent

Children have a statutory right to have access to RSE. Personal Care and Relationships Education at Lisburne aims to enhance independence for our children, empowering them to develop their life skills and safety. We aim to deliver a dynamic bespoke curriculum which is child led, challenging pupils to further their independence. This education aims to develop individual's voice and preferences, as well as supporting emotional and physical wellbeing.

Learning PSHE and citizenship helps the pupils to develop as individuals in a wide range of situations. Pupils learn to understand themselves physically, emotionally, socially and begin to understand their relationship with others and their role in society. Health education is a responsibility that our school shares with the child's home, local health services and the community. The subject is an integral part of the holistic approach to education we strive for at Lisburne School, where we aim to educate the "whole child". We aim to ensure our Lisburne make informed, responsible decisions about values, standards and exercising their own personal responsibilities.

Implementation

At Lisburne, all children have continual access to Personal Care and Relationships Education throughout each academic year. This curriculum is split into three areas: 'In the community,' 'Self help' and 'Social and interaction.' The whole school follows a multisensory approach to ensure the participation of all children.

Across school, each class follows the same focus for each half term:

- Autumn 1: Wellbeing (Self Help)
- Autumn 2: Keeping safe (In the Community)
- Spring 1: Respecting myself (Social and interaction)
- Spring 2: Friendships and families (Social and interaction)
- Summer 1: Personal care and Relationships- Health (Y5-6 Relationships and Sex Education) (Self-help)
- Summer 2: Personal Care and Relationships - Ourselves growing and changing (Y5-6 Relationships and Sex Education) (Self-help)

The curriculum is split into the sensory curriculum and the RSE primary curriculum. This is personalised to individuals within a class and develops with each child's level of understanding.

Pre-formal Curriculum

What is our sensory curriculum?

Our sensory curriculum is inspired by Flo Longhorns scheme of work. It follows the understanding that, '*Sometimes the **doing** component of a learning environment may be of **more importance** than the actual **understanding**.*'

This curriculum includes the development stages starting at 1:

1. Encounter
2. Engaging
3. Participating.

Each term, classes focus on a different focus:

Autumn - Social and Interaction

Spring - Self Help and Independence

Summer - In the Community

For year 4 to 6 learners, the Relationships and Sex Education follows the three subsequent areas:

- Personal identity. (The development of one's knowledge about themselves)
- Appropriate touch. (The developing and understanding of touch of themselves and others.)
- Personal care. (Tolerating and experiencing hygiene routines in preparation for puberty.)

RSE Primary Curriculum

What is our RSE primary curriculum?

Our RSE primary curriculum follows on from the pre-formal curriculum, aiming to develop children's knowledge and understanding of their previous experiences. The RSE Primary Curriculum begins at stage 4:

4. Foundation
5. Developing
6. Assured
7. Contextualised (for our year 4-6 learners.)

For year 5 to 6 learners, the Relationships and Sex Education Curriculum follows the three subsequent areas:

- Public and private (including places, actions and body parts.)
- Changes and puberty
- Consent (it is ok to say no).
- Relationships with others: Marriage and Civil partnership.
- Gender & Stereotypes.

curriculum as well as gain support from relevant agencies. Through values assemblies, early stages of PCRE are taught. For example, identity.

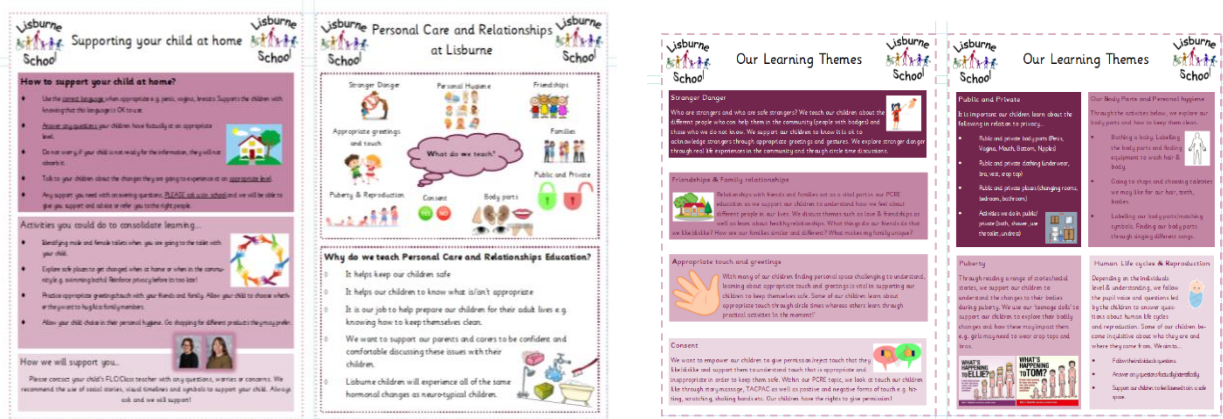
Class teacher

All teachers are to plan a personalised curriculum for individuals within their class, following the guidelines provided by the PCRE curriculum lead. Learning will be tailored to the needs of each child, following a multisensory approach. This will be recorded through individualised learning journeys. Teachers will draw upon pupil voice and parent feedback when target setting and planning for next steps.

Parents

Each parent has the option to provide their child with the Relationships and Sex Education themselves, if they do not consent to school sharing this. A letter is sent out to parents and carers annually, outlining the curriculum content and asking for permission. At Lisburne we aim to support parents to understand the curriculum, whereby parents mirror the approaches used at school. Consistency is vital to develop our children's understanding and development. Parents will have regular target setting opportunities with leading professionals including teachers and OT's as well as outside agencies where appropriate.

In order for parents to understand the curriculum content, they are first invited into a face-to-face workshop where skilled staff unpick the curriculum content. All parents are provided with a yearly overview and puberty progression of skills as well as PCRE leaflet.



Masturbation

At Lisburne, our children are growing and changing. With many pupils having a range of sensory needs linked to masturbation, it is the role of school to support the young people to understand this whilst also teaching appropriateness of time/location. We aim to ensure our Lisburne staff make informed, reasonable decisions about how best to support the individual and their cognitive needs. In the case where a young person is masturbating in school, staff support through the following approaches...

1. **Distraction always acts as a first priority.** Promoting other activities/toys to preoccupy a young person.

2. Using positive communication resources (Visual timelines, social stories & relevant texts) to support with timing.
3. Taking a child to a private space to have 'private' time

Staff continually work to promote positive communication strategies to support a young person to understand their innate need/desire to masturbate. It is important staff make conscious decisions to unpick a young person's behaviour, understanding their **cognitive level** and whether this is a **sensory need or physical desire**. We recognise there is a difference between a sensory need and a physical desire linked to the cognitive level of the child. At Lisburne, we aim to provide boundaries to masturbation to ensure children are not missing their education. Below are communication strategies used by staff to support masturbation...

1. Sign 'private' and support with symbols.
2. Visual timelines- These unpick when it is an ok time to masturbate (e.g. after school at home).
3. Social stories- These unpick when it is an ok time to masturbate. (e.g. after school at home).