



# **Relationships and Sex Education (RSE) Policy**

**2025-26**

<b>Relationships and Sex Education (RSE) Policy</b>

Date	Review Date	Subject Leader	Nominated Governor
Sept 2025	July 2026	Callie Hughes	Curriculum Committee

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- School Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Children and Social Work Act 2017 – Establishes the legal requirement for Relationships Education in primary schools.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 – Makes Relationships Education (primary) compulsory and sets out the statutory legal framework.
- Education and Training (Welfare of Children) Act 2021 – Relevant for safeguarding responsibilities in education provision.

The following documentation is also related to this policy:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance (DfE, 2019; revised 2025, effective 1 September 2026) – Sets out statutory requirements for curriculum content, delivery, and parental rights.
- National Curriculum in England: Framework Document (DfE, 2014) – Provides statutory guidance on subjects including PSHE-linked learning.
- PSHE Association – Programme of Study for Key Stages 1 & 2 – Offers non-statutory guidance and best practice frameworks.
- Equality Act 2010 – Ensures RSE curriculum is delivered in a way that promotes equality, diversity, and inclusion.
- Ofsted / House of Commons Research Briefing: “Relationships and Sex Education in Schools (England)” (2025) – Provides guidance on effective practice, safeguarding, and addressing sexual harassment and violence in schools.

Liscard Primary School is a Rights Respecting School which aims to teach children about their rights and responsibilities towards others. Our philosophy is underpinned by the values and principles of the United Nation’s Convention on the Rights of the Child (UNCRC), including:

- Article 19: to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment
- Article 28: every child has a right to an education
- Article 29: education must develop every child’s personality, talents and abilities to the fullest
- Article 31: Every child has the right to relax and play

### **Introduction**

Liscard Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. Our aim is to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupils’ level of maturity. This policy reflects the updated statutory guidance from the Department for Education (DfE, 2019) and current national curriculum expectations.

## **Aims**

The following aims complement those of the EYFS Personal, Social and Emotional Development, Understanding the World, and the Science curriculum in KS1 and KS2. Pupils will:

- Develop confidence and self-esteem to value themselves and others
- Understand about the range of relationships, including the importance of family for the care and support of children
- Develop confidence in talking, listening and thinking about feelings and relationships
- Name parts of the body and describe how their bodies work
- Be prepared for puberty
- Understand the consequences of their actions and behave responsibly within relationships
- Recognise unsafe situations and be able to protect themselves and ask for help and support

## **Objectives**

As part of RSE, pupils will be taught about partnership and family life, strong and mutually supportive relationships, accurate biological information, and the skills to understand differences and respect themselves and others. RSE contributes to spiritual, moral, cultural, mental and physical development, preparing pupils for adult life. The school works in partnership with parents/carers to support these objectives.

## **Teaching and Learning including delivery of the Curriculum**

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum.

The scheme of work for RSE at Liscard maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school. RSE education includes life skills such as assertiveness, consent, and how to seek help. We also teach RSE through other subject areas (eg Science, PE and Religious Education and World Views), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with Religious Education and World Views children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including playtimes, under the guidance of all staff. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## **Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

### **In Key Stage 1 children learn:**

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

**In Key Stage 2 children learn:**

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

Whilst the biological aspects of reproduction have to be taught as part of the science curriculum and is a compulsory part of the curriculum, sex education is not compulsory in primary schools. The Christopher Winter Project develops understanding by starting with what makes a good friend, how to care for other people and to respect yourself. This is developed as the children progress through KS2 with basic facts about human reproduction alongside plant and animal contexts. RSE includes important life skills too, such as the ability to say no and ask for help. We believe this helps to protect our children and keep them safe.

In Year 4 we place a particular emphasis on RSE, as many begin to children experience puberty at this age. We teach the children about the parts of the body and how they work. This is further developed in Year 5 when we also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

**The Role of Parents**

The school is well aware that the primary role in children's RSE lies with parents/carers. Parents have the right to withdraw children from the reproduction part of the curriculum. However, reproduction is taught in a factual way focusing on the Human Life Cycle and avoiding details of intimacy. This is alongside plant and animal reproduction. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Share the school's RSE policy and practice with parents
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- By working in partnership with parents we encourage them to recognise the importance of this aspect of their child's education. We welcome feedback and advice from parents dealing with sensitive subjects.
- Share resources used in school if requested by parents.

**It is the responsibility of the Headteacher to:**

- Ensure that parents and staff have access to our RSE policy
- Implement the policy effectively
- Ensure that members of staff are given sufficient training, so that they can teach RSE sensitively and effectively
- Monitor and report on the effectiveness of the policy to governors

**The Role of the School and Other Members of the Community**

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our puberty programme. Health professionals are expected to work within the school's RSE policy and on the instructions of the Headteacher.

## **Content**

Health Education including, personal safety, hygiene, physical and sexual development, growth and change, puberty and reproduction.

Personal and social development, including relationships with family and friends, self-esteem, emotional development, gender roles and stereotyping.

(The school follows the Christopher Winter Project which is an established programme used by many schools nationally to resource and support teaching in this area.)

## **Language**

Children are introduced, at appropriate stages, to the correct terminology in their programme of puberty education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct terminology is consistently used.

## **Pupils' Questions**

Teachers answer children's questions sensitively and openly. They ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of puberty education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

## **Harassment and bullying**

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear and harassment. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

## **Visiting speakers**

Any visiting speakers to the school should be familiar with the school's Policy on RSE. All sessions run by a visiting speaker are supervised by teachers familiar with the policy.

## **Advising Parents/Carers**

Parents/Carers will be advised about forthcoming reproduction education lessons. Further details of the lessons will be provided to parents/carers at an RSE meeting.

## **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. If the teacher has concerns, they will be recorded on CPOMs and reported to a DSL (Designated Safeguarding Lead).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents/carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

### **Special Educational Need**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and an adapted programme will be provided where necessary, to ensure that all pupils gain a full understanding.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

### **Monitoring the Effectiveness of the Policy**

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

### **Complaints Procedure**

Any complaints about the RSE programme should be made through the school's standard complaints procedure and in the first instance be directed to the Headteacher.

<b>Headteacher:</b> Jane Fagan	J. Fagan	<b>Date:</b>	Sept 2025
<b>Chair of Governing Body:</b> George Lucking	G. Lucking	<b>Date:</b>	Sept 2025