

Relationships and Sex Education (RSE) Policy

Date approved	Committee responsible for review of policy	Next review date	Policy on website	Statutory policy
2026	FGB	2027	Yes	Yes

Headteacher: Mrs Fiona Micklefield



Introduction

This document is a statement of our aims, principles and strategies used to deliver Relationships and Sex Education at St Lawrence CE Primary School.

Our school's policy on Relationship and Sex Education (RSE) is based on the DFE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025); The Church of England Vision for Education – Deeply Christian, Serving the Common Good (2016), The Equality Act (2010), Church of England document 'Valuing all God's Children' (2019) and Local Authority guidance documents. The Church of England document 'Flourishing for All: Anti-bullying Guidance for Church of England Schools' is in draft form for consultation (July 2024) and will replace the 'Valuing all God's Children' document. (2019)

Our school policy and approach is in agreement with the Church of England's RHSE Principles and Charter document:

rshe-principles-and-charter_0.pdf (churchofengland.org)

Rationale

At St Lawrence, we aim to create learning and working environment where all stakeholders in our school community treat themselves and each other with mutual respect within the Christian framework of our school. The greatest commandment Jesus taught was to love God and to love your neighbour. As love is one of our school values, our relationship education seeks to live out this commandment. Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships which honour each other. We strive to work together with parents but believe that parents are primarily responsible for their child's relationships and sex education.

Aims and objectives for RSE

We aim to deliver RSE in an objective, balanced and sensitive manner underpinned by our strong Christian values. At St. Lawrence, we endeavour to provide children with age-appropriate information in order for them to make positive decisions about their health and relationship related behaviour now and in the future. We also provide a safe environment for the children to explore their thoughts and attitudes and to ask questions.

The following areas of learning are taught within the context of generic family life to ensure there is no stigmatisation of children based on their home circumstances including (but not limited to) families which are: single parent families, LGBT parent families, families headed by grandparents, adoptive parents, foster parents, carers and guardians.

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Family and other people who care for me

- Caring friendships
- Respectful, kind friendships
- Online safety and awareness
- Being safe

Objectives of Relationships and Sex Education:

- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and life-long commitments.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To provide the knowledge and information from the National Curriculum to which all pupils are entitled.
- To ensure that family models are equally represented and that children have the understanding of the diversity of family models.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.
- To clarify/reinforce existing knowledge.
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils to develop skills (language, decision making, assertiveness) to enable them to make informed choices.
- To provide the confidence to be participating members of society and to value themselves and others.
- To develop skills for a healthier, safer lifestyle.
- To provide pupils with the skills and knowledge they need to keep themselves safe.
- To teach pupils about consent.
- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media.
- To help gain access to information and support

As a school, we ensure that we address all areas of RSE and Health Education at an age-appropriate level and in a sensitive and inclusive manner. We believe Relationships and Sex Education is important for all our pupils because it prepares our children with the knowledge, understanding and skills which will enable them to make informed choices about their current and future relationships. It is not our job to promote any specific relationship as more important or better than another; we simply aim to engender a culture where people are free to make their own choices, free of prejudice and judgement. In line with Christian teachings, everyone is valued and loved. (Equalities Act 2014).

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and

positive relationships themselves, to celebrate uniqueness and to take responsibility for their health and wellbeing now and in the future.

In sessions, children's understanding is evaluated using formative assessment strategies such as discussions, questioning and informal quizzes. The aim of this information gathering is to find out what children already know and then build on this knowledge throughout the unit of work.

Relationships and Sex Education is an integral part of our PSHE programme all of which is based on the PSHE Association Curriculum model, though tailored to our school (see our PSHE policy). This part of the curriculum is considered extremely important throughout the school but is always guided by our Christian values. The programme is tailored to the age and maturity of the children and delivered by staff that know the children well.

We believe that RSE learning is an ongoing process, which should start in the home and continue in school. This process should happen in partnership with parents. A positive effort has, and will continue to be made, to inform and involve parents.

SEND

We believe that RSE must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. At St Lawrence, we provide quality first teaching to ensure all pupils with additional needs are supported through a range of strategies, such as scaffolding, word banks, adult support or slower paced learning of specific topics if needed.

The Teaching Programme for Relationship and Sex Education: Legal Requirements

All schools must teach the following Science and Relationships Education objectives as part of the National Curriculum.

Foundation Stage:

Children should learn about the concept of male and female and about the young of both humans and animals. In ongoing PSHE they also develop skills in forming friendships and thinking about relationships with others.

They will learn that everyone's body belongs to them and about safe and unsafe touch. They will learn who to tell if they are concerned about this. This teaching will be supported by the NSPCC's Talk P.A.N.T.S. resources.

Key Stage One:

Children should:

- Know the difference between things that are living and things that have never been alive.
- Know that animals, including humans; move, feed, grow, use their senses and reproduce.
- Name the main external parts of the human body e.g hand, elbow, knee.

- Know that humans can produce babies and these babies grow into children then adults.
- Know that humans have senses which enable them to be aware of the world around them.
- Recognise similarities and differences between themselves and other pupils.

Through the work covered in science, the children learn about life cycles of animals, understand the idea of growing from young to old and learn that all living things reproduce. They also learn about personal hygiene to maintain good health.

In PSHE they reflect on family relationships, different family groups (including single parents, same sex parents, adoptive parents, separated parents and blended families) and friendships. They learn how to cooperate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn that everyone is unique and that everyone should be respected equally.

In addition to this, at St Lawrence our Key Stage 1 pupils will also learn about the key physical differences between males and females, including the correct terminology for some male and female body parts; specifically they will learn and use the words: *genitals, penis, private parts, testicles, vagina and vulva*. They will also learn about the different stages in a human's life and they will learn that a male and a female are needed to create new life.

They will learn that everyone's body belongs to them, including simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if they are concerned. We will support this learning with the Talk PANTS resources from NSPCC.

In RE they learn about rituals associated with birth, marriage and death and talk about the emotions involved.

Key Stage Two:

Children should:

- Know that there are life processes, including nutrition, movement, growth and reproduction, common to animals including humans.
- Know the main stages of the human life cycle
- Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- Know about menstrual wellbeing including key facts about the menstrual cycle.

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction and pregnancy. Children are also taught about the physical, emotional and social changes at puberty; which includes personal hygiene and menstruation. They will learn about the external genitalia and internal reproductive organs in males and females. They will learn and use the following terms over the course of Key Stage 2:

Year 3: Review language from Key Stage 1

Year 4: As previous years plus: *breasts, genitals, hormones, menstrual cycle, menstruation, periods, puberty, pubic hair, uterus*

Year 5: As previous years plus: *anus, bladder, cervix, clitoris, ejaculation, epididymis, erection, fallopian tubes, foreskin, nocturnal emission, ovary, semen, scrotum, sperm, wet dream*

Year 6: As previous years plus: *conception, contraception, fertilisation, foetus, pregnancy, reproduction, sex, sexual intercourse, womb*

In Wellbeing they will continue to develop an understanding of relationships within a family, between friends and the community and that there are differences within these relationships. They will continue to develop the skills needed to form relationships and to respect other people's emotions and feelings. They will learn about giving consent in different situations with friends, peers and adults. They will learn that people can form relationships with members of different or of the same sex. They will also learn about gender and gender identity in upper Key Stage 2. Children will learn that everyone has equal rights and that everyone should be respected. They will consider how to make simple choices and exercise basic techniques for resisting pressures from others. They will learn how to identify acceptable/appropriate physical contact, how to tell if physical contact is inappropriate and how to respond to inappropriate or unwanted physical contact, including who to tell.

In addition to this statutory learning, at St Lawrence our upper Key Stage 2 pupils will also learn some of the basic facts about conception and pregnancy. This is sex education, which is not compulsory at Key Stage 2. However, it is recommended by DFE guidelines that years 5 and 6 learn about conception and birth in line with the National Curriculum for Science.

Relationships and Sex Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

The Role of the Parents

The school is aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at St Lawrence CE Primary School through mutual understanding, trust and cooperation.

We have an open-door policy towards discussing any issues with parents. Our parents have access to our topics and schemes of work on our website- this allows our parents the opportunity to support the teaching we are covering in school to be explored further at home.

To promote positive and strong relationships with parents we will:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about RSE for their child

- Take seriously any issues that parents raise with the school about the policy or about the arrangements for RSE at St Lawrence CE Primary School
- Encourage parents to be involved in reviewing the policy and take on board any comments they may make
- Inform parents about the best practice so that the teaching in school is supported by the key messages that parents and carers give at home.
- Inform parents every half term (via the school newsletter) of the topics that will be being covered in school and signpost them to resources which may help them when talking about RSE with their own children
- Over the course of the academic year 2026 – 27, build a representative sample of Wellbeing units of work from each year group (including RSE), to show examples of lesson slides and resources that will be used in school,
- Deliver a Wellbeing Workshop for parents every year in the Autumn Term, in which we will share our aims and objectives for RSE and provide access to our teaching resources

Should parents want to view curriculum materials, they can submit a request by emailing the school office.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

Delivery and Resources

RSE is delivered through Science, PSHE and RE as well as through stories and discussion. It is taught by class teachers who know the children well.

St Lawrence CE Primary School follows the PSHE Association curriculum model, which includes RSE teaching adapted to the needs and requirements of our school. Teaching in RSE is further supported by the PSHE Association approved resource Medway Public Health primary pack: Changing and growing up, for key stages 1 and 2. It is taught in a spiral curriculum with areas re-visited and built upon at appropriate points in the child's development. This approach helps our children to build on their prior knowledge and develop age-related skills to meet their needs.

RSE will be taught through a range of teaching strategies including: stories, discussion, drama, private reflection, fact finding etc. This range of teaching strategies will promote engagement by all pupils and will be decided upon by the class teacher who knows the children the best.

The school's responsibility to safeguard children through a curriculum that prepares them to live safely in the modern world will remain central to the curriculum content, teaching methodologies and supporting materials. In every RSE lesson, pupils will be signposted to people or organisations that can help them if they are concerned about their own safety or that of others.

RSE will be delivered in mixed gender groups.

Teachers will not express an opinion or endorse a moral point of view on issues such as sexuality, sexual identity etc. It is the role of the teacher to encourage an open approach, where children are free to express their opinions.

Answering Difficult Questions

At St Lawrence we believe that pupils should have opportunities to have their genuine questions answered in a sensible and matter of fact manner. However, occasionally a child may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide how best to answer the question. When a teacher is unsure, they should explain to the child that they will respond to their question in due course then seek advice from the SLT who in turn may speak to the parent/carer if necessary.

It is not the teacher's role to know all the answers but to facilitate an open dialogue where all questions are valued. Teachers will establish parameters when embarking on a class discussion to ensure children's questions remain appropriate.

Confidentiality

Teachers conduct RSE lessons in a sensitive and supportive manner where children feel safe to express their opinions free of judgement and prejudice. Where children make comments or ask questions other children will be encouraged to show respect, tolerance and sensitivity.

If a child makes a comment or asks a question which raises a safeguarding concern, this will be reported in line with the Child Protection Policy.

Roles and Responsibilities

The Governing Body

The Governing Body will approve the RSE policy and hold the Head teacher to account for its implementation.

The Headteacher/RSE Lead

The Headteacher and RSE Lead are responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from the non- statutory components of RSE.

Staff

The staff will:

- Deliver RSE in a sensitive and age-appropriate way
- Model positive attitudes to RSE
- Monitor progress
- Respond to the needs of individuals

- Respond appropriately to pupils whose parents wish to withdraw from the non-statutory components of RSE, for example by providing them with appropriate alternative work in way that does not draw attention to the child.

Children are expected to engage fully in RSE and treat others with respect and sensitivity

Parents' Right to Withdraw

Parents have the right to withdraw their child from some or all of sex education delivered as part of statutory Relationships Education. Parents are not able to withdraw their child from any Science teaching (see Key Stage 1 and 2 sections above). Requests for withdrawal should be made in writing and addressed to the Headteacher

Alternative work will be given to pupils who are withdrawn from sex education. Parents do not have the right to withdraw their child from relationships or health education which forms a large part of our Wellbeing curriculum.

Training

Staff are trained on the delivery of the RSE curriculum through CPD sessions which are led by the RSE Lead- Emily Glew.

Monitoring Arrangements

The delivery of RSE will be monitored by Emily Glew (PSHE and RSE Lead) through discussion with teachers and pupils, planning scrutiny, book monitoring and observations of teaching.

This policy will be reviewed annually by the RSE Lead and approved by the Headteacher and the Governing Body.

Links to other policies

- Safeguarding policy
- Health and safety policy
- PSHE policy
- SEND policy
- First Aid policy
- Child Protection Policy
- E-safety policy
- RE policy
- Equality Policy

Fiona Micklefield

Headteacher

Paul Whitty

Chair of Governors