



Relationship and Sex Education Policy (RSE)

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date approved: Spring 2026

Date of review: Spring 2027

Introduction

- "All schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:
 - Detail content
 - Describe how relationship and sex education is provided and who is responsible for providing it;
 - How the policy is kept under review
 - How the content will be accessible for all
 - The right to withdraw
 - How often the policy is updated
 - Who approves the policy

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. We also follow the Equality Act 2010.

We also follow the Pastoral Principles for Living Well Together, and we have created a Charter document based on these which is read in conjunction with this policy. Together our church communities are called to LOVE: Listen attentively and openly Open your heart and mind without judgmentalism Value everyone's vulnerability and perspective Express concern and empathy. Central to our faith is a belief that each of us is unique.

At St. Luke's C of E Primary we teach RSE as set out in this policy.

Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships. It starts to explain what a relationship is, respect for others, healthy friendships and how these develop. Through RSE, we can help prevent abuse and protect children, by teaching the knowledge they need to be safe and report abuse.

St Luke's is a Church of England (voluntary-controlled) primary school in Tiptree, Essex – a rural community 12 miles from Colchester. We have approximately 265 children on roll and over 30 staff. We are in an inclusive school catering for both able bodied children, those with physical disabilities and children with additional needs.

Moral and Values Framework

This policy has been written in line with the DfE Guidance to be taught in schools until 31st August 2026.

The RSE curriculum is taught using the school progression map and a separate RSE block for year 5 and 6 all planned based on the PSHE Association documents. In addition RSE will promote self-esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age appropriate information, to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within any family for example: single parents, LGBTI+, adopted and foster families.

The objectives of Relationship and Sex Education are;

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The teaching programme for Relationship and Sex Education

Legal requirements

Maintained schools are required to teach the National Curriculum for Science. At Key Stage 1 and 2 this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from this.

Equality

- Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.
- It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE and as part of the Early Learning Goals (Health and Self Care, People and Communities), they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. RSE is interwoven into the PSHE curriculum and includes similarities and differences, safe and unsafe touches, taking care of myself, hygiene, safe and unsafe secrets, privacy and 'my' body parts. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact

Lower Key Stage 2

In RSE, children will learn about diversity, respectful relationships, decision making, changing body and puberty, positive relationships, feelings in healthy relationships, difficult feelings and difficult relationships. This includes positive relationships online.

Upper Key Stage 2

In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6. In PSHE, children are taught about health and well-being, puberty, staying safe online, inappropriate contact, recognise forms of bullying, anti- social behaviour, commonly available substances, personal boundaries and universal rights. Relationship and Sex education should focus on the development of skills and attitudes not just the acquisition of knowledge. We focus on teaching about boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils know how to report concerns and seek advice when they suspect or know that something is wrong.

This content has been agreed in consultation with governors and teaching staff.

The organisation of Relationship and Sex Education

The review of the RSE policy and programme of study is the responsibility of the Full Governing Body.

Relationship and Sex education is delivered through Science, RE, PSHE and English activities. Relationship and Sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors.

A range of teaching methods which involve children's full participation are used to teach relationship and sex education.

Relationship and sex education is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach relationship and sex education include reference books, leaflets and extracts from digital media. The PSHE and RSE programmes of study can all be found on the St. Luke's C of E Primary School website under PSHE.

Specific Issues

- **Parental consultation**

The school has available information on relationship and sex education on the school website. We seek parent voice as to the format they wish to receive information i.e. face to face meetings or leaflets.

The school informs parents when aspects of the relationship and sex programme are taught. Parents have the right to withdraw their children from the non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. The school website has documents for parents/carers to access as well as the offer of information meetings.

Alternative work will be given to pupils who are withdrawn from sex education.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports; children will be made aware of the processes to raise their concerns and how it will be handled.

- **Use of visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE leader’s and teacher’s responsibility to plan the curriculum and lessons. The RSE will be delivered by existing teachers with the support of Higher Level Teaching Assistants and Learning Supporting Assistants.

- **Children with Special Educational Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationship and sex education. For some SEND pupils in mainstream schools, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher and the full governing body. The school will assess the effectiveness of the aims, content and methods in promoting students’ learning. The effectiveness of the RSE programme will be evaluated by assessing children’s learning and implementing change if required.