



# Relationships and Sex Education Policy (RSE)

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*'Let all that you do be done in love'*

*1 Corinthians 16:14*

*Nurturing individuals to be the best they can be in an inclusive environment where they feel valued, respected and know they belong.*

## 1. Aims

Great Milton C of E Primary School is publishing this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors
- Defining RSE as a subject and explaining how RSE will be delivered
- To set out the curriculum requirements and explain what will be taught and when
- To give information to parents and carers about their involvement with RSE

## 2. Statutory Arrangements

- **Since September 2020:** *it is statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, also statutory from September 2020 (except in Independent Schools), covers the key facts about puberty and the changing adolescent body.*
- *The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.*
- *The Education Act, 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused.*

## 3. Development of the Policy

Staff discussed the draft policy

We have also taken account of the RSE guidance (DFE 2000)

- Example RSE policy

- Guidance on PSHE (DfE 2013)

- Guidance produced by the PSHE Association “RSE for the 21<sup>st</sup> century” (February 2014)

- Creating a PSHE education policy for your school, The PSHE Association (September 2018)

- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

As set out in government guidance, the policy has been developed through a process of consultation involving

school staff, parents and carers.

Development of the policy has been supported by the Governing Board, who have ratified the finished document. Links to other policies

This policy links to the PSHE and Citizenship policy, the Safeguarding and Child Protection policy, Anti-bullying policy, Positive Behaviour policy, Equality policy and E-safety policy.

#### 4. Definition and Aims of Relationships and Sex Education

RSE stands for “Relationships and Sex Education” and as part of Relationships and Health Education, is a new approach to teaching children about relationships and health.

Relationships and Health Education comprises two distinct areas:

- Relationships
- Physical health and mental wellbeing

Each area must be taught in a way that is:

- Appropriate for children’s ages and development stage.
- Sensitive to the needs and religious backgrounds of the children in the school.

*‘The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should teach what is acceptable and unacceptable behaviour in relationships.’*

*(DFE Guidance p 25)*

We aim for our RSE curriculum to promote:

- positive attitudes to growing up
- good mental health and wellbeing,
- resilience and achievement,
- helping children to stay safe online,
- develop healthy and safe relationships,
- making sense of media messages,
- challenging extreme views, gender stereotypes and inequality
- Know where and how to seek information and advice when they need help
- the skills and attributes to negotiate and assert themselves now and in the future.

Our current Personal, Social, Health and Economic (PSHE) provision, of which RSE is part, supports our aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout our entire curriculum and culture. Our school has a powerful combination of a planned thematic PSHE program, built around a spiral

curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

Values promoted through RSE

Our RSE programme promotes the aims and values of our school which include:

*Respect: Develop self-respect and respect for others, celebrate our differences and value diversity.*

- Commitment, trust and love within relationships
- Respect for rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promoting gender equality, challenge gender stereotypes and inequality and promotes equality in relationships
- Valuing family life and stable, loving environments.

RSE will support the importance of strong and stable relationships, including marriage for heterosexual and gay couples and civil partnerships and single parents for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

## 5. How PSHE education, including Relationships Education, is provided and who is responsible

for this

At Great Milton C of E Primary School, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices<sup>1</sup>. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex

Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

Our PSHE subject lead, Sarah Taylor, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

We have chosen SCARF as our PSHE/RSE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

## 6. What is being taught

### The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

### [SCARF-EditableLong-termplanforPSHEandwellbeingeducationV7.docx](#)

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that

grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

## 7. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques, where appropriate.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our school website.

Support is provided to children experiencing difficulties on a one-to-one basis. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books.

## 8. How PSHE education is monitored, evaluated and assessed

We use two methods of monitoring and assessing learning within PSHE at Great Milton C of E Primary School:

### SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

### Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

## 9. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Pupil Profiles or EHCPs.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). Some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

See the school's policy on anti-bullying, equality, diversity and inclusion for further information.

## 10. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

### Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead, Sarah Taylor.

### Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

### Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- Coram Life Education policy template and guidance (2019)

This policy should be read in conjunction with the following:

- GM Safeguarding/Child Protection policy
- GM Anti-bullying policy
- GM Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2021)

### Useful resources/Appendix

**Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document:** supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources: <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>