



Relationships and Sex Education Policy

Date: September 2025

Review date: September 2026

Policy Changes

Date	Actions
February 2022	Policy implementation
September 2022	Reviewed
April 2023	Reviewed
April 2024	Reviewed

Subject Leader

Date	Subject Leader
September 2021	Jill Cromeys
September 2022	Rob Hudson
September 2023	Rob Hudson
September 2024	Rob Hudson

Mission Statement

At Red Lane we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Red Lane, our children BELIEVE, ACHIEVE and SUCCEED!

Curriculum

The curriculum, in its widest sense, firmly underpins the school's Mission Statement, Aims and school motto 'Believe, Achieve, Succeed'. At Red Lane, the curriculum is rooted in the needs and context of our community and learners. We provide an enriching and exciting curriculum the foundations of which are rooted in quality first hand experiences, designed to develop vocabulary and cultural capital whilst ensuring that knowledge is durable and transferrable allowing pupils to make connections, develop and apply skills and reason.

Our school curriculum design focuses on the knowledge, skills and understanding of our pupils and their needs in order that all children achieve well. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Red Lane with the confidence, knowledge and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society.

Curriculum Intent for RSE

The RSE strand of the PSHCE curriculum at Red Lane is designed to provide children with the knowledge and understanding to become confident to discuss sensitive subjects in a considered and safe manner; 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; and prepare pupils for puberty, giving them an understanding of sexual development and the importance of health and hygiene.

At Red Lane, RSE is taught as a discrete subject through our PSHCE curriculum in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality PSHCE teaching.

Children are becoming increasingly exposed to media that promotes, glamorizes and familiarises them with sex and the promotion of sex. Some of the things they learn are incorrect, confusing and frightening. It is important for the children at Red Lane to have informed knowledge of physical development, sex and relationships at an appropriate level.

Whilst they are falling, the UK still has the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections. Effective RSE does not encourage early sexual experimentation. It enables young people to build their confidence and self-esteem and to make informed decisions regarding the benefits of delaying sexual activity until they are ready.

Parents and carers are the key people for their own children's learning about sex and relationships and at Red Lane Primary School we work in partnership with home. Parents and carers are informed that the school RSE programme will complement their role and support them in the education of their children about sex and relationships. Red Lane Primary School will ensure that parents' and carers' views are heard and that the RSE we teach is culturally appropriate and inclusive of all the children.

The curriculum coverage and overview has been devised in line with guidance documents from the PSHE Association and the SMSC Quality Mark and reflects the statutory expectations set out in the government documentation. This has ensured that all children are accessing a broad and progressive curriculum, whilst adapting the documentation has ensured that the curriculum meets the needs of the Red Lane children based on their contextual experiences.

Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Red Lane Primary School we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Teaching and Learning PSHE

In addition to the conscious structure and design of the PSHCE curriculum, great consideration has been paid to the delivery and content of the RSE statutory strands of the curriculum. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The statutory elements of primary education will focus on:

- Preparing boys and girls for the changes that adolescence
- How a baby is conceived and born
- These fall within both the science curriculum and the guidelines for Relationships and Health Education.

The non- statutory elements of the curriculum are all based within the Year 6 unit of Growing Up and provides a bridging unit to the secondary curriculum. The key elements covered within this are:

- Describe the different types of loving relationship that exist
- Explain the laws around sexual relationships
- Explain how contraception can be used to avoid pregnancy
- Use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation

These are taught within a wider unit of work which links primary learning (see End of Primary outcomes in Appendix 1) to secondary learning and have been carefully considered for our school's circumstances.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families; LGBT parents; families headed by grandparents; adoptive parents; foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Puberty education is taught using key points within “Health Education” and the science curriculum.

These fall within the section:

➤ **Changing Adolescent Body**

For more information about our RSE curriculum, see Appendix 1.

Resources

The organisation and deployment of resources, including risk assessments, is the responsibility of the subject leader. Management, equipment and resources for all aspects of PSHE are organised to promote effective use by pupils. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. The class teacher should report damage to equipment to the PSHE Leader as soon as possible.

Continuing Professional Development

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head and Deputy Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Subject Leadership

The role of the subject leader and supporting documentation is detailed in the school’s Subject Leader Handbook. The provision of allocated subject leadership time ensures that teachers have the dedicated time to fulfil their roles and responsibilities which include:

- supporting and guide the practice of teachers and support staff;
- ensuring coverage, continuity and progression in planning;
- monitoring and evaluate the effectiveness of PSHE teaching and learning;
- updating documentation where necessary;
- producing action plans for the School Development Plan, preparing bids and manage the PSHE budget effectively;
- liaising and consulting with outside agencies where appropriate;
- preparing and leading INSET;
- attending relevant INSET training;
- reviewing regularly the contribution made by PSHE to a meaningful curriculum;
- reporting to senior leaders, local governors and external reviewers about the position and development of PSHE across the school

Roles and Responsibilities

The governing board

The governing board will approve the RSE policy and hold the Head of School to account for its implementation.

The headteacher

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

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

Rob Hudson - PSHCE and RSE Lead (Assistant Headteacher)

Charly Regan - Safeguarding Officer and Pastoral Lead

Equal Opportunity and Inclusion

At Red Lane, we endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Our teaching attitudes, published materials used in instruction with pupils and this policy are guided by these respective policies. Equal emphasis will be given to the roles of both men and women in society, without reinforcing gender, religious or cultural stereotypes. In the planning stage, teachers ensure there is appropriate differentiation for all abilities –including gifted and talented, SEN and EAL. All children are challenged at an appropriate level for the individual.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Parents Right to Withdraw

Parents do not have the right to withdraw their children from relationships and health education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in

Appendix 2 of this policy and addressed to the Head of School. Alternative work will be given to pupils who are withdrawn from sex education.

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors annually.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
• Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL AND SCANNED/RECORDED ON CPOMS	
Agreed actions from discussion with parents	