





RSE Policy

Abstract: This policy sets out the school's approach to teaching the relationships and sex education curriculum. New policy updates will be made following the new guidance (embedded by September 2026)

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Approved by:	Mrs M Young Chair of Governors	
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Last reviewed on:	25/09/2025	
Next review due by:	31/09/2026	
Policy number:	LRS0158	

Our Aim

The aims of relationships and sex education (RSE) at Lent Rise 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our School Ethos

Lent Rise School is a welcoming, caring community where we encourage all our children to Learn, Reach and Shine.

At Lent Rise School, we are committed to providing a holistic approach to education, which aims to support the academic, cultural, personal and social development of all our pupils. Relationships and Sex Education is **not statutory** at primary but is recommended by the DfE: we teach Relationships and Sex Education to our Year 6 pupils as part of our Relationships Education within the planned PSHRE curriculum (using Jigsaw and Buckinghamshire content to guide our lessons).

Statutory Requirements

All primary schools offering Relationships and Sex Education are required to define any sex education they choose to teach other than that covered in the science curriculum, outline the subject content, how it will be taught and who is responsible for teaching it and state the parental/carers right to withdraw from non-statutory relationships and sex education lessons and the protocols established by the school to facilitate this. This information is detailed as followed:

- As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).
- We are **not** required to provide sex education, but we are required to teach the elements of sex education contained within the science curriculum, such as puberty and changes within the body.

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 have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
 - Part 6, chapter 1 of the [Equality Act 2010](#)
 - The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
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Development of the policy

This policy was developed by the PSHRE lead in consultation with parents, teachers and guidance from the BCC Public Health PSHE lead. The PSHRE lead with the working group pulled together all relevant information including relevant national and local guidance. Teachers were given the opportunity to look at the program of study and make recommendations. This policy was shared and ratified with governors. This policy links to the PSHRE policy, Child Protection Policy, Anti-Bullying Policy, Equalities Policy and the School Behaviour Policy. We aim to work collaboratively with parents/carers to ensure pupils receive Relationships and Sex Education lessons that are relevant and age- appropriate and sensitive to the needs of the community we serve. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

At Lent Rise School, we teach RSE as set out below:

Relationships and Sex Education at Lent Rise School is taught through the PSHRE curriculum as part Relationships Education. Relationships and Sex Education is taught in addition to the statutory science curriculum and provides factual and age-appropriate knowledge about conception and birth. In preparation for the secondary RSE curriculum, Relationships and Sex Education teaches pupils to recognise the difference between intimate and non-intimate relationships, promotes healthy committed relationships including marriage, consent and the values and responsibilities required to build healthy adult relationships. It also teaches pupils the legal age for marriage and consensual sexual relationships, to recognise their right to their own physical and emotion personal space, how to keep themselves safe and how to report concerns or issues. Puberty Education is part of statutory Health Education and parents/carers **do not** have the right to withdraw their child from this aspect of the curriculum.

Parents'/ carers right to withdraw

At Lent Rise School, we teach Relationships and Sex Education as part of our Relationships and PSHRE curriculum. As Sex Education is not statutory at primary, we wish to state the right of parents and carers to withdraw their child from designated Relationships and Sex Education lessons (in Year 6). We encourage parents/ carers to make an appointment to come in and speak to the PSHRE lead about any concerns they may have.

Parents can choose to withdraw their child from the Relationships and Sex Education lessons through a link, which will be sent to them when their child is in Year 6. All parents will be given notice of these lessons and will need to consent to their child taking part in these lessons.

Parents and carers do not have the right to withdraw their child from PSHRE, which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHRE curriculum.

How RSHE is taught at Lent Rise

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

Intent

The DfE states in the statutory relationships, relationships and sex education and health Education guidance (page 23):

'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools school have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge from the national curriculum for science - how a baby is conceived and born'.

High quality Relationships and Sex Education will support pupils to:

- Be taught factual and correct information about this how a baby is conceived and born
- Explore in a safe and managed environment questions they may have about puberty and give them an age-appropriate understanding of sexual development (girls and boys will be taught separately)
- Understand that all intimate relationships should be consensual and based on love and respect
- Understand the law and be taught that intimate relationships are for consenting adults
- Understand the importance of marriage and committed relationships and learn about different cultural and religious approached to this
- Recognising and establish their own personal boundaries and privacy relating to their own bodies
- Dispel myths and incorrect information about sex and how a baby is conceived and born
- Recognise unhealthy relationships, inappropriate behaviour and to report concerns or abuse, (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns or questions they may have and avoid viewing any inappropriate material or entering social media conversations

High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
 - Understand the importance of positive and healthy relationships on their wellbeing
 - Recognise what makes a good friendship and how to be a good friend in return
 - Strategies to manage the difficulties of friendships and relationships with others
 - Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
 - Develop positive character traits and personal attributes such as self-respect, kindness, honesty, integrity, and resilience
 - Positively engage in social action and contribute to the wellbeing of others
 - Understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
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- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that could cause them harm
- Recognise intimate physical relationships are for adults

Implementation

Relationships and Sex Education is delivered through the Relationships curriculum as part of PSHRE education. To ensure the content and delivery of Relationships and Sex Education is appropriate and relevant to our pupils, we use simple baselines to ascertain what pupils already know.

Distancing techniques and shared rules are used in PSHRE education, which provide depersonalised examples supporting children in exploring what is being taught without sharing their own personal experiences in the lesson.

What we use - Jigsaw scheme of work as well as the PSHRE Association for additional guidance and DfE recommendations.

Who teaches this? - Relationships and Sex Education will always be taught by 2 teachers, who have had training on how to deliver the content.

When do we teach this? - This will be taught as a part of the PSHRE curriculum in Year 6 and will take place over one long lesson. Girls and boys will **always** be taught separately.

** We teach body part names to children in year 5 and 6 within puberty and sex education lessons.*

How delivery and content will be made accessible to all pupils?

Children with SEND will normally have an additional adult with them during the lesson. Children with SEND **may** have a separate session with their teachers or in a smaller group if this is more appropriate for the child(ren).

Managing difficult questions

All aspects of PSHRE are underpinned by shared and understood ground rules (see appendix 1) with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

**** We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.***

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Impact

High quality sex education will enable our pupils to:

- Have a factual and age-appropriate understanding of how babies are made and born
- Understand that intimate and sexual relationships are a natural part of adult life
- Know who to talk to if they have further questions about sex and intimate relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Know they will continue to learn about Relationships and Sex Education in their secondary school
- Keep themselves safe online, recognising risks, harmful content, and online contact and be able to report any concerns at the earliest stage
- Know how to keep safe by recognising any inappropriate behaviour from others
- Report concerns or abuse and have the confidence, knowledge and vocabulary to do so

Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DSL and share concerns with parents/carers according to the school's safeguarding procedures.

Roles and responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation. The Headteacher is responsible for ensuring PSHRE, including Relationships and Sex Education is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Relationships and Sex Education.

The PSHRE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHRE. Pupils are expected to fully engage with PSHRE provision, including Relationships and Sex Education and treat others with respect.

Working with outside agencies and visiting speakers

Training sessions with BCC as well as School Nurses.

Monitoring, evaluation and training

Relationships and Sex Education will be monitored and evaluated by the PSHRE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The Relationships and Sex Education policy will be reviewed annually. All Year 6 teachers have the opportunity to receive training on how to deliver the non-statutory Relationships and Sex Education lessons. The lessons will be delivered by a teacher who has previously had training.

To ensure staff are confident to deliver all aspects of the PSHE curriculum including sex education, access to online, in school, local and national training will be made available in accordance with the school's CPD programme for staff development.

Appendix 1 Ground

Work with pupils to establish a list of ground rules that will increase their feelings of safety and comfort during puberty and Relationships and Sex Education classes.

It is essential that the following ground rules be included:

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

It may be helpful to frame the ground rules in a creative way, such as:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

Appendix 2 - DfE guide for parents

DfE information for parents

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Statutory Guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Appendix 3: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for 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 safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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

TOPIC	PUPILS SHOULD KNOW
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 that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> • The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with 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). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

