Relationship and Sex Education (RSE) Policy

Policy Data Sheet

Policy Name:	RSE Policy
Document Reference:	BLSMAT007
Version Number:	V2
Ratified By Principal:	N/A
Local Governing Committee ratified date	October 26
Review Period:	Annually
Review Date:	October 27

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1. Rationale

/ Unity Community Primary is a Gold Rights Respecting School, and we believe that all children have the right to information about how to stay safe and healthy. These are detailed in Articles 6, 17, and 24 of the United Nations Convention on the Rights of the Child.

All primary schools have a legal duty to deliver Relationship and Sex Education (RSE) since September 2020. This policy meets the requirement of the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (July 2025).

2. Statement of Intent

Children learn about relationships and sex in all sorts of ways. Ideally, children might learn from their parent/carer, at the right time for their personal level of maturity. However, not all parent/carers are comfortable with this, and many families prefer the school to deliver this information in a safe and age-appropriate way.

Nowadays, the internet provides access to information which may be incorrect, damaging, or age inappropriate. Even though we ask parents to keep a close check on what their child accesses on the internet, we know children are more likely than ever to access age-inappropriate information, or to hear it from other children who have done so.

We believe the best way to keep children safe is for schools to teach relationships and sex education in a planned, age-appropriate curriculum which is communicated clearly to parents, so they know what their child is learning.

We know that many families are concerned about how RSE is taught. Many families worry that RSE will go against their religious, cultural or moral values. We respect the right of families to hold their own values. We teach children that we may have different personal views on what is right, but the law requires us to respect other people's choices if they are acting within the law.

We make sure that families are informed about what we teach, when we teach it and why. We actively seek feedback from families and pupils and may adapt our curriculum in response to that feedback. We are always happy to talk to families about what we teach and why.

3. Definitions

Relationships Education includes:

- Understanding different types of relationships, including friendships, family relationships and dealing with strangers
- How to recognise, understand and build healthy relationships, including self-respect, respect for others, commitment, tolerance, boundaries and consent
- How to manage conflict and recognise unhealthy relationships
- How we can stay safe online and how online relationships are different from in-person relationships

Sex Education includes

- Understanding how the human body works *
- Being able to use the correct name for body parts *
- Understanding how the body changes at puberty and throughout life*
- Knowing how animals and humans reproduce*

- Knowing how a baby is made **

* Part of the science curriculum – you cannot withdraw your child from these lessons
** Not part of the science curriculum – you can withdraw your child from these lessons

4. The Right to Withdraw Your Child

The law says that you cannot withdraw your child from relationships education or science education. You have the right to withdraw your child from any aspects of sex education which are not covered by the science curriculum. However, we recommend that all children access the full curriculum, so they get safe, accurate information from a trusted adult rather than unsafe or inaccurate information from friends or the internet.

5. How our policy was developed

We have worked with the Manchester Healthy Schools Team to ensure our policy conforms with the law and follows Healthy Schools and PSHE Association guidance. We periodically consult staff, parents, older pupils and governors, and will continue to seek pupils' views as we review our programme.

6. Aims and objectives of the policy

The aim of this policy is to enable the effective planning, delivery and assessment of RSE to fully meet the needs of our pupils.

Our RSE programme aims to lay the foundations for adult life by helping pupils to:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones
- Understand the characteristics of a healthy relationship and recognise what makes a good friend, a good colleague and a successful committed relationship
- Understand how to treat each other with kindness and respect and to value honesty and truthfulness
- Understand the idea of consent and the concept of personal privacy in real life and online
- Recognise their own and others' boundaries
- Recognise positive and negative relationships both online and offline
- Understand that families take on many forms and to be sensitive about the families of those around them
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation
- Report and recognise emotional, physical and sexual abuse

Teaching staff in our school will be:

- Trained to be confident in planning, delivering and assessing the RSE curriculum
- Equipped to handle sensitive issues and to answer both pupil and parent questions
- Supported by the RSE Lead and SLT in any instances where there are concerns about how to address an issue

7. Moral and Values Framework

Every pupil will receive their full entitlement to RSE regardless of their gender, race, ethnicity, faith or sexual orientation. RSE will encourage children and young people to explore faith, cultural perspectives and sexuality in a respectful way. We believe that each family and community have the right to hold its own religion and cultural values, and the responsibility to respect the right of

others to make their own choices. Our teaching will teach the law, culture and values of modern British society

8. Equal Opportunities Statement

- The government have provided guidance on how the Equality Act 2010 relates to education setting:
- https://www.gov.uk/government/publications/equality-act-2010-advice-for-schoolsThe Equality Act 2010 governs how the curriculum is delivered, and schools must ensure that issues are taught in a way that does not subject pupils to discrimination
- Schools have a duty under the Equality Act to ensure that teaching is accessible to all children, including young people who are lesbian, gay, bisexual and transgender (LGBT)
- Our curriculum reflects diversity and offers positive role models of different family types
- We ensure that our schools are safe places for all staff and pupils. We want all our staff, including those who are lesbian, gay, bisexual and transgender, to feel able to be open about their family circumstances, should they choose to do so. We will always respect how pupils choose to identify themselves both in terms of gender and sexual identity.

9. Content of our RSE programme

Our RSE programme will follow the I Matter programme (version 4, released in 2026), designed by Healthy Schools, Manchester.

This covers the following content:

Year 1:

- Families and friends
- Staying safe (includes NSPCC Pants lesson)
- Understanding my emotions

Year 2

- Families and friends
- Staying safe
- Understanding my emotions
- Understanding me and my body

Year 3

- How can we talk about our own boundaries and understand that our bodies belong to us?
- Managing disagreements
- How does the human body change as we grow?
- How do our bodies change and why is personal hygiene important?
- Staying safe online

Year 4

- How can we talk about our own boundaries and understand that our bodies belong to us?
- Managing conflict

Year 5

- Self-respect, confidence and identity in relationships
- What's normal for my body and my health?
- Female genital mutilation

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Year 6

- How do we maintain good personal hygiene during puberty, and why is it important?
- What are the physical and emotional changes of puberty?
- How are babies made?

10. How RSE will be organised

The Headteacher will take overall responsibility for the delivery of relationship and sex education across the school.

The Headteacher will nominate an RSE lead practitioner to co-ordinate and support the delivery of relationship and sex education across the school. This may be the PSHE Lead or another staff member with training and expertise in the delivery of RSE.

The RSE lead practitioner will:

- Ensure that there is a high quality, age-appropriate, up to date, comprehensive RSE curriculum which meets Government requirements and Manchester Healthy Schools recommendations
- Ensure all staff have the training and resources they need to deliver the curriculum
- Ensure that staff are confident to: create a safe learning environment; establish ground rules; manage confidentiality and manage questions
- Offer day to day support for the delivery of the curriculum, including advice on dealing with questions and issues that arise in or outside of RSE lessons
- Consult the Headteacher on any issues which are not covered by the agreed curriculum.

11, Delivery of RSE

Class teachers will normally deliver RSE as part of the broader PSHE curriculum. This will normally be to the whole class up to the end of Year 3. From year 4, all children will be taught all parts of the curriculum, but the class may be divided into boys and girls for lessons on how the body changes at puberty. The RSE lead will support teachers to identify any aspects of the curriculum that are best delivered by a same sex staff member (e.g. it may be helpful to have a woman teach menstruation to girls).

The RSE lead will support Class teachers to develop their confidence by identifying and meeting training needs through whole school training,1:1 support or training, and curriculum guidance.

13. Assessment and Evaluation of Teaching and Learning:

The RSE lead will maintain an overview of the delivery of RSE throughout the school, ensuring that a strong curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. RSE lessons will be monitored as part of the overall monitoring of PSHE. This will include having an overview of planning, observation of RSE lessons and book scrutiny of individual or whole class work.

Class teachers will begin each series of lessons with a baseline assessment activity to assess pupils' prior knowledge, understanding, skills, attitudes, beliefs and vocabulary. Each series of lessons will end with an end-point assessment activity which will assess progress made from that starting point. Assessment will inform future planning and delivery. There will opportunities for teachers to work with the RSE/PSHE Lead to reflect on their RSE delivery and adjust the content accordingly.

In addition, the RSE lead will conduct pupil voice with samples of children from different year groups to assess their view and experience of the delivery of RSE.

14. Working with parents and carers

We view parents and carers as important partners in the delivery of RSE.

- We consult parents periodically on the aims and content of the programme and seek and respond to feedback about all aspects of the policy.
- This policy is available on the school website for parents and carers to access.
- Parents are informed in advance when sensitive areas are being addressed in the RSE curriculum.
- Our Family Support Workers are available to help parents who would like support with talking to their child about RSE issues.
- We offer the opportunity for parents to comment on any new developments in the curriculum

15. Child Withdrawal Procedure

As outlined above, parents may withdraw their children from specific aspects of the sex education curriculum.

- We will inform parents of any course content which goes beyond the statutory curriculum.
- Parents wishing to withdraw their child will be asked to discuss this with the Headteacher or an SLT member before confirming in writing that they wish to withdraw their child.
- The school will confirm in writing that the child has been withdrawn and will record which aspects of the curriculum the child will and will not access.
- If a child is withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

16. Confidentiality and Child Abuse and Protection Procedures

- We will have clear ground rules about confidentiality in lessons.
- We will use “ask it baskets” and other techniques to allow children to ask about things that are worrying them in a safe, anonymous way.
- We will ensure that pupils, parents/carers and staff understand the school’s confidentiality policy and what that looks like in the context of RSE.
- We will encourage young people to speak to a trusted adult about things that are worrying them.
- Pupils will be told that teachers cannot promise unconditional confidentiality.
- Child protection and safeguarding procedures will be always followed, including when deciding the appropriate action to take about an issue raised in RSE
- Teachers and other adults involved in RSE may sometimes hear disclosures that suggest a child is at risk of abuse. It is essential that all staff are aware of and comply with the school’s child protection policy. Where an adult believes a child may be at risk, the designated child protection officer must be consulted before any further action is taken.

Sexual activity

- A child under the age of 13 can never consent to any sexual activity.
- Any indication that a pupil is sexually active will be considered a safeguarding issue and actioned accordingly.

Provision if a pupil becomes pregnant

Very occasionally, primary age girls do become pregnant. In the unlikely event of a child becoming pregnant and choosing to keep the baby, we would work with social services to follow appropriate safeguarding procedures and to provide appropriate support for the pupil during pregnancy and after the baby is born.

17. Provision for pupils who are 'Looked After'

Looked After Children and Previously Looked After Children often miss out on RSE programmes at school. This can be because they do not attend regularly, they move between schools, they are removed from PSHE/RSE lessons to attend appointments, or their additional needs mean that they do not engage with the lessons. We will work with the child, family, social services and any relevant health staff to ensure that their RSE needs are identified and RSE is delivered to meet their needs.

18. Provision for pupils with Special Educational Needs

Disabled children are at significantly greater risk of physical, sexual and emotional abuse and neglect than non-disabled children but may also be more likely to miss out on appropriate RSE. We will work in partnership with parents, carers, any relevant health staff and the child her/himself to ensure that all children with additional needs receive appropriate RSE in a way that meets their needs. This could include:

- Use of the adapted Manchester Healthy Schools I-matter SEN RSE resources
- Provision of resources in a different format to meet specific or sensory needs
- Adaptation or simplification of content to assist comprehension
- 1:1 session away from the whole class setting

For some children with learning disabilities, emotional development may not match physical development. We will work with parents, carers and relevant health staff to help them stay safe and understand how their body is changing by giving them the information they need to in format that is appropriate for them

19. Anti-bullying

Our anti bullying policy aims to make our school a safe place for all to work, play, teach and learn. We know that some groups of pupils are more vulnerable to experiencing bullying, for example, those with special educational needs or a disability, looked after children, travellers and those for whom bullying is motivated by racism or homophobia. We believe strongly that all bullying is unacceptable and contravenes our school ethos and our school rules.

20. Sexual violence and sexual harassment between children

Our RSE curriculum helps address our duty to protect children from sexual violence and to challenge harmful sexual behaviours, as set out in Keeping Children Safe in Education (2026 onwards).

- We will never tolerate sexual violence and harassment between children ('child on child abuse').
- Our RSE curriculum will teach the importance of respectful relationships and will make it clear that sexual violence and sexual harassment is not accepted
- Staff will take incidents seriously and will not dismiss them as 'banter', 'just having a laugh' 'boys being boys' or 'girls messing about'.
- Some younger children or those with some special needs may not understand why sexualised behaviour or sexual violence and harassment is wrong. We will work with them supportively yet firmly to help them understand what behaviour is respectful and

appropriate. Staff will be alert for safeguarding concerns and will follow the appropriate procedures where necessary.

- Some pupils with SEN may be more vulnerable to sexual bullying and harassment. Staff will be aware of this risk and take particular care to ensure they are safe and respected by all in school.

21. Media

Any enquiries from the media, about the RSE policy or any other issue, should be referred to the Headteacher, who may at their discretion contact Manchester City Council press office (0161 234 3729) or Big Life Group Communications Team (0161 848 2430).

22. Menstruation and Period Poverty

We will ensure that appropriate facilities with sanitary bins are accessible to pupils from Year 4 upwards. The school will keep a stock of spare sanitary products and class teachers will make these discreetly available to pupils who need them. We will work with any menstruating non-binary pupils and their parent/carers to agree appropriate, discreet arrangements for them to access a sanitary bin.

23. Language and terminology

RSE plays an important role in equipping young people with the correct terminology so that they can safeguard themselves. Good vocabulary around RSE will assist them in talking comfortably, respectfully and accurately about growing up, the human body, and sex and relationships. Staff play a vital role in modelling the correct use of language in RSE. Teachers may share vocabulary lists with pupils and parents before a series of lessons.

The ability to use the medically correct terms for genitalia and other parts of the body is a key skill for young people. It helps them describe abusive behaviours and gives them confidence when accessing medical help.

Language and terminology are also an important part of showing respect. Our anti bullying policy does not allow sexually abusive comments, homophobic comments, name-calling, sarcasm, spreading rumours or teasing. This includes comments in school or online. Class teachers will follow the anti-bullying policy to deal with such incidents promptly and firmly.

24. Procedures for monitoring and evaluation

The Headteacher is responsible for ensuring this policy is reviewed annually and approved by the Local Governing Committee.

25. Sharing the policy:

The Headteacher will:

- Share this policy with all staff members and governors
- Ensure relevant and regular training is provided to staff on the policy content
- Ensure that copies of the RSE policy are available from the school office and on the website for parents to access on request