



Relationships & Sex Education Policy

Knotty Ash Primary School



Loving Learning Together

INTRODUCTION

At Knotty Ash Primary School, Relationships and Sex Education (RSE) is taught through an integrated, consistent approach as part of a broad and balanced curriculum. RSE supports pupils to develop confidence, resilience and the knowledge and skills to prepare for the physical and emotional changes of growing up. We work in partnership with parents and carers so that home and school provide coherent, mutually supportive messages. Our teaching recognises and respects the diversity of families and those who care for children, and promotes inclusion, respect and care for others.

In this policy, RSE refers to learning about physical, emotional and social development, including the importance of family life, caring relationships, respect and responsibility. The policy clarifies the statutory and non-statutory elements of provision and ensures that all pupils receive their educational entitlement in a way that is developmentally appropriate and accessible for children with SEND.

AIMS OF SEX AND RELATIONSHIPS EDUCATION

What is Relationships and Sex Education?

RSE is the part of our curriculum through which pupils learn about friendships, families and healthy relationships; growing up and puberty; keeping safe on and offline; and, where provided, age-appropriate Sex Education beyond the science curriculum in Years 5–6. RSE is delivered mainly through PSHE, science and computing, with clear links to safeguarding and online safety.

Why is RSE important?

High-quality RSE helps pupils form safe, healthy and respectful relationships in real life and online; understand consent basics (appropriate to age); recognise and report risks; and build the confidence to seek help. It contributes to our safeguarding duties under **Keeping Children Safe in Education (KCSIE)** and supports our duty to promote pupils' wellbeing and prepare them for the responsibilities of later life.

The purpose of this policy is to set out **what** we teach, **how** we teach it and **how** we work with parents and carers.

Related policies: PSHE; Safeguarding/Child Protection; Behaviour/Anti-Bullying; Teaching and Learning; Online Safety; SEND; Equality.

MORAL AND VALUES FRAMEWORK

The RSE programme reflects our whole-school aims and promotes:

- respect for self and others

- kindness and empathy
- responsibility for actions and their impact
- appreciation of family and community
- care for our environment

We teach the law and the facts clearly and accurately and treat all pupils and families with dignity and respect.

CONTENT

Our programme:

- provides accurate, age-appropriate information sequenced from EYFS to Year 6
- develops communication, empathy, decision-making and help-seeking skills
- explores values such as respect, kindness and responsibility
- builds self-esteem and confidence
- is inclusive of all pupils and all families, with reasonable adjustments for children with SEND

Key strands include relationships (families, friendships, respectful behaviour, bullying and discrimination), health (mental wellbeing, healthy lifestyles, sleep, hygiene, first aid) and online safety/harms (including misinformation, image sharing and online pressure) with increasing depth by age. (See Curriculum Overview below.)

TEACHING AND LEARNING

RSE is taught by class teachers and, where appropriate, supported by trained, quality-assured visitors. We use a range of interactive methods (discussion, scenarios, stories, short videos, role-play) to engage pupils and check understanding. Lessons are usually taught in mixed-gender classes; single-gender opportunities may be offered where helpful and appropriate. We establish clear ground rules, use agreed language, and provide question opportunities (including anonymous questions) to ensure a safe learning environment.

EYFS

Children learn about themselves, friendships and feelings, and begin to name external body parts using correct terms. They learn to recognise and talk about feelings, agree and follow simple rules, and ask for help when they need it.

KEY STAGE 1

Through science, pupils learn about life cycles and that living things grow and reproduce. Through PSHE they learn about families (including that families may look different),

friendships, kindness, personal hygiene, basic safety and consent basics (e.g., asking before hugging, saying no). They practise turn-taking, sharing, and talking about feelings.

KEY STAGE 2

Pupils learn about changes during puberty (physical and emotional), hygiene, and how to seek support. Science covers external body parts, puberty and, in Years 5–6, the biological facts of human reproduction and birth. PSHE develops skills for healthy relationships (including online), managing influence and peer pressure, recognising unsafe situations, and seeking help. Teaching is skills- and values-based as well as knowledge-based.

UPPER KEY STAGE 2 — Online Presence & Image-Sharing

We teach pupils how to manage their digital footprint; understand the law on sharing and possessing indecent images of under-18s; recognise pressure, manipulation and grooming; and know how to report and get help. We address risks such as image-based abuse, sextortion and misogynistic content at an age-appropriate level, focusing on safety, respect and practical help-seeking. We use quality-assured, up-to-date resources from trusted providers.

ORGANISATION

The PSHE Lead coordinates RSE. Delivery takes place through PSHE, science and computing and may be organised in themed weeks or spaced units across the year. Additional learning also occurs through:

- PSHE topics (including philosophy/dialogue)
- planned aspects of science and computing
- assemblies (values/online safety)
- visits from vetted external agencies (e.g., NSPCC/Childline)
- pastoral provision and story time

All visitors and resources are quality-assured for factual accuracy, age-appropriateness, neutrality on contested issues and alignment with this policy. Staff remain responsible for learning and safeguarding throughout. Resources are available for parents/carers to view on request, subject to licensing.

SPECIFIC ISSUES

DEALING WITH DIFFICULT QUESTIONS

We agree ground rules with each class and provide ways for pupils to ask questions safely (including anonymously). Staff answer questions honestly, age-appropriately and in line with the law and this policy. Where a question is better handled individually or is not appropriate

for the class, teachers will follow up sensitively and, where needed, speak with parents/carers.

LEGAL REQUIREMENTS

We deliver Relationships Education and Health Education in line with DfE **RSHE statutory guidance (July 2025)**, which replaces the 2019 guidance and will be statutory from **1 September 2026**. Science is taught in line with the National Curriculum. We meet our safeguarding duties under **KCSIE** and equality duties under the **Equality Act 2010**.

EQUAL OPPORTUNITIES

Every child is entitled to RSE. Teaching is inclusive of all pupils, families and identities, complies with the Equality Act 2010, and is accessible for SEND. We promote respectful relationships and challenge prejudice-based bullying, including homophobia, biphobia and transphobia, while ensuring that contested views (for example about gender identity) are not taught as fact and that biological sex and the law are taught clearly.

SPECIAL EDUCATIONAL NEEDS (SEND)

We make reasonable adjustments so all pupils can access learning: clear, concrete language; visual supports; repetition/over-learning; pre-teaching vocabulary; smaller groups; and additional adult support where needed. We work with families and relevant professionals to tailor content and delivery appropriately.

CHILD PROTECTION / CONFIDENTIALITY

RSE is a safeguarding measure. Staff do not promise confidentiality and follow the school's Child Protection procedures and **KCSIE** if a concern or disclosure arises. Pupils are taught how to seek help and who to talk to in and out of school (including trusted adults and recognised helplines).

PROVISION FOR PUBERTAL PUPILS

We prepare **all** pupils for puberty, including menstruation, before changes occur (typically Years 4–5). Free period products are available discreetly; disposal facilities are provided; and pupils are taught practical self-care and where to seek support.

OUTSIDE AGENCIES

When external providers support RSE, they must work within our policy and safeguarding procedures and use approved resources. School staff are always present and retain responsibility for teaching, behaviour and follow-up. All visitors are appropriately vetted.

WORKING WITH PARENTS/CARERS AND PUPIL WITHDRAWAL PROCEDURES

We value partnership with parents and carers. We publish an overview of RSE topics and will show materials used on request (subject to licensing). We also offer opportunities (e.g., meetings/workshops) to discuss content and answer questions.

Withdrawal: Parents **cannot** withdraw their child from Relationships Education or Health Education, or from science content (including puberty and human reproduction taught in science). Parents **may request withdrawal** from the **non-statutory Sex Education** elements we choose to teach in Years 5–6. The headteacher will discuss any request with parents/carers (and, where appropriate, the child) before confirming the outcome in writing. A record of the process will be kept.

DISSEMINATION OF THE POLICY

All staff and governors receive this policy and it is available on the staff shared area and the school website. Updates are communicated through staff briefing and governance.

ROLES AND RESPONSIBILITIES

Governing Board – approves the policy; monitors compliance and impact; ensures parental engagement.

Head of School – ensures RSE is taught consistently; oversees parental engagement and withdrawal requests; ensures staff training.

PSHE Lead – leads curriculum planning and resources; quality-assures teaching; supports staff; monitors and evaluates provision; liaises with DSL on safeguarding in RSE.

Teachers/HLTAs – plan and teach RSE; establish safe learning routines; adapt for SEND; assess learning; escalate safeguarding concerns.

Designated Safeguarding Lead (DSL) – advises on safeguarding content; ensures staff understand reporting routes and record-keeping.

Parents/Carers – engage with information and discuss learning at home.

Pupils – participate respectfully, ask questions and seek help when needed.

EMOTIONAL HEALTH AND WELLBEING

We promote positive emotional health and wellbeing for pupils, staff and families. RSE contributes by teaching language for feelings, strategies for self-care and help-seeking, respectful relationships, and how to challenge harmful stereotypes and online harms. We provide additional support and reasonable adjustments where needed.

EVALUATION, MONITORING AND REVIEW

We assess learning through discussion, pupil voice and simple knowledge/skills checks appropriate to age and subject (including science assessment). Leaders monitor planning, delivery, resources, staff confidence, and safeguarding patterns to inform improvement. The governing board reviews this policy **annually** or sooner if guidance changes. This policy implements the DfE RSHE guidance (July 2025) during the transition period ahead of full statutory implementation from **1 September 2026**.

Useful references (checked September–October 2025)

- DfE: *Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance* (July 2025).
- DfE: *Introduction to requirements (parents and withdrawal)* (2025).
- DfE: *Keeping Children Safe in Education* (current version in force).
- DfE: *Period product scheme for schools and colleges* (2025 to 2026).
- DfE Education Hub summary of 2025 RSHE updates (parents).
- PSHE Association overview of 2025 changes for primary (sector summary).