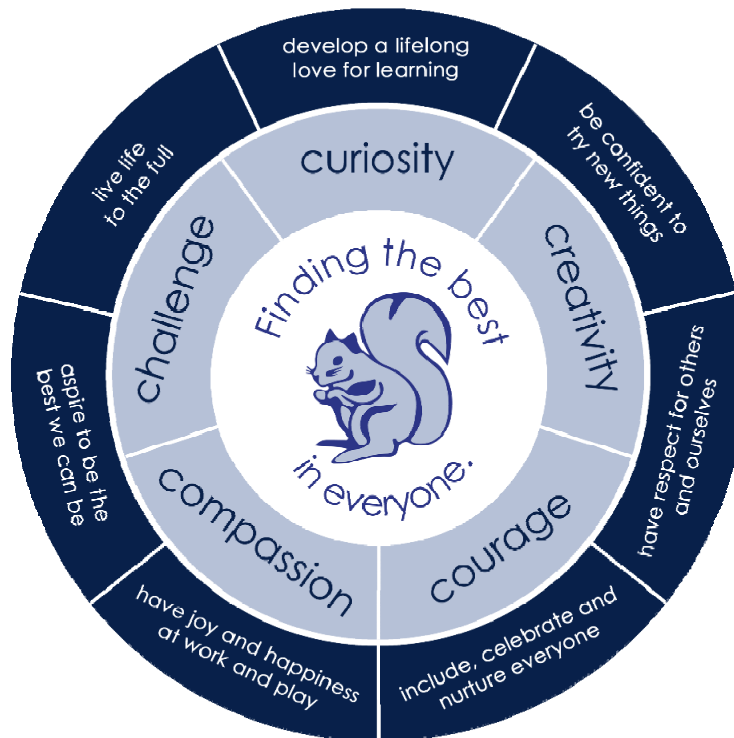




# Felbridge Primary School

*Finding the best in everyone.*

## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY Autumn 2025



**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

<b>Written/revised by:</b>	SLT (ET/RS/BR)
<b>Presented to and discussed by Governing Body</b>	Autumn 2025
<b>Status</b>	Statutory

*\*Consultation was required for the 2021 revision of this policy. No consultation required for 2024 review.*

## 1. INTRODUCTION

The governors and staff of Felbridge Primary School believe that Relationship and Sex Education (RSE) is an important part of children's preparation for adult life. We recognise that parents are key figures in helping children to cope with the emotional and physical aspects of growing up. Therefore, we see the teaching offered by the school as complementary and supportive to the role of parents. We are committed to ensuring that RSE is provided in a way that encourages pupils to have a due regard to moral considerations and the value of family life. RSE should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. As RSE involves aspects of biology, personal, social and health education, we feel that it is best covered through both integrated topics and as specific and separate issues.

## 2. STATUTORY REQUIREMENTS

At Felbridge Primary School we are legally required to provide a broad and balanced curriculum. As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. 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. At Felbridge Primary School we teach RSE as set out in this policy.

## 3. DEFINITIONS

Broadly, RSE is:

"...learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline".

(Brook, SEF, PSHE Association, 2014: 3)

### **Defining Relationships Education**

Relationships Education is learning about how to:

- be appreciative of existing relationships
- form new healthy friendships
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

### **Defining Sex Education**

Sex Education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

*The [National Curriculum for science](#) includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.*

#### **4. AIMS AND OBJECTIVES**

Our aims and objectives are:

- To assist staff in the teaching of RSE and ensure they are aware of their roles, responsibilities and professional boundaries.
- To provide a consistent approach to RSE and to enable teachers to identify their own training needs.
- To provide a framework in which sensitive discussions can take place.
- To provide children with a programme of RSE that takes account both of their capacity to absorb sensitive information and of the extent to which it is essential for them to have such information at that point in their development.
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To prepare pupils to cope with the physical, emotional and social changes of puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- To ensure that children are given accurate and relevant information.
- To help pupils develop feelings of self-respect, confidence and empathy.
- To enable children to make informed choices about their actions and to encourage personal responsibility in relationships.
- To provide a sound basis for the RSE children will later receive at their secondary school.
- To enable children to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To create a positive culture around issues of sexuality and relationships.

#### **5. POLICY DEVELOPMENT**

This policy has been developed in consultation with staff across the school. Staff, governors and parents have all been invited to have input. Children, in their PSHE lessons, also have the opportunity to discuss what they would like to get out of RSE lessons. The consultation and policy development process involved the following steps:

1. Review – PSHE subject leader pulled together all relevant information including relevant national and local guidance.
2. Staff & governor 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 read & comment on the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

#### **6. MORAL AND VALUES FRAMEWORK**

Our aim is to provide RSE within a clear framework of values that encourages:

- respect for oneself and others
- respect for religious, cultural and racial differences
- honesty
- a sense of responsibility
- an awareness of moral considerations, value of loving relationships and family life
- sensitivity towards the needs of views of others.

## **7. ORGANISATION**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. PSHE units in the summer term of Years 5 and 6 deal with elements of sex education.

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

Class teachers are responsible for the teaching of RSE to their class. A nominated teacher may also teach RSE as part of PSHE lessons given by them. The PSHE lead will ensure the appropriate curriculum coverage takes place. Appropriate outside speakers/facilitators, for example a midwife in Year 6, may be used where available to support the class teacher in delivering the RSE programme. It is the responsibility of the class teacher to organise outside visitors if they wish to use their support in the delivery of RSE. Input from visiting speakers must be discussed with the class teacher prior to the session and monitored to fit in with teaching and learning. Teachers or teaching assistants are always present at these sessions and responsible for the children. Children may be taught as a mixed group or single sex, depending on the needs of each individual class. A range of teaching methods are used which include use of film, discussion and looking at case studies.

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, LGBTQ+ 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).

## **8. EQUAL OPPORTUNITIES**

Children of all ages and abilities can benefit from the study of RSE. In line with our Teaching and Learning Policy, the sex education programme has been planned to make it equally relevant to all children regardless of race, culture, gender or ability.

RSE and Health Education will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. It will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

Relationships, Sex and Health Education must be accessible for all pupils. This is important when planning the delivery of the curriculum for pupils with SEND. Teachers will consider how to personalise or modify teaching for those children with SEND.

## 9. CONTENT

The biological aspects of RSE can be found in the Science National Curriculum. We have developed the curriculum and made the deliberate choice to invest in the, 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.

## 10. ROLES AND RESPONSIBILITIES

### The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The link governors for the wider curriculum, including PSHE and science, will monitor delivery of the relevant areas of the curriculum as part of their role.

### Senior Leadership Team

The senior leadership team is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 7).

### 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/non-science) 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 SLT.

### Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity following the agreed learning agreement.

## 11. RESOURCES

Resources are available as follows:

- Online via the Onedecision website.

## 12. PUPILS

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 13. DEALING WITH SPECIFIC ISSUES

Teachers or Teaching Assistants establish ground rules together with the children at the beginning of each half term of teaching PSHE and Circle time. At the beginning of each PSHE and RSE lesson, children are

reminded of the ground rules by the appropriate adult. This ensures a safe environment for teaching, which reduces anxiety to pupils and staff and minimises unconsidered, unintended personal disclosures.

Parents will be informed of the content of RSE lessons via a letter in the summer term prior to the main RSE units being taught. It is the responsibility of the class teacher, or designated adult to ensure that children feel well informed about RSE and that their questions are answered. Class teachers will aim to answer questions appropriately according to the needs of the class and keep parents informed accordingly.

Confidentiality and boundaries during RSE sessions will be based on the school's Safeguarding and Child Protection Policy, Confidentiality Policy and PSHE Policy.

The class teacher/ teaching assistant will inform the Headteacher of any specific issues that arise during the teaching of RSE relating to an individual or a group of children. If questions are asked by children outside of the RSE programme, the class teacher/ teaching assistant will use their discretion in answering them in an appropriate manor and at an appropriate and suitable time.

#### **14. WORKING WITH PARENTS**

We believe that RSE is most effective when parents and school work together. We therefore feel it is important that parents are kept well informed about the timing, content and delivery of the sex education their children will receive. Copies of the RSE Policy are available to parents on the school website or from the school office. Parents of children in Years 5 and 6 will be informed by letter at least 2 weeks prior to RSE lessons taking place as these units cover areas which may be opted out from under RSE guidance. Other year groups will have a letter sent home prior to units being taught. Year 5 and 6 parents are also invited into school for an information meeting.

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from all or part of those lessons which cover sex education (**but not from the biological aspects of human growth and reproduction necessary under National Curriculum Science**).

Parents are invited to see the material used and we would encourage them to discuss any concerns they may have with the class teacher. Explanation or minor modifications may reassure them that the programme is suitable for their children. However, if they wish to withdraw their children staff will respect their decision and handle the withdrawal sensitively to minimise the difficulties this decision may create for the child within the class group. Once the child has been withdrawn, they cannot take part in these parts of the RSE programme until the request for withdrawal has been removed. Materials are available to parents/ carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home. Sex and relationships topics can arise incidentally in other subjects, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

## **15. REVIEW, MONITORING AND EVALUATION**

The PSHE lead will monitor the delivery of the RSE programme through discussions with teaching staff to ensure consistent and coherent curriculum provision. Pupils' development in RSE will be monitored by class teachers as part of our internal assessment systems. Evaluation of the programme's effectiveness may be made through:-

- Pupil and teacher evaluation of the content and learning process.
- Learning walks and book scrutiny.
- Staff meetings to review and share experiences.
- Assessment of pupil learning objectives/outcomes.
- Revision of the policy.

The PSHE lead will report back to the Senior Leadership Team and to Governors enabling them to review this policy on an informed basis. It will also be reviewed following any incident that may occur relating to RSE or any new findings from educational research.

## **16. Roles and responsibilities**

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board is responsible for the approval of this policy. It may delegate approval to an appropriate committee.

The headteacher 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.

The PSHE Lead is responsible for monitoring curriculum coverage, ensuring that resources are up-to-date and available, and for keeping up to date with developments and requirements in PSHE/RSE.