

‘Learning for Life’
Moor Row Primary School



Relationship and Sex Education
Policy (RSE)

Approved by	
Agreed	Agreed at Governors meeting 7.5.25
Date:	May 2025
Review date:	May 2026

Content:

1. Statement of Intent
2. Legal Framework
3. Roles & Responsibilities
4. Aims
5. Organisation of the curriculum
6. Delivery of the curriculum
7. Consultation with parents
8. Curriculum links
9. Equality
10. Parents right to withdraw
11. Training
12. Monitoring & Review

1. *Statement of intent*

At Moor Row Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. At Moor Row Primary School we also teach Sex Education as age appropriate.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

2. *[Updated] Legal framework*

- [Updated] This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Section 80A of the Education Act 2002
 - Equality Act 2010
 - Children and Social Work Act 2017
 - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
 - DfE (2013) 'Science programmes of study: key stages 1 and 2'
 - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE (2021) 'Teaching about relationships, sex and health'
 - [Updated] DfE (2024) 'Keeping children safe in education 2024'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Child-on-child Abuse Policy
- Online Safety Policy
- Staff and other adults conduct policy

3. *Roles and responsibilities*

The governing board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RHE.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring that all staff receive ongoing training if requested, on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RHE subject leader will be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subject

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of support staff in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

Staff will be responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RHE subject leader to evaluate the quality of provision.
-
- 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 headteacher.

Parents will be responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

Pupils will be responsible for:

- Engaging fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

4. Aims

The aims of sex and relationship education (RSE) at our 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

5. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education, (as outlined in 'The Relationships Education, RSE, and Health Education (England) Regulations 2019'). The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- "Relationships education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- "Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

- “Sex education” is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort. Sex education is not compulsory in primary schools however as a primary school it is compulsory to teach the elements of sex education contained in the science curriculum.

At Moor Row Primary School, we teach Sex education as well as relationships education at an age-appropriate level. Sex education is part of the personal, social and health education curriculum in our school. Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and RSE should be taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Relationships education at Moor Row Primary School covers content including:

- Different kinds of relationships – including friendships, families and people pupils can go to for support.
- Characteristics of healthy relationships.
- How to take turns, and how to treat others with kindness, consideration and respect.
- The importance of honesty, permission seeking and giving, and the concept of personal privacy.
- Personal space and boundaries, showing respect, and understanding the differences between appropriate and inappropriate contact.
- Online safety and appropriate behaviour online.
- Developing personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- Positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- How to recognise and report abuse, including emotional, physical and sexual abuse.

Sex Education at Moor Row Primary School ensures pupils are prepared for the changes that adolescence brings and, draws on the knowledge of the human life cycle set out in the science curriculum, how a baby is conceived and born. All lessons taught are age appropriate.

- A safe trusting learning environment will enable pupils to ask questions to aid their understanding of RSE.
- An anonymous question box will be available so pupils can ask questions in a trusting environment.
- Pupils will be expected to show respect to others questions and to listen to answers provided.

6. Delivery of the RSE Curriculum

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

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher.
- Emailing the school at office@moor-row.cumbria.sch.uk

7. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- Parents receive notification via letter when non-statutory Sex Education is to be taught.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

8. Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.
- **[New] Opportunities to teach safeguarding**
- Further to the prescribed curriculum for RHE, teaching will focus on safeguarding and preventative education
- The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.
- Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

- Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.
- The school will have a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RHE curriculum.
- The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate. At Moor row Primary School we use the Child friendly curriculum of Kid-safe on a 2 year rolling plan.

9. Equality

Relationships education, RSE and health education must be accessible for all pupils. At Moor Row Primary School, we ensure all teaching is sensitive and age-appropriate in approach and content as well as making reasonable adjustments to alleviate any disadvantage faced by pupils with SEND.

10. Parents' right to withdraw

Parents' have the right to withdraw their children from the [non-statutory/non-science] components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

11. Training

Staff are supported in the delivery of RSE. We are using materials from the PSHE Association, Twinkl and CWP. Teachers can access these resources and can also engage with training materials from the DfE's 'Teaching about relationships, sex and health' guidance.

The headteacher 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 as required.

12. Monitoring & Review

The delivery of RSE is monitored by Jacqui Beavis (HT / PSHE lead) through: the review of planning, learning walks and discussions with staff, parents and children. The RSE curriculum and delivery will be monitored and reviewed as part of PSHE subject leadership.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment

The relationships, sex and health education subject leader will create annual subject reports for the reporting on the quality of the subjects (RSE). The effectiveness of the subjects will be evaluated and any changes required will be implemented.

This policy will be reviewed by Jacqui Beavis (HT/PSHE lead) annually. At every review, the policy will be approved by the governing body.

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is May 2026. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.