



**Life Skills
Enterprises**

Relationships and Sex Education Policy

Contents

1. Aims.....	3
2. Statutory requirements	3
3. Policy development.....	3
4. Definition.....	3
5. Curriculum	4
6. Delivery of RSE.....	4
7. Roles and responsibilities	5
8. Parents' right to withdraw	5
9. Training.....	6
10. Monitoring arrangements.....	6
Appendix 1: Curriculum Map	Error! Bookmark not defined.
Appendix 2: By the end of secondary school pupils should know	11
Appendix 3: Parent Form.....	14
Appendix 4: Consultation Form.....	16

1. Aims

The aims of relationships and sex 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

2. Statutory requirements

We must provide relationships education to all our primary pupils as per section 34 of the Children and Social work act 2017.

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 Life Skills Enterprise we teach RSE as set out in this policy.

We must provide RSE to all secondary pupils as per the Children and Social work act 2017.

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.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff 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 attend a meeting about the policy and all parents receive a consultation form at child's point of entry (appendix 3)
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included within interventions.

Pupils may also receive, where appropriate, stand-alone sex education sessions delivered by a trained health professional.

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

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

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, LGBT 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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

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 (see section 8).

7.3 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 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 headteacher or Curriculum Leader.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children at primary age from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

Parents have the right to withdraw their secondary aged children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy 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 sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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.

10. Monitoring arrangements

The delivery of RSE is monitored by Sophie Chidwick, Curriculum Leader of through:

- Centrally planned curriculum
- Planning checks
- Deep dives
- Developmental Learning Walks
- Book monitoring
- Conversations with the pupils

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

This policy will be reviewed by Sophie Chidwick in charge of Teaching & Learning annually. At every review, the policy will be approved by the governing board and headteacher.

Appendix 1: Curriculum Map

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
KS2	Citizenship SRE FBV	SRE Citizenship	SRE	SRE	SRE	Citizenship Online Safety FBV
	Self-Awareness L.O. Identify how I like to learn. L.O. Explain my short term, long term and aspirational goals. L.O. Describe what prejudice is. L.O. Explain what protected characteristics are. L.O. Explain why discrimination is unacceptable. L.O. Assess the impact of peer pressure. L.O. Explain what to do if you are getting bullied.	Self-care, support and safety L.O. Explain what harassment and 'personal space' means. L.O. Identify how to challenge unwanted physical contact. L.O. Assess the difference between the terms risky and dangerous. L.O. Identify risky behaviours with fires. L.O. Identify risky behaviours with railways. L.O. Identify risky behaviours with roads.	Managing Feelings L.O. Recognising when other people are happy or unhappy. L.O. Explain how we can identify emotions from expressions and body language. L.O. Describe a range of strong emotions. L.O. Identify how to behave with our friends. L.O. Explain why we can disagree with friends. L.O. Assess the difference between liking and fancying someone.	Changing and growing L.O. Identify the different function of reproductive organs. L.O. Explain the process of conception. L.O. Explain how people have children via IVF. L.O. Investigate what adoption and fostering are. L.O. Identify the issues of a forced marriage. L.O. Identify who to inform is someone is being forced to marry.	Healthy Lifestyles L.O. Identify how to manage our mental health. L.O. Explain what unhealthy coping behaviours are. L.O. Explain what is meant by body image L.O. How body images of people can be manipulated on social media Why people want to change how they look	The World I Live In L.O. Compare the similarities and differences between us and our peers. (race, faith and culture) L.O. Describe what is meant by rules and responsibilities. L.O. Identify how we manage online information and what is trustworthy. L.O. Explain what independent living is. L.O. Outline the different types of employment. (full/part time, unpaid, Work placements) L.O. Describe how money can be kept safe.
KS3	Citizenship Online Safety FBV	Online Safety	SRE	SRE	SRE	Citizenship FBV
	Self-Awareness Recognising strengths in others	Self-care, support and safety L.O. Explain what social media is.	Managing Feelings L.O. Explain how our behaviour and actions affect other people.	Changing and growing L.O. Outline how puberty affects our body. (Menstruation, wet dreams, skin changes,	Healthy Lifestyles L.O. Explain what makes a healthy lifestyle, (eating, sleep, personal hygiene, dental health,	The World I Live In L.O. Recognise the similarities and differences between

	L.O. Outline strategies we can do to organise our learning. L.O. Identify how we can achieve our learning goals. L.O. Explain what protected characteristics are. L.O. Identify how to get help if we are being discriminated against L.O. Explain how to deal with online peer pressure and bullying. L.O. Assess the difference between friends and gangs.	L.O. Identify how people use social media. L.O. Explain how it can be used in a safe and positive way. L.O. Outline who to contact if we see upsetting or inappropriate content. L.O. Assess how to share information online safely. L.O. Explain who and how to report if our information is shared without consent.	L.O. Assess the impact of our words on others. L.O. Identify when we will show strong emotions. Strategies to help us be happy L.O. Identify who can help if people are unhappy. L.O. Explain different romantic feelings. L.O. Explain how we experience them when we start to grow up.	voice, body hair, mood swings) L.O. Explain the importance of personal hygiene. L.O. Explain what intimacy is. L.O. Outline the importance of consent. (inc legal ages) L.O. Explain how the media portrays sex. L.O. Explain the importance of sexual health. (STIs, contraception)	physical and emotional health & hygiene) L.O. Outline the problems of bad sleep habits and strategies to help. L.O. Describe the physical and mental health benefits of regular exercise. L.O. Explain what makes a healthy, balanced diet. L.O. Assess the difference between prescribed and over the counter medicines. L.O. Explain how to use medicine responsibly.	people. (based on protected characteristics) L.O. Identify the rights and responsibilities that we have. L.O. Describe what responsibilities we have to care for our environment. L.O. Outline our aspirations for adult life. L.O. Explain what job we want to do when older-what influences people decision on the jobs they choose to do
KS4/5	Citizenship Online Safety FBV	Online Safety SRE	SRE	SRE Citizenship Online Safety	SRE	Citizenship FBV Online Safety
	Self-Awareness L.O. Explain how social media impacts on our self-esteem. L.O. Identify how stereotyping of protected characteristics cause harm. L.O. Outline the importance of respecting others' beliefs.	Self-care, support and safety L.O. Identify how to stay safe in the community. (roads, travel, park, on our own) L.O. Identify to stay safe on the roads. (how mobile phones can cause accidents) L.O. Explain how to keep safe on social media. (reporting issues)	Managing Feelings L.O. Assess the best ways to deal with unkindness. L.O. Explain how we can support others who are struggling. L.O. Identify reliable sources of support. L.O. Assess the importance of respecting all genders and sexual orientations.	Changing and growing L.O. Explain how fertility changes over time. (Recap reproductive organs) L.O. Explain the stages of reproduction, pregnancy, and birth. (include assisted conception, donor conception and surrogacy)	Healthy Lifestyles L.O. Explain how to maintain a healthy lifestyle. L.O. Explore the importance of sleep. L.O. Outline the benefits of exercise. L.O. Assess the long-term benefits of a healthy diet.	The World I Live in L.O. Explain what Human Rights are and the laws surrounding them. L.O. Outline what our rights are in the workplace. L.O. Identify what GDPR is. L.O. Explain which websites can help if we

	L.O. Explain how to respond if we witness unacceptable behaviours. (Resisting peer pressure) L.O. Explain the impact of belonging to a gang. (How to exit a gang) L.O. Summarise the laws relating to carrying weapons.	L.O. Identify what we need to know about personal safety and first aid. (calling 999 and conducting ourselves in an emergency) L.O. Outline simple first aid procedures. (cuts, nosebleeds, breaks) L.O. Explain how to use a defibrillator	L.O. Identify where we get support about intimate relationships.	L. O. Explain the importance of consent. L.O. Identify how sex is portrayed in the media and social media. (including pornography) L.O. Identify the importance of contraception. L.O. Assess the access you have to different sexual health services. (Inc STIs, contraception and unintended pregnancy)	L.O. Explain the issues of food with high sugar and caffeine. L.O. Assess the risks associated with aesthetic procedures. (piercings, tattoos and tanning)	have concerns with online content. L.O. Evaluate how we can take care of our environment. (Reduce, reuse, recycle plastic)
--	--	--	---	---	--	--

Appendix 2: By the end of Primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, 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 others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two 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
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
TOPIC	PUPILS SHOULD KNOW
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
--	--

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. E.g.: Joe Pupil A will be taking part in all relationship lessons and during the sex education lessons, he will be working independently on a project in the Year 6 classroom
---	--

Appendix 4: Consultation Form

Relationships & Sex Education Consultation

Please complete the attached form as we value your views on the matter. However, please be aware that in line with the DfE [Relationships and Sex Education and Health Education guidance \(2020\)](#) some components are now compulsory and cannot be opt out of. Please read the policy for further information.

QUESTIONS	YES	NO	COMMENTS
Are you aware of the school's current policy on sex and relationships? This can be found on the school website or there is a copy in the office.			
Should the management of Online relationships be taught as part of the curriculum?			
Should puberty and sexual development form part of the PSHE curriculum? If the answer is 'No' – at, what age should they be taught this?			
Should LGBT equality lessons form part of the PSHE curriculum? If the answer is 'No' – at, what age should they be taught this?			
Should our curriculum cover what sort of boundaries are appropriate in friendships with peers and others?			
Should our curriculum include the concepts of, and laws relating to, sexual consent?			
Should our curriculum include knowledge about sexual exploitation and abuse?			

Signed:.....

Date:.....

Document Title:	RSE Policy
Version:	
Prepared by:	Sophie Chidwick
Governing Body Acceptance Date:	
Date for Next Review:	September 2026
Link on School Website	

