



Relationship and Sex Education Policy (Lower Phase)

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Version Control

Version	Author	Date	Changes
V 1.0	Executive Headteacher	June 2023	First draft
V 1.1	Executive Headteacher	April 2024	Reviewed and changed to reflect differences between primary and secondary
V 2.0	HR Director	September 2024	Updated to reformat and include version control and reference number. Change “pupil” to “learner” and “school” to “provision”.
V 2.1	HR Director	July 2025	Changed author to Deputy Headteacher. Changed Primary to Lower Phase.

1. Aims

The aims of relationships and sex education (RSE) at our provision are to:

- Provide a framework in which sensitive discussions can take place
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help learners develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach learners the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

Key Stage 1 and Key Stage 2

We must provide relationships education to all learners under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all learners a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy development

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

- **Review** - a member of staff or working group pulled together all relevant information including relevant national and local guidance
- **Staff consultation** - all provision staff were given the opportunity to look at the policy and make recommendations
- **Parent/stakeholder consultation** - parents and any interested parties were invited to attend a meeting about the policy
- **Learner consultation** - we investigated what exactly learners want from their RSE
- **Ratification** - once amendments were made, the policy was shared with Executive Leadership Team and ratified

4. Definition

RSE is about the emotional, social and cultural development of learners, 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 RSE curriculum is set out, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, learners and staff, and taking into account the age, developmental stage, needs and feelings of our learners. If learners ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that learners are fully informed and don't seek answers online.

For more information you can contact your centre manager for a copy of the curriculum map which will explain the topics that are being covered.

6. Delivery of RSE

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 our SMSC calendar.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. We recognise that whilst some learners may have significant gaps in their learning in other subject areas and may require a catch up or recovery curriculum to support this, it is essential that RSE is delivered as 'right time' learning. Our RSE curriculum models this and whilst some topics are returned to we ensure that the topics covered across both KS1 and KS2 provide clear progression.

Key Stage 1

The topics covered at KS1 are:

Year 1:

- Its my body
- Others and I
- Safety first
- Money matters
- Understanding feelings
- Growing up

Year 2:

- Being myself
- The wider world
- Digital wellbeing
- Safe spaces and boundaries
- Healthy lifestyles
- Roles and responsibilities

Key Stage 2

The topics covered at KS2 are:

Year 1:

- Its my body
- Diversity
- Safety first
- Be yourself
- Teamwork
- Growing up

Year 2:

- Aiming high
- Positive me
- Digital wellbeing
- Friendships

At our Provision we recognise that many of our learners require additional support in their social, emotional and mental health needs. In order to further address this we offer weekly discrete weekly SEMH sessions as well as supporting this throughout our entire enquiry based curriculum. All that we do has clear and intentional SEMH links evidenced within the weekly overview.

For more information about our RSE curriculum, see [Appendix I](#).

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of learners will relate to them
- Is sensitive to all learners' experiences
- During lessons, makes learners feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that learners learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support learners in applying their knowledge in different contexts and settings Are age-appropriate, given the age, developmental stage and background of our learners
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to learners' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The provision remains responsible for what is said to learners. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with learners' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency’s protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won’t, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the provision, and for managing requests to withdraw learners from components of RSE (see [Parents right to withdraw](#)).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to learners whose parents wish them to be withdrawn from the 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 Executive Headteacher.

The teachers are responsible for teaching RSE.

Learners

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

9. Parents right to withdraw

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

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

Requests for withdrawal should be put in writing using the form found in [Appendix II](#) of this policy and addressed to the Executive Headteacher.

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

10. 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 Executive Headteacher will also invite visitors from outside the provision, such as provision nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the curriculum lead through: marking scrutinies, lesson observations and learning walks.

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

This policy will be reviewed by the Executive Headteacher, annually.

Appendix I - By the end of lower phase provision learners should know

TOPIC	LEARNERS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> ● 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 provision 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	<ul style="list-style-type: none"> ● 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
Respectful relationships	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in provision 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 those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online

TOPIC	LEARNERS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, provision and/or other sources

Appendix II - Parent withdrawal form

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 provision to consider			
Parent signature			
Agreed actions from discussion with parents			