

Relationships & Sex Education (RSE) Policy Guidance (November 2024)

Background to developing your policy in a primary school

As a minimum, all primary schools in England must have an up-to-date Relationships Education policy, which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should also publish the policy on the school website.

For primary schools who also choose to deliver additional non-statutory sex education, this information should be included in a combined Relationships & Sex Education (RSE) policy.

This policy content can be included as part of a broader Personal, Social, Health & Economic (PSHE) policy, which can also cover statutory Health Education provision and other elements of PSHE that are not part of the current statutory requirements for primary-phase settings.

Many schools elect to have a Relationships Education/RSE policy **and** a standalone PSHE policy to ensure that their full provision is adequately covered. Although it is regarded as best practice, it is not a statutory requirement to have a PSHE policy, so as long as primary schools have a policy which covers your Relationships Education provision (and any additional non-statutory sex education if you teach it) as a minimum then you will be compliant with requirements.

The bullet point information below is a summary of current policy requirements taken from p.11/12 of the statutory Relationships, Sex & Health Education (RSHE) guidance document which became a legal requirement in England from September 2020. We would strongly recommend that you read this guidance, which can be found here: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92321/rshe-guidance.pdf).

All primary school Relationships & Sex Education policy's should:

- define Relationships Education
- define any additional non-statutory sex education you choose to teach other than that covered in the science curriculum (if taught)
- set out the subject content, how it is taught and who is responsible for teaching it
- describe how the subject is monitored and evaluated
- include information to clarify why parents do not have the right to withdraw their child from relationships education
- include information about a parent's right to request that their child be excused from non- statutory sex education (right of withdrawal)
- confirm the date by which the policy will be reviewed

The DfE also suggests 'typical policies' are likely to include sections that contain:

- details of content/scheme of work and when each topic is taught, taking into account the age of pupils
- who delivers Relationships Education and, if relevant, non-statutory Sex Education
- how the policy has been produced, and how it will be kept under review, in both cases working with parents
- how delivery of the content will be made accessible to all pupils, including those with SEND
- explanation of a right to withdraw and the process for this

- requirements on schools in law that relate to Relationships Education (e.g. the Equality Act 2010)
- how often the policy is updated
- who approves the policy

We would advise that you cross-check your Relationships Education/RSE policy against these bullet points to ensure relevant content and compliance.

Using this RSE policy guidance template

This RSE policy guidance template is designed in sections for primary schools to select from, add to and adapt to ensure compliance with minimum DfE requirements, but also with best practice within PSHE education, which is where Relationships Education/RSE is taught to children in most primary schools. We have therefore included additional sections which we would recommend but are not essential, and these are clearly differentiated. These suggestions are not exhaustive but will provide you with an excellent starting point to create an effective policy.

Please note that our guidance is not designed to just be ‘copied and pasted’ as it is important that schools consider and personalise a policy to match their own individual approaches.

It is incredibly important to take the time to personalise an RSE policy to ensure that it reflects the needs and provision in your school, as well as the school values and ethos within which RSE and broader PSHE education is delivered.

Before you review your policy and provision, consider these simple questions:

- What values will underpin your school’s policy?
- What are the aims and intended outcomes of your Relationships Education/RSE provision?

Each section of this template contains guidance notes (in boxes) and considerations designed to prompt schools staff and subject leaders to think about their policy and make it relevant to their own setting. To use this template, edit and add information into each titled section based on your own school approach. Some pre-populated text is included *in italics* for you to select from, add to and edit, as a basis to best reflect your own school provision.

Please note, we use the term Relationships and Sex Education (RSE) throughout this document as the DfE currently recommends that Sex Education continues to be taught in primary schools, although it remains non-statutory. Currently, the PSHE Hub learning resources do not include additional non-statutory sex education to deliver alongside statutory Relationships or Health Education.

As we know that many primary schools **do** elect to deliver additional non-statutory sex education outside of National Curriculum Science content, this guidance template includes supporting information and guidance on relevant policy content with this in mind.

Schools may also wish to create a separate policy which provides details on their broader PSHE education provision, including statutory Health Education. If you require any further support or advice on this or any aspect of your RSE policy, then please contact us - info@dogduckandcat.co.uk

Relationships & Sex Education (RSE) Policy Template

Name of school:

Date of policy approval:

Policy review date:

Approved by: *(Suggested Chair of Governors/Trust Board & Headteacher)*

Contents

- Policy development and review
- Statutory and legal requirements
- Links to other policies
- Definition and aims of RSE
- Curriculum content and organisation
- Delivery of RSE
- Inclusion
- Safeguarding and confidentiality
- Working with parents/Parents' right to withdraw
- Roles and responsibilities
- Training and development
- Monitoring and evaluation
- **Appendix One: Curriculum overview** (include a copy of your own RSE/PSHE curriculum overview, ideally showing topics covered by term and year group)

Policy development & review (essential)

As part of the statutory requirements for Relationships Education, all schools must have in place a written policy for Relationships Education/RSE. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve

This policy has been developed in consultation with staff, pupils, and parents. The process for this involved...

This policy is intended to make clear our approach to delivering Relationships Education, and any additional non-statutory Sex Education (if taught) for our school community.

This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors

This policy was reviewed and updated by.... This policy was approved by...

This policy will be reviewed at least every two years, or sooner if required due to any changes to statutory guidance or local need.

This policy is available on the school website. Copies can also be made available on request from the school office.

Considerations

- Who was involved in writing the policy? E.g. subject lead, HT etc.
- What was the process?
- What is the purpose of this policy?
- Who was consulted about it and who approved it? What was the process around any consultation and who was involved?
- When will you next review the policy?
- Where is the policy available from? i.e. the school website
- How has the policy been disseminated to staff?

Schools must consult parents in developing and reviewing their policy, although how this is done is entirely up to schools. It is also good practice for an RSE policy to reflect the views of staff, Governors and pupils to ensure that their needs are considered and represented too. If you carried out any surveys/research with any groups, information can be included here to demonstrate this commitment to engagement.

Although there is no specific statutory time limit in which schools should review their RSE policy, we would advise this be done as a minimum every two years, or annually if possible. In any eventuality, should statutory requirements around RSE change, or your own provision change, then you should review and update your policy accordingly.

The RSE policy should ideally be approved by Governors/Trustees and this should be made clear in this section.

Schools must ensure the policy is made available to parents. Schools must provide a copy of the RSE policy free of charge to anyone who asks for one and must publish the policy on their school website.

Statutory and legal requirements (essential)

Current regulations and statutory guidance from the Department for Education (DfE) states that Relationships Education and Health Education must be taught in all primary schools in England from September 2020.

The statutory guidance document has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE can be viewed here: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_Education_and_Health_Education_Statutory_Guidance.pdf)

At our school, we deliver RSE as set out in this policy in line with current statutory duties and requirements.

***Maintained schools only include below**

**As a maintained school we must provide Relationships Education to all pupils as per the Children and Social Work Act 2017.*

**As a primary school, we are not legally required to provide additional non-statutory sex education, but we must deliver the statutory elements of sex education contained in the National Curriculum for Science. We are also required to teach the changing adolescent body unit within statutory Health Education, which contains related topics such as puberty.*

****Primary academies and free schools only include below**

***As an academy, we must provide Relationships Education to all pupils as per the Children and Social Work Act 2017.*

***As an academy, we are not legally required to provide additional non-statutory sex education, but we must deliver a curriculum similar to the National Curriculum for Science, which includes statutory elements of sex education. We are also required to teach the changing adolescent body unit within statutory Health Education, which contains related topics such as puberty.*

In teaching RSE in our school, we must have regard for guidance issued by the secretary of state as per the Education Act 1996.

Legislation and guidance documents that inform our school's RSE policy include: (Add in any current relevant references such as those noted below)

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010)*
- *Keeping children safe in education (2024)*
- *Children and Social Work Act (2017)*
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*

Considerations

- What are the school's current legal responsibilities in regard to the statutory RSHE Guidance at primary phase?
- What do you have to legally teach or not, considering the type of primary school you are?
- What related content are you required to teach outside of statutory Relationships Education?
- How does your RSE provision link to Acts or statutory duties such as those within the latest version of KCSiE, SMSC guidance, Ofsted etc. and allow you to discharge these?

Since September 2020, it is statutory for schools to deliver Relationships Education in primary schools, who are also encouraged by the Department for Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born.

Health Education is also statutory from September 2020 and covers the key facts about puberty, menstrual wellbeing, etc in the 'Changing Adolescent Body' unit. It is worth explaining these links to these other parts of the curriculum here so your policy is clear; further information can also be provided in the 'definition and aims of RSE' section.

Including a summary list of related statutory requirements and guidance that links to RSE that you may have referred to is also useful.

Provide a brief summary of any relevant Acts or other requirement in law to be clear on the fact your RSE delivery is compliant as well as relevant. For example, the Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.

The Education Act, 1996 also requires headteachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, to make a statement of policy on their provision and set out the process and circumstances in which a pupil is able to be excused. If you deliver additional non-statutory sex education (i.e. that which sits outside of NC Science) then this should be further explained in the section 'parent's right to withdraw'.

You may need to differentiate some of the legal requirements depending on what type of school you are i.e. maintained or academy/free school.

Links to other policies (recommended)

This RSE policy reflects how we deliver this topic in our school, as part of a whole-school approach to the subject. The following school policies also have links to our provision across school in developing positive, safe and healthy pupil attitudes and behaviours...

These policies should also be read in conjunction with this RSE policy to give a broader understanding as to our approach to this topic...

(Add in any current relevant school policies that closely link to RSE, such as those suggested)

- *PSHE policy*
- *Safeguarding policy*
- *E-safety policy*

- *Anti-bullying policy*
- *Equality, diversity and inclusion policy*
- *SMSC/Fundamental British Values policy*
- *Behaviour policy*
- *Science policy*
- *Curriculum policy*

Considerations

- What other school policies link into this RSE policy, if appropriate?
- How does RSE contribute to broader school priorities/policies?
- How is RSE embedded via a 'whole school' approach?

Make clear links to other policies with a list of relevant and related policies. This helps to join the dots between related school practice and ensure a whole-school approach to delivering RSE-based topics and learning. It is especially important to cross-reference to any statutory policies, including safeguarding, so that you are clear on your statutory duties. If you have a standalone PSHE policy, then this is also vital to reference and make sure that any related content in both policies matches – there should be plenty of overlap.

Make sure that you check the names of your own school policies noted here; not all school policies have the same titles as we have suggested.

You should make sure that any policies linked here also make clear mention of RSE within them.

A simple list of related policies is fine, but you may also wish to summarise why the policies you have listed are linked and why.

Definition and aims of RSE (essential)

At we believe that our pupils need to be educated in relationships and sex education (RSE) themes as part of a broad and balanced curriculum which develops the whole child and supports their personal development, health and wellbeing.

RSE is an important element of our school approach to developing children's.....

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, for family life, friendships and other relationships. It also involves acquiring information, developing and forming positive beliefs, values and attitudes that help to form and maintain healthy relationships and connections.

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a vital part of our school approach to safeguarding. We believe relationships and sex education is important for our pupils and our school because it helps to keep children safe, happy and healthy.

Please note, for the purposes of this policy we also define Relationships Education as any theme and topic that is required by the DfE within the relevant section of the statutory RSHE

guidance for primary schools. This will be delivered as part of our school's PSHE education programme of study.

The overarching aims of relationships and sex education (RSE) at our school are: (Add in examples such as those noted below – but make them bespoke to your school!)

- to positively prepare children for adult life by following an age-appropriate programme of relationships education based on best practice*
- to support the development of essential life skills, resilience and respectful attitudes and behaviours*
- to develop young people's confidence, self-esteem, and self-respect in order for them to make informed decisions and take responsibility for their choices*
- to encourage equality, respect and responsibility for self and others and support a positive, open culture in our school*
- to enable young people to make informed decisions which are relevant to their own lives*
- to provide a positive approach to maintaining and building healthy relationships of all different kinds*
- to enable pupils to keep themselves safe, happy, and healthy and build self-efficacy*

The aims of RSE in our setting link closely to our school values of...

RSE is an important part of our school approach to keeping children healthy, happy and safe and maintaining positive relationships of all different kinds as they grow up.

At an appropriate age for our pupils, part of our school provision is also about the teaching of relevant Sex Education to complement children's wider understanding of human relationships. This is provided by related elements as part of the statutory curriculum for National Curriculum Science (e.g. human development) or via additional non-statutory Sex Education (e.g. conception). Any additional non-statutory Sex Education is clearly identified in our curriculum overview (see appendix). Please also see information in the 'Working with parents/Parents' right to withdraw' section of this policy.

We define Sex Education as:

- Any non-statutory sex education content delivered as part of our PSHE education programme*
- Statutory sex education content as part of National Curriculum for Science*

RSE is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community, in Modern Britain and beyond.

We ensure that any Relationships Education and non-statutory Sex Education we deliver is inclusive and meets the needs of all our pupils, including those children who have special educational needs and disabilities.

Considerations

- What are you hoping to achieve by delivering RSE?
- What are the fundamental aims of your RSE provision? Why is it important?
- How does RSE support your schools aims and values? Why is it relevant and important to your school and in pupils development?
- Why do you deliver Relationships Education (and non-statutory Sex Education, if applicable)?

It is essential to clearly define Relationships Education as your school sees it (including any additional non-statutory sex education if your school delivers it). It is useful to reference your school ethos, vision and values too as to how you see RSE provision being important in supporting these. An example statement is provided, but it is vital that you adapt this for your own school. Clearly defining relationships education and/or sex education is one of the most important parts of an RSE policy.

If you teach it, be clear on what you define any additional non-statutory sex education as. It is also useful to be clear on what is NOT sex education. This all makes it very clear what parents do or do not have the right to withdraw their children from in line with your statutory duties.

In reality, RSE content will be found right across a school curriculum offer, via PSHE including statutory Relationships Education, and statutory Health Education, as well as in National Curriculum Science and non-statutory Sex Education if you deliver it. It is important to stress this and be clear on where any related content might sit so as to avoid confusion.

Providing some overarching aims of what you see RSE as being about, what it is aiming to provide for pupils, how this part of your curriculum supports other work across school to reinforce positive outcome is also important. Again, link this in to your own school ethos and values where possible, as this helps to reinforce why RSE curriculum content is fundamental to your school. Adding in a few bullet points for aims can be helpful, such as the examples we have provided, but these MUST relate to your own ethos.

It is a good idea to reference and then include an overview of your RSE or broader PSHE provision as an appendix. It provides a clear and easy reference point for all readers and meets the DfE's suggestion to provide details of any content/schemes of work and when each topic is taught, considering the age of pupils. If you do this, you should highlight any specific learning and/or sessions that you define as sex education (if you teach any) and therefore have the parental right of withdrawal. Again this helps parents quickly see when and where these sessions are being delivered so helps with transparency.

You might also find it useful to include excerpts of any related learning from the NC Science programmes of study as an appendix too.

Curriculum content and organisation (essential)

Our RSE curriculum and policy has been developed in consultation with parents, pupils, Governors and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils.

The PSHE/RSE subject lead is responsible for overseeing and organising the RSE curriculum. This includes supporting planning and development of the subject, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

RSE is delivered as part of our PSHE programme where we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, and responsible citizens. Our provision intends to help young people develop confidence in talking, listening and thinking about relationships.

Relationships Education is taught gradually across Key Stages 1 and 2, so that learning can be built upon year-by-year in a way that is appropriate to the age and maturity of each child, responds to the needs they have, and enables them to successfully manage the opportunities and challenges they may face as they grow up.

If you deliver non statutory sex education add in something to explain this, for example: Additional non-statutory sex education lessons are also delivered in Year 6, covering the topics of conception and birth of a baby, as we believe that this is required to meet the needs of our children and to keep them informed and safe, both now and in the future.

At..., we use a scheme of work called...(add in the name of any programmes/schemes of work used in the delivery of RSE content, and/or wider PSHE)

Our RSE provision is mapped to the statutory requirements for Relationships Education. Related content is also part of other curriculum subjects in school, such as Religious Education. Pupils will also learn about topics from assemblies,

RSE is delivered within time tabled curriculum lessons as part of our PSHE education curriculum. Related statutory sex education elements are also delivered within Science as per the National Curriculum.

As part of our PSHE curriculum, we cover the following topics and outcomes that link to Relationships Education:

KS1

- *Add in a summary of topics/themes and/or learning outcomes covered in this key stage/year group e.g. Managing friendships*

KS2

- *Add in a summary of topics/themes and/or learning outcomes covered in this key stage/year group e.g. Online relationships*

For some lessons, depending upon the needs of any particular cohort, it may be that we sometimes decide to teach groups of pupils separately by sex. This can allow pupils to more openly discuss certain topics and ask questions. We understand, however, that it is important to deliver RSE content to all pupils together wherever possible.

In line with the current statutory requirements our RSE programme covers all of the outcomes in the following units from the Relationships Education strand,:

- *Families and people who care for me*
- *Caring friendships*

- *Respectful relationships*
- *Online relationships*
- *Being safe*

For more information about our RSE curriculum, see our curriculum overview in Appendix 1. Any additional non-statutory sex education is clearly highlighted for reference.

Considerations

- Where/how often is PSHE taught within the curriculum?
- What RSE topics are covered in each year group? What are the broad learning outcomes for pupils?
- How have you come to provide your RSE-based curriculum, either on its own or as part of a wider PSHE programme?
- What is the 'intent' behind your RSE provision? What are the broad learning outcomes for pupils?
- Is RSE content covered outside of the curriculum?
- Have you used any local data/school-level information to inform your provision and reflect the needs of pupils? How is RSE bespoke to your setting?
- How do you make sure your RSE programme is appropriate for pupils' age and physical development?
- Which resources are being used? How and why they have been selected?
- What planning/schemes of work/resources do you use? How have any materials been made bespoke to your own setting?
- How do your plans and resource ensure RSE is relevant and inclusive?
- Who is responsible for managing the RSE curriculum/planning? What is their role? i.e. subject leaders etc
- How often do you review the curriculum? If so, what is the process for this? (You can also cover this in the monitoring and evaluation section of the policy)
- How do you provide information of what is in your RSE programme?

You need to explain your schools own approach to covering the requirements of Relationships Education, so take the time to reflect on your rationale behind your content and provision. Consider how you can explain how your RSE provision is bespoke to your own school, especially if you have bought into a scheme of work. If you use any local data or information to help review and plan your RSE curriculum, then mention this here too.

Explain clearly how and where any statutory requirements are met i.e. Relationships Education, as part of your PSHE programme and how this is provided, i.e. discreet timetabled lessons, any additional formal or informal provision such as off-timetable days, assemblies, pastoral support etc.

To ensure best practice, reference any links to the PSHE Association Programme of Study or other evidence based, age-appropriate learning and developmental needs.

A statement here about any stakeholder involvement in your curriculum development is useful to reinforce any engagement or consultation you have done and the process for this.

Briefly explain how your content is provided (i.e. standalone, via broader PSHE) and if there is any other related content across the curriculum, in other subjects such as Religious Education, Science etc..

For a small number of lessons/topics, some schools may choose to separate classes by sex in order to explore certain themes more sensitively than in mixed groups. If you do this in your school, be clear that this is mentioned as an option in how you organise your programme.

It is highly recommended to include a copy of your RSE curriculum overview as an appendix. This will allow stakeholders to easily see what, how and where you deliver topics and its place in your wider PSHE programme. It is also advised to highlight any sessions/topics that meet your definition of non-statutory sex education, if you provide this.

It is also advised to share examples of RSE curriculum resources/planning on your school website if possible. This demonstrates transparency and breeds confidence in your approach, allowing parents especially to see the context of any RSE-based content for themselves.

It may be useful to state how your RSE provision is inclusive of all pupils and consistent with duties such as those within The Equality Act 2010. For example, you could give examples of topics covered that help to support and promote diversity and inclusion, and how different beliefs and values are considered.

Ensure that you reference any resources or schemes of work that you use in school to deliver RSE and/or PSHE here. You may even be able to provide links to provider's websites for further signposting.

If you can provide a broad summary of relevant topics/themes covered in KS1 & KS2, this is useful to show progression and how learning is developed, as well as being age appropriate.

It is also useful to reference the statutory requirements and strands of learning required for Relationships Education at primary phase in summary. You may choose to include this as an appendix instead.

Delivery of RSE (essential)

Our RSE curriculum is delivered predominantly by class teachers or other staff within our school from years 1 to year 6 and is part of our timetabled Personal, Social, Health & Economic (PSHE) education programme.

We believe that visitors can add value to the teaching and delivery of RSE because of their expertise. On occasion, appropriate and suitably experienced and/or knowledgeable visitors from outside school may contribute to the delivery of RSE in school, such as School Nurses. Relevant policies, including this one, will be shared with any visitor prior to coming into school so they are prepared accordingly.

All visitors will always comply with the expectations set out within this policy and other related school policies. School staff will always be present when any visitors are involved in delivery of RSE to our pupils.

Creating a safe learning environment is a vital part of allowing children to access PSHE/RSE lessons where sensitive and complex issues can be explored and discussed. Our school intends to help young people develop confidence in talking, listening and thinking about relationships in a safe and secure way and a number of teaching strategies help this, including:

- *establishing ground rules with pupils on boundaries in lessons*
- *using 'distancing' techniques and strategies*
- *understanding how to discuss sensitive topics, questions or comments from pupils*
- *use of age-appropriate materials*
- *encouraging reflection and discussion*

A wide variety of teaching and learning approaches are used to sensitively and effectively teach PSHE education, including RSE. These may include:

- *circle time*
- *film-clips*
- *scenarios*
- *stories*
- *reflection and discussions i.e. whole class, small groups, paired etc.*
- *drama / role play*
- *problem solving*
- *working alone, in pairs or larger groups of children*
- *use of anonymous question boxes*

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask appropriate questions. In line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teaching staff will endeavour to answer questions factually and as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or is not age-appropriate, provision may be made to address the individual child's needs. Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters.

When delivering RSE, teachers will be sensitive to the different needs of pupils and ensure that any appropriate adaptations to learning materials are made so that they are inclusive, engaging, safe and accessible to all pupils., including any children with additional needs or those with SEND.

As part of our RSE delivery, we take care to ensure that pupils know who they can talk to in school if they have any concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important cross-cutting element of our RSE provision. We also signpost children to other reliable external service and sources of help and support, such as Childline.

Considerations

- Who delivers your curriculum and how?
- How do you 'implement' your RSE curriculum?
- Do you use any visitors to supplement your offer?
- How do you ensure a positive approach that empowers pupils to make informed and appropriate decisions?
- What strategies do you have in place to ensure that a safe learning environment is created? E.g. ground rules, classroom set-up, resources used etc.
- What teaching and learning approaches do you employ to ensure effective delivery?
- How is the use of ground rules promoted? How do they support staff to deliver effective PSHE?
- How do you handle questions from pupils? What is the guidance on answering and managing difficult/sensitive questions for staff?
- How do support or signpost those pupils who might have further questions or need support?
- Is any provision made specifically for any vulnerable/SEND pupils? How are the needs of pupils with learning, emotional or behavioural difficulties or physical disabilities met?

Explain how your provision is delivered, by whom and when. If you offer any additional learning (e.g. drop down days, off timetable days) that link to RSE topics, mention these too. List all that apply and your reasoning as to why this works in your school and how it meets the needs of pupils and ensures appropriate coverage

Make sure that you clearly explain who delivers RSE, including any visitors that may be used and why this is. It is vital to be clear on how you will ensure that visitors deliver RSE in line with your expectations and school policies.

Consider how you cover what effective delivery means for your school, and how teachers ensure good practice. Think about how you create a safe and secure learning environment where sensitive topics can be discussed. You may wish to expand on how you do this and give further examples, for instance by using ground rules, how you manage questions and potential disclosures in lessons, signposting and support for children in or outside of school.

Be clear on how your curriculum delivery is made accessible to all and ensures equity and inclusion.

Think about how pupils are signposted to any internal school support or external services on topics that relate to RSE, or how they are offered support if they have questions or concerns around any topics.

Inclusion (recommended)

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 cognitive development, with differentiated provision if required. We operate a fully inclusive ethos in our school. Lesson plans and content will be adapted by teachers where necessary to ensure all pupils can access RSE learning.

Our school understands that there are different ethnic, religious and cultural beliefs and attitudes around RSE topics, as well as recognising that pupils may come from a variety of different family types and backgrounds. These differences are acknowledged through our teaching and resources that promote diversity and inclusion in Relationships Education.

During PSHE/RSE sessions, objective discussion of the diversity of the community we serve, and wider society in Modern Britain, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons which are inclusive and based on factual understanding of the law.

We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010 to promote inclusion, mutual respect and the need to protect certain characteristics. RSE provides an excellent opportunity to discharge these duties in a safe and appropriate environment. The full act can be viewed here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

All schools in England have a legal responsibility for eliminating discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

Considerations

- How is your RSE provision inclusive and sensitive to different views and beliefs?
- How does RSE support your legal duties in line with The Equality Act, and other relevant statutory requirements around equality and diversity?
- How are do you ensure that all pupils are able to access RSE, regardless of ability or background?
- What is your school approach to ensuring you promote inclusion, and how does RSE fit into this?

Although not essential, we would recommend that you include a section on how your RSE provision is inclusive and supports your wider work and duties as a school around equality, diversity and inclusion.

It is important to mention any specific duties that RSE contributes towards (such as The Equality Act) and the place that RSE has in preparing pupils for life in Modern Britain. Acknowledge that different values exist around RSE but also that your provision is line with the law, which is ultimately what is required of your school.

Consider too how you can explain how you make sure your RSE provision is made accessible for all pupils, especially those with SEND or additional needs.

Safeguarding & confidentiality (recommended)

Confidentiality in RSE lessons will be in accordance with the school's confidentiality policy. A member of staff can never promise unconditional confidentiality to children if concerns exist or disclosures are made in lessons. Staff members should make pupils are aware that they cannot guarantee confidentiality and of the procedure they must follow. Our school safeguarding protocols will be followed at all times.

Via the ground rules that are put in place as part of creating a safe learning environment for pupils and teachers in PSHE & RSE lessons, pupils are reminded that no personal questions or sensitive information should be shared in an open classroom environment, but that if needed they can always talk to a member of staff or other trusted adults if they have any questions, worries or concerns.

Teachers should be aware that effective RSE, which in part brings an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of a safeguarding issue by children. If this should occur, the staff member will inform the head teacher/designated safeguarding lead (DSL) in line with the school's safeguarding policy should any concerns be raised.

Ground rules will be used in class to effectively manage disclosures and behaviours, as well as other strategies to create a safe learning environment.

Considerations

- What will you do if there are any safeguarding related concerns as a result of delivering RSE lessons?
- How are pupils made aware of how you will keep them safe and around confidentiality?
- What are the links to other school policies?
- How do any ground rules used in RSE lessons mitigate against disclosures during lessons?
- Who can pupils go to outside of RSE lessons if they have any concerns?

A simple explanation regarding how you will keep children safe in RSE lessons as part of your broader safeguarding processes is recommended here, so that anyone involved in delivery is aware that PSHE & RSE lessons can sometimes lead to disclosure or comments that may lead to concerns. These should always be followed up on line with safeguarding policy.

Be clear that if there is a time when a child wishes to confide in a member of staff that relevant policies must be followed, and any information passed onto the designated person.

Reference how ground rules will be used to support managing any questions or comments, and that whilst discussions within lessons should usually be kept private, there will never be an absolute guarantee of confidentiality if a member of staff has any concerns about any children.

Cross referencing to any school policies (e.g. safeguarding, confidentiality, behaviour) is another useful way of ensuring a joined up approach between RSE provision and wider school practices.

Working with parents/Parents' right to withdraw (essential)

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At XXX school, we are committed to working closely with parents to ensure that we create the best possible RSE curriculum for our children, whilst also supporting parents in the conversations they might have with their children around such topics. We aim to build a 'partnership approach' with parents towards RSE provision where transparency and respectful understanding is the basis for all discussions. Parents are welcome to contact school to view our resources and discuss any questions or concerns with the Headteacher or subject lead.

Parents will be given opportunities to understand the purpose and context of Relationships Education and any additional non-statutory Sex Education as part of our approach to pupils development. We know that clear communication to help understand our approach and allow parents to ask questions will only help to increase confidence in the curriculum, so we will provide opportunities to do this by.... (add in a summary of any ways you do this e.g. parent meetings/events, school website, curriculum newsletters etc.)

From 2020 parents have the legal right to request that their child be withdrawn from some or all of non-statutory sex education delivered as part of RSE. Parents do not have the right to withdraw their children from relationships education.

Whilst we believe that all of the content within each of our school's PSHE education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons other than that which is delivered via the National Curriculum for Science.

Please see our programme overview document (Appendix 1) which clearly highlights any specific lessons where non-statutory sex education is delivered and where this parental right of withdrawal applies. Currently, these sessions are delivered in.... (include only if you deliver any additional non-statutory sex education)

As per the current DfE statutory guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any sex education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We view the partnership of home and school as vital in providing the context around the themes covered in RSE to all our children. We will keep parents/carers informed of the RSE programme by publishing an overview of the content of the programme and policy on the school website and by providing further information and examples of teaching resources on request. Parents will be offered the opportunity to discuss the content and delivery of the programme with the subject leader if needed.

We acknowledge that parents and carers have an especially important role to play in RSE and that they need to feel confident that the schools programme complements and supports their parenting role. In advance of any non-statutory sex education delivered in school, letters will go to parents of the children involved where this right of withdrawal applies to remind parents of this right and signpost to this policy. We may also choose to hold additional parent meetings or events to support parent's understanding and our rationale around our RSE content.

We ask parents to consider the proven contribution that age appropriate sex education can make to keeping pupils safe and in preparing them for adulthood.

If parents wish to request that their child be withdrawn from any non-statutory sex education, they should contact the Headteacher. Parents will be invited to a meeting to discuss any concerns and view any appropriate teaching resources. At the meeting, parents will be encouraged to discuss any queries or concerns which they may have. Should parents then wish to withdraw their child from non-statutory lessons, this request will be recorded, and alternative provision will be made for any children during such sessions so that they are not within class for the duration of the session.

It is important that parents who do wish to withdraw their child from sessions understand that discussing these issues with their child becomes their responsibility.

Considerations

- How does your school work in partnership with parents/carers?
- How do you communicate with parents around your RSE content to ensure transparency?
- Where can parents find out about your RSE/PSHE provision?
- How do you seek out parental views and keep them informed of how and when RSE is delivered?
- How can parents access and view teaching resources if they wish to see them?
- How can they go about finding out about support for their children if needed?
- What are parents' legal rights in regard to requesting that their child be withdrawn from Sex Education?
- What can't parents withdraw their child from?
- How does the school inform parents of their right to withdraw their child from non-statutory Sex Education? What do parents need to do, and how does the school deal with any requests?
- What provision is made for any pupil who is withdrawn from non-statutory sex education lessons?
- Are all staff members clear and aware of any non-statutory content that you deliver (or not) as a school?
- Are all staff aware of what the right of withdrawal does and does not apply to?

Here you should state clearly the legal right parents have to withdrawing their children from non-statutory sex education at primary phase.

It is imperative that you make very clear what your process is for parents withdrawing their children from any non-statutory sex education within your curriculum. This must reflect your own schools definition of sex education content that sits outside of NC Science and any related content from the Health Education strand of the statutory requirements. To this end, you should also be clear on what parent's CANNOT withdraw their children from, so as to reduce unnecessary or inappropriate requests. In reality, the vast majority of your PSHE/RSE curriculum will be statutory, with only a small part of it attracting the right of withdrawal should you elect to teach additional non-statutory sex education.

If you have chosen not to deliver any additional non statutory sex education (i.e. that which falls outside of NC Science and related Health Education content such as puberty, menstrual

cycle etc.) then you should make this clear again here in your policy and state that no right of withdrawal therefore applies to any of your provision.

You may wish to include a hyperlink to current DfE guidance to support your position and help signpost parents to useful information.

It is highly advisable to specifically state where any non-statutory sex education is delivered and how many lessons this applies to. For example, it may be that you deliver a lesson in Year 6 which includes information about conception and the act of sexual intercourse to make a baby. Please include a copy of your RSE/PSHE programme overview as an appendix and highlight any lessons topics where non-statutory sex education is taught.

You should also take the opportunity to emphasise that effective RSE is a partnership between home and school and that you always welcome questions from parents and how you can support their role as parents.

If parents do request to withdraw their child from non-statutory content, this must be granted but it is good practice for the headteacher to discuss the request with the parents to make sure that there are no misconceptions as to the actual content, and to explore any specific concerns parents may have.

Any work you do to engage and communicate with parents and careers around RSE should be mentioned here, such as where they can find out further information on your school website or how to access any examples of resources and materials used to deliver RSE. Transparency is vital to an effective RSE programme!

You can also choose to reemphasise your commitment to consulting with parents on RSE content. Be clear on how good communication and opportunities for parents to ask questions about the school's approach to RSE help increase confidence in the curriculum.

Roles and responsibilities (essential)

The following is a summary of some of the key expectations around roles and responsibilities relating to our school community around RSE. They are not exhaustive but do provide a quick reference of the main expectations.

Governors/Trustees will:

- *Approve the RSE policy and hold the headteacher to account for its implementation*
- *Ensure that Governors are supportive of the school policy, aims and objectives around RSE*

The headteacher will:

- *Oversee all aspects of this policy and ensure it is implemented and reviewed as required*
- *Work with the subject lead to ensure this policy is implemented and support their role as subject lead*
- *Ensure that RSE is taught consistently across the school in line with this policy*

- *Manage the process for any requests to withdraw pupils from non-statutory elements of RSE (if taught)*
- *Ensure that all staff are given regular training on issues relating to RSE*
- *Ensure that all staff are aware of this policy and guidance relating to RSE*
- *Ensure that the school is fully compliant in delivering statutory requirements within Relationships Education*
- *Communicate with staff, parents and Governors to ensure that everyone understands the school policy and curriculum for RSE in our school*

All staff will:

- *Teach RSE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships and Sex Education.*
- *Model positive attitudes and behaviours in RSE*
- *Consult the subject lead if they have any questions regarding RSE provision*
- *Monitor pupil progress and provide feedback on RSE delivery to the subject lead as requested*
- *Respond to the needs of individual pupils and adapt their provision as needed, in line with this policy and planning*
- *Ensure that their personal beliefs and attitudes do not prevent them from providing balanced and inclusive RSE in line with this school policy*
- *Ensure that they are up to date with school policy and curriculum requirements around RSE*
- *Take part in any training as required*
- *Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise as a result of delivering RSE*
- *Respond appropriately to the wishes of parents who wish to withdraw their children from any non-statutory elements of RSE*

The subject lead will:

- *Oversee the day-to-day operation of the school's RSE provision and policy*
- *Stay up to date with any changes in legislation or best practice around RSE and respond accordingly*
- *Contribute to delivering or organising RSE training where necessary*
- *Liaise with any relevant outside agencies around RSE provision e.g. school nurse service, visitors etc.*
- *Ensure that appropriate resources and materials are available for the teaching of RSE*
- *Develop, review, monitor and evaluate the delivery of RSE*
- *Report to governors/SLT on the subject as requested*

Pupils will:

- *Take part fully in RSE lessons*
- *Follow and contribute to ground rules in RSE lessons*
- *Behave appropriately in RSE lessons, and treat others with respect and sensitivity*
- *Talk to teachers or other school staff if they have any worries or concerns*
- *Help the school to make sure that RSE lessons are positive and supportive*

Parents will:

- *Share the responsibility of RSE-based learning to support their child's wider personal, social and emotional development.*

- *Support the delivery of RSE in our school in line with this policy*
- *Engage in any consultation/information around RSE to ensure that our school curriculum best meets the needs of children*
- *If needed, seek additional support from the school*

Considerations

- What are the main roles and responsibilities you expect from each of the groups mentioned here?
- What do you expect in terms of support from your school community?
- Are there any key elements of provision you want to promote here? (e.g. ensuring positive attitudes towards RSE, participation etc.)

It is important to summarise the main expectations around each of the groups listed. Some of these may relate to job roles, others may relate to expectations around behaviours and attitudes around RSE.

This section is a quick way of reinforcing and emphasising other elements of your policy, so consider it to be a quick 'go-to' section of what is expected of staff in regard to your RSE provision. It also ensures that you satisfy the DfE policy requirements around a number of elements, such as who monitors and evaluates your provision and who delivers it.

You should emphasise that following the school's RSE policy is an essential part of RSE delivery.

Training and staff development (recommended)

All staff must ensure that they are up to date with school policy and curriculum requirements regarding RSE. We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

We expect that staff provide regular feedback to the subject leader on their experience of teaching RSE, including any requests for additional support or training that they may feel useful.

Staff training around RSE-provision is part of our regular staff training programme.

Considerations

- In what ways do you support staff to deliver RSE most effectively to pupils?
- How do you know what training or support is needed? Are there priority areas for development of RSE provision/staff training? How will the impact of any training be monitored?
- Are there any other ways that staff are supported to deliver effective RSE? e.g. mentoring, coaching from the subject lead

You should use this section to make clear your expectations around providing support to staff to ensure high-quality RSE. Training staff regularly is an important part of this, so emphasise how staff participation is mandatory.

You could also specify that staff should approach your subject leader if they have any support needs to ensure accountability.

Summarise how and when you might offer training, who organises this as well as any other support offered. If relevant, you might also include details of any recent training that staff have received and/or organisations that you use to support this.

Monitoring and evaluation of RSE (essential)

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review our RSE/PSHE curriculum to evaluate its effectiveness.

The subject lead for PSHE/RSE will be responsible for monitoring and evaluating the subject to ensure that content of the programme is effective and impactful.

The subject lead will report to the Headteacher/Governors and make information available as requested.

We will regularly monitor and evaluate the effectiveness of our provision. This may be done by:

- *Monitoring of planning*
- *Lesson observations*
- *Learning walks*
- *Work scrutiny*
- *Pupil voice activities*
- *Staff feedback*
- *Surveys*
- *Considering local or school level sources of data e.g. behaviour etc.*

Teachers are expected to reflect on their delivery of RSE so that they can feedback appropriate information to the subject lead in order to support development of the subject within school.

Considerations (review prompts)

- How often do you monitor and evaluate RSE?
- What methods are used to do this?
- Who is responsible for monitoring and evaluation of the subject?
- What happens to any data/information that is produced?
- How do you know your pupils are making progress?
- How do you know the programme you are delivering is meeting their needs?

A short explanation as to who, how and when you monitor and evaluate your RSE provision is sufficient. This is usually the subject lead, but other senior staff may also have a role to play.

Consider the range of methods used and what happens with any findings as a result of this to ensure that RSE provision in your school is up to date and effective.

Appendices

Include any supplementary information that you feel is appropriate to our RSE provision. As a minimum, we would advise that you include an overview of your RSE/PSHE provision, with any additional non statutory sex education clearly highlighted.