



# Relationships and Sex Education (RSE) Policy

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| Policy Title:            | Relationships and Sex Education (RSE) Policy                                                                                        |
| Last Review:             | September 2026                                                                                                                      |
| Next Review:             | September 2027                                                                                                                      |
| Responsibility:          | Assistant Head Pastoral, Headmaster                                                                                                 |
| Other relevant policies: | Curriculum Policy<br>Teaching and Learning Policy<br>Safeguarding Child Protection Policy<br>Diversity, Equity and Inclusion Policy |

## Introduction

In accordance with the Department for Education statutory guidance of September 2025, the school is required to teach Relationships and Sex Education (RSE).

The policy has been developed to ensure that staff and parents or carers are clear about the school's approach towards meeting its requirements of teaching RSE and that pupils have the opportunity to receive their educational entitlement. Through the implementation of this policy, the school will meet specific aspects of these legal and statutory requirements (See Appendix A).

Relationships and Sex Education (RSE) is learning about emotional, social and physical aspects of growing up, relationships, sex and sexual health.

The teaching of RSE is considered by the school to be an important aspect of pupils' education. The underlying aim is to support young people in developing self-confidence in preparing for the physical and emotional changes that they will encounter as they move into adulthood. The approach to teaching this area of the curriculum is largely integrated into the broader educational provision. However, during their final terms at the school, Year 6 pupils are offered specific RSE lessons to learn about physical, moral and emotional development, within the context of promoting an understanding of the importance of family life, stable and loving relationships, respect, love and care. RSE is not used as a means of promoting any specific sexual orientation.

The school teaches that families and relationships can take many forms, including LGBTQ+ families. Pupils are taught that all families, regardless of structure, can provide love, care and stability. Teaching reflects the Equality Act (2010) and promotes respect for difference, ensuring that every pupil feels included, valued and respected.

It is the school's intention that all pupils have the opportunity to experience a programme of RSE at a level which is appropriate to their age and physical development, with differentiated provision as required.

## The Moral and Values Framework

It is essential that RSE is taught within a moral framework. Pupils learn about morals and values through many aspects of school life and in all curriculum areas, not simply within the specific remit of RSE. In delivering this objective, the school aims to:

- Help pupils develop sensitivity and respect for themselves and others;
- Provide a friendly, caring and family orientated environment in which pupils are encouraged to ask questions and further their understanding;
- Support pupils in taking responsibility for their own actions and to appreciate that such actions will have consequences;
- Provide equality of opportunity for all children in a caring community in which the contribution of every individual is valued.

## **Aims**

Considering the age, maturity and needs of pupils, the teaching of RSE aims to:

- Provide the knowledge and information to which all pupils are entitled;
- Help pupils to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- Instil and encourage the confidence to be active members of society and to value themselves and others;
- Prepare pupils for puberty and encourage them to appreciate the importance of taking responsibility for themselves and their actions;
- Provide pupils with an understanding of reproduction and sexual development;
- Encourage pupils to take responsibility for their own health and hygiene;
- Develop and use communication skills and assertiveness skills to cope with the influence of peers and the media;
- Promote within pupils a respect for their own bodies and a sense of personal care;
- Adopt an open and honest approach to questions asked by pupils and to refer them to their parents as appropriate;
- Provide pupils with help and information on where individuals and families can access help and support.

## **Context**

RSE is taught within the context of the school's aims and values. In particular, there is a shared belief that:

- RSE should be taught in the context of loving relationships and family life;
- RSE is part of a wider personal, social, spiritual and moral education;
- Children should be taught to have respect for their own bodies;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control;
- Children should learn about their responsibilities towards others and be aware of the consequences of sexual activity;

## **The Delivery of the Curriculum**

The school delivers the RSE curriculum in a manner which is appropriate to the age and maturity of pupils. Some of the relationship aspects are delivered by class or subject teachers through PSHE(SCARF Scheme of work), and some biological aspects are covered in Science.

The school engages the services of various outside agencies such as Birmingham Community Health and Life Education Centre at various points during the academic year.

The RSE curriculum is sequenced from Nursery to Year 6 to ensure pupils build knowledge progressively and securely. Content is mapped to statutory outcomes and revisited at increasing levels of depth as pupils mature. Each year group receives age-appropriate teaching that develops understanding of relationships, safety, respect, personal development and, where appropriate, sex education. The curriculum is communicated clearly to parents, and teachers ensure coverage of all required elements through PSHE, Science and wider school life.

There are clear objectives for each year group which progress as pupils move through the school. Resources for RSE are managed by Head of PSHE. (See Appendix B).

Since RSE incorporates the development of self-esteem and relationships, pupils' learning also takes place beyond the taught curriculum; through all aspects of school life, including interactions in the playground. All staff understand their responsibility in implementing this policy and promoting the aims of the school at all times when they are dealing with pupils.

By the end of their journey at West House pupils will have covered the following:

**Families and people who care for me Curriculum content:**

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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 Curriculum content:**

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

**Respectful, kind relationships Curriculum content:**

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

#### **Online safety and awareness Curriculum content:**

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

#### **Being Safe Curriculum content:**

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

## **The Role of Parents**

The school believes that parents and carers should play the primary role in teaching their children about sex and relationships. Therefore, we wish to build positive and supporting relationships with parents of pupils through mutual understanding, trust and co-operation. In promoting this objective the school:

- Undertakes to inform parents about the school's RSE policy and practice;
- Will answer any questions that parents may have about the RSE policy in relation to their child;
- Will take seriously any issue that parents raise with teachers or other members of staff about this policy or the arrangements for RSE in the school.

## **The Role of the Headmaster**

It is the responsibility of the Headmaster to ensure that both staff and parents are informed about the RSE policy and that the policy is implemented effectively. It is also the Headmaster's responsibility to ensure that the policy is delivered appropriately by suitably qualified and experienced practitioners. Where these are members of the existing school staff, the Headmaster will ensure that they have received sufficient training to teach effectively and to handle difficult issues with sensitivity. The Headmaster will ensure that the Board of Governors is updated on the effectiveness of the policy.

## **The Role of Outside Agencies**

In delivering this policy the school will engage the services of external agencies and specialists as appropriate. These may include health professionals such as Birmingham Community Health and Life Education Centre.

## **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner, in which discussion is encouraged. However, should a pupil make a reference to being involved in, or likely to be involved in, sexual activity, or indicates that they may have been the victim of abuse, this will be addressed in accordance with the Child Protection Safeguarding Policy.

## **Answering Difficult Questions**

If a pupil asks an explicit or difficult question, staff will exercise their professional judgment in deciding the best way to answer it. This may be through direct work or discussion with the child. If the member of staff is concerned by the nature of a question, they will inform the Headmaster who may elect to contact the parents, or follow other appropriate procedures.

Year 6 pupils will have access to the 'RSE Question Box' during the terms in which they are taught distinct sex education lessons, allowing them to ask questions anonymously.

## **Children with Additional Educational Needs (SEN)**

The school will ensure that the needs of all pupils are met and that pupils with SEN are fully included in RSE. Where appropriate, parents/carers will be involved in the process.

## **The Right to Withdraw**

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE. However, before doing so, they are encouraged to discuss the matter with the Headmaster, to understand the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

Additionally, the resources used are made available for parents to view, and the School Nurse, who leads the lessons, will answer any questions arising.

A request to withdraw a pupil should be placed in writing to the Headmaster.

There is no right to withdraw from Relationships Education or Health Education, as these are statutory.

### **Monitoring and Evaluation of the Policy**

Teachers will be consulted at least annually on the effectiveness of this policy and its implementation. Senior pupils will have the opportunity to express their views. Ultimately, the Headmaster will carry out the annual formal review based on the evidence gathered.

The policy will be approved by the Board of Governors.

## **Appendix A**

### **Documents that inform the school's RSE policy include:**

- Government Sex and Relationship Education Guidance (2025)
- Government Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2026)
- Children and Social Work Act (2017)

## Appendix B

RSE Education will mainly be delivered through PSHE lessons. The School uses the SCARF scheme from Coram Life Education as the basis of its Programmes of Study.

[NB Not every unit of work will be covered. It is the responsibility of teachers to plan and deliver a balanced programme for their classes.]

| Year Group | Suggested Units of Work                                                                                                                                                |                                                                                                                                                                            |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <i><b>Me and My Relationships</b></i>                                                                                                                                  | <i><b>Growing and Changing</b></i>                                                                                                                                         |
| Nursery    | Marvellous Me<br>I'm special<br>People who are special to me                                                                                                           | Growing and changing in nature<br>When I was a baby<br>Girls, boys and families                                                                                            |
| Reception  | All about me<br>What makes me special<br>Me and my special people<br>Who can help me?<br>My feelings<br>My feelings (2)                                                | Life stages - plants, animals, humans<br>Life Stages: Human life stage - who will I be?<br>Where do babies come from?<br>Getting bigger<br>Me and my body - girls and boys |
| Year 1     | Why we have classroom rules<br>Thinking about feelings<br>Our feelings<br>Feelings and bodies<br>Our special people balloons<br>Good friends<br>How are you listening? | Inside my wonderful body!<br>Taking care of a baby<br>Then and now<br>Who can help?<br>Surprises and secrets<br>Keeping privates private                                   |
| Year 2     | How are you feeling today?<br>Bullying or teasing?<br>Don't do that!<br>Types of bullying<br>Being a good friend<br>Let's all be happy!                                | A helping hand<br>Sam moves away<br>Haven't you grown!<br>My body, your body<br>Respecting privacy                                                                         |
| Year 3     | My special pet<br>Tangram team challenge<br>Looking after our special people<br>How can we solve this problem?<br>Dan's dare<br>Thunks<br>Friends are special          | Relationship Tree<br>Body space<br>Secret or surprise?<br>My changing body                                                                                                 |
| Year 4     | Ok or not ok? (part 1)<br>Ok or not ok? (part 2)<br>Human machines<br>Different feelings<br>When feelings change<br>Under pressure                                     | My feelings are all over the place!<br>All change!<br>Secret or surprise?<br>Together                                                                                      |

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| Year 5 | <p>Collaboration Challenge!</p> <p>Give and take</p> <p>How good a friend are you?</p> <p>Relationship cake recipe</p> <p>Being assertive</p> <p>Our emotional needs</p> <p>Communication</p>                                                                                                                | <p>How are they feeling?</p> <p>Taking notice of our feelings</p> <p>Changing bodies and feelings</p> <p>Growing up and changing bodies</p> <p>It could happen to anyone</p> <p>Help! I'm a teenager - get me out of here!</p> <p>Stop, start, stereotypes</p> |
| Year 6 | <p>Working together</p> <p>Let's negotiate</p> <p>Solve the friendship problem</p> <p>Assertiveness skills</p> <p>Behave yourself</p> <p>Dan's day</p> <p>Don't force me</p> <p>Acting appropriately</p> <p>It's a puzzle</p>                                                                                | <p>Helpful or unhelpful? Managing change</p> <p>I look great!</p> <p>Media manipulation</p> <p>Pressure online</p> <p>Is this normal?</p> <p>Dear Ash</p> <p>Making babies</p> <p>What is HIV?</p>                                                             |
| Year 6 | <p><u>Sex Education</u> (parents may exercise their right of withdrawal)</p> <p>Towards the end of the year, the School Nurse from Birmingham Community Health runs a series of talks for the pupils which cover a range of topics relating to sexual health, puberty and aspects of human reproduction.</p> |                                                                                                                                                                                                                                                                |