



## Mowden Schools

# Relationship and Sex Education (RSE) Policy

Policy reviewed	November 2025
Review frequency	Annually
Next review date	Autumn 2026
Approving Body	Local Governing Body

## **RSE policy**

### **What is Relationship and Sex Education?**

Relationships and sex education is lifelong learning about the emotional, social, sexual and physical aspects of growing up, including relationships and human sexuality. The emphasis is on 'relationships'; it is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Rationale and ethos**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

RSE must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, while always with the aim of providing pupils with the knowledge they need of the law. RSE curriculum provides key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. RSE also provides balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

At Mowden, we base learning around knowledge and understanding of the world, enabling children to be active partners in their own learning and to understand both their rights and responsibilities. When the curriculum is broad, balanced and enjoyable, all children can acquire knowledge and information, develop skills and form positive attitudes to assist them throughout life.

### **The Trust believes that RSE should:**

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of family types and approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion of sexual matters can take place without any stigma or embarrassment.

- Recognise that parents and carers are the key people in teaching their children about relationships, sex and growing up. We aim to work in partnership with parents and students, consulting them about the content of the programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisors
- Be accurate in order for children to have a clear understanding and appreciation for a variety of issues
- Ensure that children of all genders have a broad, equal, fair and balanced exposure to RSE education. Children are taught RSE in mixed gender groups. We aim to ensure gender does not form any barriers to the information that is accessed by children.

Our RSE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice and promote equality and diversity.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted/uninvited conceptions and sexually transmitted infections including HIV.
- Know how the law applies to sexual relationships
- Have an understanding of gender; understand how people may identify as a range of genders, other than 'male' or 'female' such as, but not exclusive to, non-binary, gender neutral or gender fluid.

The RSE policy was originally developed in consultation with the senior leadership team, PSHE subject co-ordinator, school ambassadors, school governors and the LA Relationships Education and Sexual Health Coordinator. It was then developed and reviewed in light of statutory changes by the PSHE coordinator in 2020. A working group consisting of parents were involved in the development of this renewed policy. Children and staff were able to contribute to the policy through questionnaires and feedback.

### **Statutory requirements**

From September 2020, Relationships and sex education is taught as statutory across primary schools. Current regulations and guidance from the Department of Education state that:

*'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education'*

The policy ensures that staff and parents or carers are clear about the statutory requirements regarding Relationships and Sex Education, and that the pupils receive their educational entitlement.

### **Roles and responsibilities**

The Governing Body are required to regularly review this policy. The PSHE leads along with the senior leadership team are responsible for ensuring RSE is taught as set out in this policy and long term planning. They will also ensure that adequate training and resources are available to staff to teach the subject effectively. Class teachers are responsible for the delivery of the SRE curriculum, monitoring progress, tailoring planning to respond to the needs of the children and modelling positive attitudes towards RSE.

### **Curriculum**

The teaching of RSE in school meets the legal requirements set. RSE is planned into the PSHE and foundation curriculum at suitable times to match school topics and class needs. Examples can be seen in Appendix 1.

Relationship and Sex Education in this Trust has three main elements:

#### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships and marriage;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking and part of decision-making;
- Challenging myths, misconceptions and false assumption about normal behaviour.

#### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

- Ensure children understand the rights and responsibilities of the child.
- Learning to use the internet and social media responsibly and safely

### **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health and relationships at an age appropriate level
- Learning about the range of local and national health and advice services.

RSE in Mowden Schools will cover the following areas:

#### KS1

POSITIVE RELATIONSHIPS including; special people (including themselves), caring for, listening to and playing with one another.

GROWING AND CHANGING including; growing from young to old, changing needs and responsibilities, increased independence.

SIMILARITIES AND DIFFERENCES including; names for the main parts of the body (including external genitalia), bodily similarities and differences between boys and girls, understanding their uniqueness, things we have in common, respecting differences and similarities

KEEPING SAFE including; good and not so good feelings, feelings towards others, simple strategies for managing feelings, bodies and feelings can be hurt (including comfortable and uncomfortable feelings) acceptable and unacceptable physical contact (including who to tell and how to tell them) 'privacy', respecting others' privacy, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

#### KS2

POSITIVE RELATIONSHIPS including; identifying and forming positive, healthy relationships, recognising different types of relationship (including marriage, civil partnerships), recognising ways in which a relationship can be unhealthy and whom to talk to if they need support

GROWING AND CHANGING including; physical and emotional changes during puberty, human reproduction

SIMILARITIES AND DIFFERENCES including; many factors contribute to differences and similarities between people, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability, recognising and challenging stereotypes, differences between, and terms associated with, sex, gender identity and sexual orientation

KEEPING SAFE including; recognising increased independence brings increased responsibility, understanding personal boundaries, everyone's right to privacy, E-Safety including image requests, appropriate and inappropriate content, who to talk to if they feel uncomfortable or concerned, forcing anyone to marry is a crime and where to find support, staying healthy and safe

RSE will be taught using a range of recognised and approved resources at an age and ability appropriate level. Parents and carers are welcome to view and discuss the resources if they wish to do so. We also have a broad and balanced curriculum which weaves aspects of RSE and PSHE throughout, introducing children to experiences which encourage and promote respect for all. This can be seen through text choices in English to Science topics.

The Trust specifically delivers Relationship and Sex Education through, and alongside, its PSHE curriculum. Other aspects of RSE appear in other areas of the curriculum, for example, Science and RE. Objectives and themes from the Lucinda and Godfrey scheme are used to help plan and deliver lessons but are commonly adapted by class teachers using the wide range of resources and materials now available. The scheme has been designed to be age appropriate and reflects the RSE curriculum.

An overview of the PSHE curriculum, along with other subjects, is available on our website. Alongside this, we have also published a range of recognised websites and resources to help support parents and children at home with RSE.

Teachers generally deliver RSE lessons themselves, with support from professionals where appropriate. The lessons are delivered throughout the year, in mixed gender groups, at the class teacher's discretion. RSE should be 'age appropriate', therefore if a teacher feels that some of the content is inappropriate for a particular cohort of children then they may adapt it to suit. This may also be the case for specific students with special/extenuating circumstances.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate, personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them, honestly, within the ground rules established at the start of the sessions. When it's felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Teachers receive appropriate CPD and guidance on sensitive issues. Teachers who are uncomfortable with the delivery of the subject are offered support from the year team or from science and PSHE co-ordinators who will help with planning if required. The school nurse is also available to help deliver sessions.

## **Inclusion**

### **Ethnic, Religious and Cultural Groups**

We are sensitive to the needs of different ethnic, religious and cultural groups. For some young people, it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### **Students with Special Needs**

We will ensure that all young people receive sex and relationship education, and we offer provision appropriate to particular needs of all of our students, taking specialist advice where

necessary. We take into account what is developmentally appropriate for individual children when this is needed.

### **Sexual Identity and Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that relationship and sex education is relevant to them. In addition, all pupils will be taught LGBT content at a timely point as part of this area of the curriculum.

### **Gender**

Teachers have a good knowledge of children in their cohort. We ensure that teaching is inclusive, appropriate and tailored to children of all genders, including, but not exclusive to, who identify as male or female, non-binary, gender fluid and gender neutral.

### **Engaging stakeholders**

We believe that the teaching of Relationship and Sex Education should be shared with parents and be mutually supportive and complementary. It promotes an inclusive understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

Parents are kept up to date when children engage in sensitive topics in RSE as we believe that engaging and involving parents and carers will enrich the education received by the children to benefit their understanding and attitudes. It also ensures that the information that the children receive at home complements the information gained at school at an age appropriate level.

### **Right of Withdrawal of Students from Relationships and Sex Education**

The PSHE association states: 'The right of withdrawal from September 2020 The statutory guidance for Relationships Education and Health Education will come into effect in all primary schools from 2020, including academies, free schools and independent schools. In primary education from September 2020; parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).' Parents and carers have the right to request withdrawal from anything taught over and above the statutory curriculum, which includes relationships and health education and science.

Where a child is removed, alternative arrangements are made. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. We will inform parents of children in Year 5 and 6 when a topic of a more sensitive nature is being covered, such as puberty. Parents are welcome to review and RSE resources the school uses.

### **Safeguarding (Confidentiality, Controversial and Sensitive Issues)**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. A

child may wish to disclose information of a sensitive nature to a teacher as a result of a lesson taught. Teachers cannot offer unconditional confidentiality, as outlined in our child protection/safeguarding policy. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy with any disclosure.

A child under 13 is not legally capable of consenting to sexual activity. Any offense under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. If a child discloses such activity, this will be referred to the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to the Local Authority Duty Team.

### **Monitoring and Evaluation of Sex and Relationship Education**

Teachers will critically reflect on their work in delivering RSE through constant observations and assessment of children's discussions and work produced. This will enable teachers to tailor lessons and inform future planning. Pupils will have opportunities to review and reflect on their learning during lessons and at the end of topics.

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Informal assessment is carried out throughout lessons by teachers through various activities such as mind maps, quizzes etc.

The views of Key Stage 2 children are sought on an annual basis through the healthy lifestyle Survey (HLS) and results feed into curriculum development.

Monitoring of all subjects is carried out regularly by co-ordinators and the SLT. Any policy will be updated as and when deemed necessary.

The Governing Body has delegated responsibility to the Pupil Progress and Curriculum Committee for overseeing, reviewing and organising the revision of the Relationship and Sex Education policy, and on support and staff development, training and delivery.



APPENDIX 1			Year 4 PSHE	RSE highlighted
Autumn	Spring	Summer		
Whole School Topic – Emotional Health and Wellbeing	Whole School Topic – Money Matters	Whole School Topic – Dental Hygiene		
<b>New Beginnings</b>	<b>Say No to Bullying</b>	<b>Good to be Me</b>		
School Rules and Responsibility - What are they and why do we have them? Democracy - What is it, how does it exist here?  Vocab – rules, responsibility, democracy, vote, fair, equal	Bullying - What is acceptable in a relationship? to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support SRE Compliments - What are they? Why are they important? How do they make us feel?  Vocab –bullying, relationship, acceptable/unacceptable behaviours, compliments, feelings	Body Image - Create the ideal male / female this age and as adults what is realistic?  Can you believe it? - Advertising, what is it? What is it for?  My Body - Growing and changing recognising the life cycle Vocab –body image, realistic, media, advertising, purpose, body, growing, changing, life cycle		
<b>Topic Assessment - New Beginnings</b>	<b>Topic Assessment - Say No to Bullying</b>	<b>Topic Assessment - Good to be Me</b>		
<b>PSHE Discussion Homework</b>	<b>PSHE Discussion Homework</b>	<b>PSHE Discussion Homework</b>		
<b>Getting on and Falling out</b>	<b>Community</b>	<b>Relationships</b>		
Feelings - Scenario based activities around situations with feelings attached and how they impact on people  Compliments - What are they? Why are they important?  Vocab – feelings, impact, friendships, actions, words, compliments	Environment - Discuss and debate issues that impact on the environment, locally, nationally and internationally.  Going Green - What does this mean?  About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe SRE  Risk Taking - What is a risk?  People who can help me? - Scenario based problem solving, I can go to ... for...  Vocab – environment, impact, reduce, reuse, recycle, risks, problem solving, assistance/help	Relationships - Identify and explore different kinds of relationships that exist how relationships end and why including bereavement  Moving on - to recognise how their increasing independence brings increased responsibility to keep themselves and others safe SRE  Lucinda and Godfrey – Telling Someone  Vocab – relationships, types, bereavement, loss, moving on, independence, trusted adult		
<b>Topic Assessment - Getting on and Falling out</b>	<b>Topic Assessment - Community</b>	<b>Topic Assessment - Relationships</b>		
<b>PSHE Discussion Homework</b>	<b>PSHE Discussion Homework</b>	<b>PSHE Discussion Homework</b>		

Year 1 PSHE			RSE highlighted
Autumn Whole School Topic – Emotional Health and Wellbeing	Spring Whole School Topic – Money Matters	Summer Whole School Topic – Dental Hygiene	
<b>New Beginnings</b>	<b>Say No to Bullying</b>	<b>Good to be Me</b>	
School Rules – know and follow rules Respect - Scenarios & Role Play,  Privacy - what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy SRE  Honesty - Scenarios & Role Play  Lucinda and Godfrey – First day at school  Vocab – rules, choices, fair, fairness, share, private, privacy, respect	Bullying/Teasing  Same and Different - I'm ok being different  Vocab - same, similar, different, diverse, equal, acceptance, bullying, teasing, friendship, kindness, unkindness	Daily Routine - Keeping clean  My Body  Diet and Exercise -healthy eating (draw a plate) - Exercise (What is it) (poss Science?)  Body Image - What will I look like in 10 / 20/ 50 years? Growing up - about the process of growing from young to old and how people's needs change  Good touch and Bad touch - to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) SRE Vocab – healthy, unhealthy, moderation, growth, old, young, touch, acceptable, unacceptable, privacy, diverse	
<b>Topic Assessment - New Beginnings</b>	<b>Topic Assessment - Say No to Bullying</b>	<b>Topic Assessment - Good to be Me</b>	
<b>PSHE Discussion Homework</b>	<b>PSHE Discussion Homework</b>	<b>PSHE Discussion Homework</b>	
<b>Getting on and Falling out</b>	<b>Community</b>	<b>Relationships</b>	
Friendships - What do they look like? How do they make you feel? Why are you a good friend?  Vocab – friendship, friends, tolerate, kindness, kindness, bullying, similarity, difference	What is Community? – school/town community  Environment – Recycling/Litter  People who can help me? - recognise professionals / Role Play  Stranger Danger  Vocab - community, local, school, recycling, sustainable, global, waste, stranger, responsible,	Friendships - What do they look like? How do they make you feel? Why are you a good friend?  Tummy bugs and Butterflies - Identify & manage feelings - Secret / surprise what's the difference  Families and Care - my family network (around my hand) My family is important because... to identify their special people (family, friends, carers), what makes them special and how special people should care for one another SRE Moving on – transition, managing feelings Vocab – family, friends, butterflies, nerves, emotions, feelings, special, care	
<b>Topic Assessment - Getting on and Falling out</b>	<b>Topic Assessment - Community</b>	<b>Topic Assessment - Relationships</b>	
<b>PSHE Discussion Homework</b>	<b>PSHE Discussion Homework</b>	<b>PSHE Discussion Homework</b>	