

Relationships and Sex Education (RSE) Policy



Ladycross Infant and Nursery School

Reviewed December 2025

Signed	Date	Minute No.
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Approved by Governors

Reviewed by Governors _____

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Why Do We Teach Relationships and Sex Education?

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE Kapow programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of pupils

Relationships and Sex Education is defined by the **PSHE Association** as **'learning about the emotional, social and physical aspects of growing up, relationships, human reproduction, human sexuality and sexual health'**. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing. We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to guide "The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe." (DfE, 2025). Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils.

In this school we deliver **age appropriate** sex education as an integrated part of our PSHE Kapow Primary programme. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights-based approach to relationships and sex education.

We focus on attitudes and values, skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

What does our RSE Curriculum Include?

The DfE recognises five elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The school has chosen to use the Kapow Primary RSE/PSHE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group. This scheme consists of five areas of learning:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

In EYFS this is covered through Kapow and the PSED strand of the Early Years Curriculum, focusing on three key elements:

- Building Relationships
- Managing self
- Self-regulation

In Key Stage 1 children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the

correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

National Curriculum Science is also statutory. This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each.
- That animals, including humans, have offspring that grow into adults.

No Outsiders

As part of our dedication to ensure children are prepared for life in modern Britain, and as part of our duty to teach the protected characteristics of the Equality Act 2010, we follow the No Outsiders scheme written and developed by Andrew Moffat. This teaches the protected characteristics under British law through the use of age-appropriate picture books from Reception-Year 2. There are 5 picture books per year group, please see Appendix 1 for these below. No outsiders' assemblies are taught weekly and lessons are taught every half term.

Equality

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. The school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account:

- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. It may also mean that they have difficulty accessing the RSE curriculum. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.

- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBTQ+). Some pupils may have LGBTQ+ parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBTQ+ people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

How is RSE Provided?

1. Within the taught, age-appropriate, spiral RSE programme within Personal Social and Health Education (PSHE). This scheme is Kapow Primary.
2. This school promotes a '**No Outsiders**' ethos which supports the promotion and education of diversity and equality and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
3. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4. Through other curriculum areas for example English etc.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.) A stand-alone ground rules lesson is taught at the start of the scheme of work.
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.

- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons; however, it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.

Teaching and Learning Methods

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In each year group, an introductory lesson provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in. Our No outsiders' lessons and assemblies are taught through a series of picture books and photographs.

Organisation

Each area is revisited every year and the lessons provide a progressive programme. The scheme of work has been designed as a 'Spiral curriculum' which helps promote "Sticky" learning. No outsiders assemblies are taught weekly and lessons are taught every half term.

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use that their skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support. Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.

4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Visitors

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils. Please see the External Contributors Policy for the best practice in this context.

Resources

Teaching resources are provided by the Kapow Primary scheme of work and 'No outsiders' programme. Any additional resources will be selected on the basis of their appropriateness to pupils, their impact and will reflect the diversity in society today. Care will be taken not to use materials or have discussions that could be deemed 'instructional'.

Continuity, Progression and Assessment

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced planned programme of work (Kapow Primary). Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSE.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems.

Parental engagement in RSE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child is learning at home through shared learning activities, if appropriate. Resources are available for parents/ carers to borrow to

reinforce learning at home and support them in managing conversations with their children on these issues.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Personnel and Training

There is a PSHE coordinator who is regularly trained and updated in this fast-moving subject area. They are responsible for RSE.

RSE is delivered by class teachers. To ensure quality delivery of RSE, the staff who deliver RSE have appropriate and regular training to keep them updated to. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

All new staff will receive a copy of the RSE policy.

Monitoring and Evaluation

The programme is regularly evaluated by the PSHE coordinator. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, whole class feedback sheets and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The PSHE coordinator receives time in order to carry out this process. Other documents The RSE policy should be read in conjunction with our policies for PSHE, Science, Curriculum, Teaching and Learning, Assessment, Child Protection and Safeguarding.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE on occasions.






This policy has been produced in consultation with all stakeholders and approved by the governing body. This document is freely available to the entire school community.

This policy will be reviewed on an annual basis.

Appendix 1: No outsiders book list

EYFS	1	2	3	4	5	6
	You choose- Nick Sharratt & Pippa Goodheart	Red rockets and rainbow jelly- Sue Heap & Nick Sharratt	Blue Chameleon- Emily Gravett	Mommy, Mamma and me	Hello Hello by Brendan Wenzel	Ten little Pirates- Mike Brownlow and Simon Rickerty
						
	Pupil voice	Accepting difference	Race	All families are different	Pupil voice / confidence	Gender equality
	We all like different things	We like different things, we are friends	Accept who you are	There are different families and some have two Mums or two Dads. Talk about our own families	Say hello to different children in class	Boys and girls can play together

Y1	1	2	3	4	5	6
	Elmer- David McKee	Hair it's a family affair by Mylo Freeman	My world your world – Melanie Walsh	That's not how you do it- Ariane Hofmann- Maniyar	Max the champion- Sean Stockdale, Alexandra Strick, Ros Asquith	The family book- Todd Parr
						
	Race	Race	Race	Race	Disability	All families are different
	Accept who you are	Proud of my family and our identity	We are all different we all belong in the world	We do things differently, we can learn from each other	Disability means our bodies work in different ways	Talk about our families

Y2	1	2	3	4	5	6
	The great big book of families- Mary Hoffman & Ros Asquith	Can I join your club? By John Kelly and Steph Laberis	Just because- Rebecca Elliot	Blown away- Rob Biddulph	What the jackdaw saw by Julia Donaldson and Nick Sharratt	The odd egg- Emily Gravett
						
	UK is diverse	Difference	Disability	Race	Disability	Different families
	What does diversity mean	I can play with anyone, no one should be left out	Talk about disability and our own needs	We are all different and we work together in our class	We can adapt to meet others' needs (sign language)	What is adoption, what is a family

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