



Relationships and Sex Education (RSE) Policy

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Introduction

At Milton Mount, we want our children to grow up to become healthy, safe and well-informed young people, who can make confident life choices and make a positive contribution to society. Together, we support young people in developing self-confidence in preparing for the physical and emotional changes they will encounter as they grow into adults.

Young people need support to manage their perception of their self-image, behaviour, feelings and relationships. Our children are taught about healthy lifestyles including eating healthily, doing exercise and getting enough sleep. They also need knowledge about how their bodies change, appropriate to their levels of maturity. We teach younger children about family relationships and how we develop from babies into adults. We teach older children about dealing with emotions, the safe use of medicinal drugs, puberty, personal hygiene and explore peer pressure and stereotypes. In order to place the biological aspects of Sex Education covered in the Science curriculum into a moral and social context, we provide a broad and balanced Relationships and Sex Education through our PSHE curriculum.

Aims and Objectives

The aim of RSE policy is to provide children with age-appropriate information, to explore attitudes and values and to develop skills to empower them to make positive decisions about their own relationships and their lifestyles. This should take place with consideration of the qualities of relationships both within and outside the school community.

The following overarching objectives for the RSE curriculum are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem, self-awareness and confidence, especially in their relationships with others;
- To develop confidence in talking, listening and thinking about feelings and relationships;
- To enable pupils to protect themselves and ask for help and support;
- To understand that there are different family and friendship relationships;
- To demonstrate good choices for a healthier, safer life style;
- To develop skills for a healthier, safer life style;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

Further, more specific objectives (as outlined in the statutory guidance and our chosen curriculum framework) can be found in the Appendices.

Relevant Articles from the UNCRC

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| Article 3 | The best interests of the child must be a top priority in all decisions and actions that affect children. |
| Article 4 | Protection of rights |
| Article 16 | Right to privacy |

Article 24	Right to the best possible health
Article 28	Right to an education

Roles and Responsibilities

The PSHE Leader will lead and oversee training of RSE to ensure the curriculum is understood and taught thoroughly. The PSHE Leader will attend relevant training, including the use of online materials provided by the PSHE Association for which a membership is purchased by the school and disseminate to all staff.

The PSHE Leader and teachers will work closely with parents to ensure that they are fully aware of what is being taught in school. As part of our whole school approach, teachers are responsible for sharing relevant materials that will be used in class with parents, to allow the opportunity for them to see and understand what their children will be learning in school, to ask questions and know how we will be delivering the topic. This is particularly significant for the Sex Education resources.

Equal Opportunities

We ensure that our RSE curriculum reflects the ethos and values of our school, with respect and appreciation for others at the core. It demonstrates and promotes positive relationships and families which include single parent families, LGBT parents and family members, those cared for by grandparents, adoptive parents, foster parents/carers amongst other structures and reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Staff are encouraged and empowered to challenge stereotypes, inequality, intolerance and discrimination based on religion, gender, sexual orientation, disability, culture and ethnicity. We develop spiritual, moral, social and cultural awareness, considering our local community and our wider-world citizenship, alongside the British Values. All teaching should be sensitive and age appropriate in approach and content. We need to meet the needs of all children, regardless of their developing sexuality, and we need to be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Curriculum and Teaching

We choose to teach the statutory content for primary schools as set out in the Government's Guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* in all year groups, but also teach Sex Education in Year 5 and 6 (in addition to the content of the Science National Curriculum).

For further detail on the specific content taught as part of our PSHE curriculum (including components of Sex Education) please visit the PSHE curriculum section of our website: <https://www.miltonmount.co.uk/page/?title=PSHE&pid=39>

After extensive research, we have chosen to incorporate a planning support toolkit, developed by The PSHE Association, into our curriculum. The Department for Education highly recommends their resources and the comprehensive *Programme Builders* covers all of the statutory requirements, as set out in their *Programme of Study for PSHE Education*. The *Programme of Study* sets out learning opportunities for each key stage, in three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'.

The *Programme Builders* for KS1 and KS2 is a long-term plan for all year groups with separate grids for each year group which set out learning objectives for each half term and links to high quality

resources to support each module. Developmental progression is built-in by revisiting themes year on year, building on and extending prior learning. The Question-Based Model we will be following is structured around an overarching question for each half term or term (keeping in line with our overall curriculum approach). These begin in KS1 as ‘What?’ and ‘Who?’ questions and build throughout KS2 into ‘Why?’ and ‘How?’ questions. Teaching is based on the age and needs of the children throughout the primary phased with suggested developmentally appropriate learning objectives given to respond to each key question.

With regards to EYFS, Personal, Social and Emotional Development is one of the prime areas within their curriculum. It supports children in learning how to get along with others, to make good choices with their friends; to understand and talk about the feelings of themselves and others; to learn about ‘right’ and ‘wrong’; and to develop independence. This is a crucial time when they develop skills that form the foundation for the teaching of PSHE as they progress into KS1 and KS2. By targeting the early learning goals (‘self-confidence and self-awareness’, ‘managing feelings and behaviour’ and ‘making friendships’), it ensures that all elements of Relationships Education are covered in EYFS.

RSE is delivered in many areas of the curriculum, most notably through Science, PSHE, circle times, assemblies and relevant topic-based learning sessions. It is usually delivered in mixed gender groups; however, there may be occasions when single gender groups are more appropriate and relevant. The content of teaching when the children are split would be the same for all.

As with our PSHE curriculum, teachers use a range of teaching styles, including activities such as discussion, role-play, games, investigations, circle-time, problem-solving activities and outdoor learning. Resources are continually reflected upon and updated where necessary to ensure a reflection of our school, community and wider world. Teachers encourage children to take part in a range of practical activities that promote active citizenship and plan in frequent opportunities for children to have their voice heard so that they can express their opinions and views. Children also have opportunities to meet and work with members of the local community, such as health workers, firefighters, police, and other such representatives, including those of different faiths and cultures.

Safe and Effective Practice

Keeping our children safe is of the utmost importance. We teach them about the ways in which to keep themselves safe, what to do if they encounter dangers and that they know how and where to seek help.

Child Protection/Confidentiality:

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Lead – in line with LA procedures for child protection.

Dealing with difficult questions:

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel is appropriate to answer in the classroom, provision would be made to meet the child’s needs.

Children with special educational needs:

Teaching and resources will be differentiated as appropriate to address the needs of individual children in order for them to have full access to the content of health and relationship education.

Visitors and External Agencies:

Occasionally, appropriate visitors and external agencies may be invited in to support the delivery of RSE. Where this happens, they will be required to:

- Share all materials that will be used prior to delivery;
- Become familiar with and understand the school's RSE policy;
- Be supervised/supported by a member of school staff at all times.

Right to Withdraw

There is no right for Parents/Carers to withdraw their child from Health or Relationships Education at primary level. The contents of these subjects, which include families, friendships and safety, including online safety, are important for all children. They do however maintain the right to withdraw their child from aspects of Sex Education, which are not part of either the statutory Health, Relationships or Science curriculum. These are generally contained within the "changing adolescent body" strand of the PSHE curriculum as set out in our progression document:

<https://www.miltonmount.co.uk/attachments/download.asp?file=199&type=pdf>

Parents/Carers are encouraged to meet with the class teacher, PSHE Lead and members of the Senior Leadership Team to discuss and share views. If the decision is made after this to withdraw, alternative work will be set.

Monitoring, Reporting and Evaluating

Monitoring is the responsibility of the PSHE Lead, Senior Leadership Team and the governors.

Teachers are responsible for delivering RSE and evaluating the appropriateness and effectiveness of taught content, raising issues with the PSHE Lead as appropriate

We are committed to working in partnership with all stakeholders of our school. This policy has been through consultation with parents/carers, pupils, staff and governors. It is available on the school website.

Appendices

Appendix 1

RSE Statutory Guidance

'Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance' (2021)

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

Appendix 2

PSHE Association Programme of Study

<https://pshe-association.org.uk/resource/programme-of-study-ks1-5>