INSPIRE
PARTNERSHIP

# Relationship and Sex Education (RSE) Policy



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# 1.0 Introduction and Aims

1.0 Introduction and Aims

This policy outlines Inspire Partnership Multi-Academy Trust's approach to Relationships Education, Sex Education, and Health Education (RSHE) across all its primary schools. It adheres to statutory guidance issued by the Department for Education (DfE) under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996, implemented via the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, as updated by the DfE statutory guidance.

Our Aims:

- To provide a safe, inclusive, and supportive environment where pupils learn about relationships, health, and their bodies in an age-appropriate and sensitive manner.
- To comply with the Equality Act 2010, fostering respect for diversity and all protected characteristics.
- To equip pupils with skills to form healthy, respectful relationships and recognize personal boundaries and consent.

# 2.0 Statutory Requirements

As a primary school trust, we are required to teach **Relationships Education** and **Health Education** to all pupils. We are *not* required to teach Sex Education, but we do choose to teach age-appropriate content related to human reproduction as part of our broader RSE curriculum, as outlined below.

### 2.1 Relationships Education (Statutory)

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. This includes:

- **Families and people who care for me:** Recognising different family structures, roles, and responsibilities.
- **Caring friendships:** Characteristics of a good friend, how to make and maintain friendships.

- **Respectful relationships:** Understanding and demonstrating respect for others, including those with different beliefs or backgrounds.
- **Online relationships:** Staying safe online, responsible use of technology, understanding online risks.
- **Being safe:** Recognising and reporting unsafe situations, understanding personal boundaries and consent, knowing who to go to for help.

### 2.2 Health Education (Statutory)

Health Education covers physical health and mental well-being. This includes:

- **Mental wellbeing:** Recognising and managing emotions, understanding mental health, seeking help.
- **Physical health and fitness:** Importance of exercise, healthy eating, sleep.
- **Healthy eating:** Balanced diet, understanding food groups.
- **Drugs, alcohol and tobacco:** Understanding risks and effects.
- **Health and prevention:** Personal hygiene, handwashing, basic first aid.
- **Basic first aid:** Simple procedures for common injuries.
- **Changing adolescent body:** Understanding puberty and the associated physical and emotional changes (taught towards the end of primary, typically Year 5/6).

### 2.3 Sex Education (Non-Statutory)

Maintained primary schools and academies are not required to teach Sex Education beyond the statutory requirements of the National Curriculum for Science. However, the Trust chooses to deliver a tailored, age-appropriate Sex Education module in Key Stage 2 (focusing on human conception and reproduction) to ensure pupils are prepared for adolescence. This is distinct from statutory National Curriculum Science (which covers biological life cycles, naming body parts, and basic reproduction).

## 3.0 Curriculum Content and Progression

Our RSE curriculum is integrated into various subjects, primarily PSHE (Personal, Social, Health and Economic Education) and Science, ensuring a progressive and spiral approach. Key themes are revisited and built upon year after year, deepening understanding as pupils mature.

**Key Stage 1 (Years 1 & 2):**

- **Relationships:** Families, friendships, respecting differences, being kind, understanding feelings, simple rules for online safety.
- **Health:** Personal hygiene, healthy eating, exercise, sleep, basic first aid, naming external body parts.
- **Sex Education:** Differences between male and female bodies (biological).

**Key Stage 2 (Years 3 - 6):**

- **Relationships:** Complex friendships, managing conflict, respectful relationships, online safety (cyberbullying, privacy), understanding consent in different contexts, recognising and reporting abuse (e.g., 'PANTS' rule).
- **Health:** Mental wellbeing strategies, body image, healthy lifestyle choices, understanding the impact of drugs/alcohol/tobacco, advanced first aid.
- **Sex Education (typically Year 5/6):** Puberty (physical and emotional changes for boys and girls), menstruation, conception, pregnancy, and birth (basic biological facts).

## 4.0 Teaching and Learning Approaches

RSE is taught using a variety of age-appropriate methods, including:

- **Discussion and circle time:** Creating a safe space for open dialogue.
- **Storytelling and role-play:** Exploring scenarios and emotions.
- **Dedicated lessons:** Within PSHE and Science.
- **Guest speakers:** Where appropriate and carefully vetted ie school nurse.
- **Use of high-quality resources:** Books, videos, and interactive materials.
- **Emphasis on correct terminology:** Using accurate anatomical terms.
- **Responding to questions:** Teachers will answer questions honestly and sensitively, at an age-appropriate level. If a question is deemed inappropriate for the group, it will be addressed individually with the child and, if necessary, their parents.

All staff involved in teaching RSE receive appropriate training and support to ensure they are confident and competent in delivering the curriculum.

## 5.0 Right to Withdraw

Parents have the statutory right to request that their child be withdrawn from some or all of the non-statutory Sex Education delivered as part of the RSHE curriculum.

No Right of Withdrawal: Parents cannot withdraw their child from:

- Any aspect of statutory Relationships Education or Health Education.
- Statutory National Curriculum Science (e.g., biological terms, main external body parts, human life cycle, reproduction in plants/animals).
- Process for Withdrawal: Parents wishing to withdraw their child from non-statutory Sex Education lessons (human conception and birth) must submit a request in writing to the Headteacher. The Headteacher will offer a meeting to discuss the request and explain the educational context. If the request is maintained, the school will grant the request and ensure alternative, supervised provision is made during those specific lessons.

## 6.0 Parental Engagement and Material Transparency

The Trust recognises the primary role of parents in educating their children about relationships and health. We are committed to complete transparency:

- This policy and an overview of the RSHE scheme of work for each year group are available on school websites.
- Parents are invited to view representative teaching materials and resources prior to Key Stage 2 puberty and reproduction units being taught.
- In accordance with DfE guidance, parents have the right to request access to inspect any teaching materials used. Copyright restrictions held by external resource vendors do not prevent parents from viewing resources on school premises or via secure parent access portals.

## 7.0 Safeguarding and Child Protection

The RSE curriculum is delivered in a way that supports the Trust's safeguarding duties. Pupils are taught about:

- Recognising unsafe situations and inappropriate touching.
- One Life Curriculum
- Understanding the importance of consent and personal boundaries.

- Knowing who to talk to if they feel unsafe or worried (e.g., trusted adults, Childline).
- The 'PANTS' rule (from the NSPCC) is used to reinforce key messages about personal safety. More information on the 'PANTS' rule can be found here: https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-rule/

Any disclosures made during RSE lessons will be handled in accordance with the individual school's Child Protection and Safeguarding Policy and the Trust's overarching safeguarding procedures.

## 8.0 Roles and Responsibilities

- **Trust Board/Governing Body:** Responsible for approving the RSE policy and ensuring it meets statutory requirements across the Trust.
- **Headteacher (of each school within the Trust):** Responsible for the overall implementation of the policy within their school, ensuring staff are trained, and managing parental queries.
- **RSE Lead (at each school):** Responsible for curriculum planning, resource selection, monitoring teaching quality, and supporting staff within their school.
- **Teachers:** Responsible for delivering RSE lessons sensitively and appropriately, fostering a safe learning environment, and responding to pupils' questions.
- **Parents:** Responsible for supporting their child's learning at home and communicating any concerns with their child's school within the Trust.
- **Pupils:** Expected to engage respectfully in RSE lessons and ask questions when they need clarification.

## 9.0 Monitoring and Review

This policy will be reviewed annually at Trust level alongside Headteachers, and formally by the Trust Board/Governing Body every **three years**, or sooner if there are changes to statutory guidance. The review will consider:

- Feedback from pupils, parents, and staff across the Trust.
- Effectiveness of teaching and learning.
- Pupil progress and understanding.
- Any relevant safeguarding concerns.

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