# Livingstone Primary and Nursery School
# RSE Policy

| Relationships and Sex Education Policy (RSE) | |
|---|---|
| Version number | 3 |
| Written by | G Phelan / Rob Madle |
| Ratified by | Welfare Committee |
| Review cycle | Annual |
| Last review | Spring 2026 |
| Next review | Spring 2027 |

# Livingstone Primary and Nursery School
# RSE Policy

## Contents


1. School Background Information....3
2. Key contacts....3
3. Links to other School Policies....3
4. Compliance with Statutory Requirements....3
5. Purpose of Policy....4
6. Aims of Policy....4
7. Definitions for Relationship Education and Health Education....5
8. Organisation of PSHE....5
9. Content of PSHE Curriculum....6
10. Statutory content:....6
11. Approaches for Delivering Effective PSHE....7
12. Specific Issues Related to Sex Education....8
13. An Inclusive Approach through a Moral and Values Framework....9
14. Assessing PSHE and Monitoring the Programme....9
15. Training Staff to Deliver RSE....10
16. Disseminating and Monitoring the RSE Policy....10

**Appendix 1**....11

# Livingstone Primary and Nursery School
# RSE Policy

## 1. School Background Information

Livingstone Primary and Nursery School is a one form entry community school with a capacity of 210 pupils and spaces for 52 part-time/26 full-time places in the Nursery. The school is distinctive in the authority since we have a Resourced Provision for 14 pupils (Reception to Year 6) and Assessment Nursery Provision for 12 part-time places, specifically for Autistic Spectrum Condition (ASC) pupils.

## 2. Key contacts

2.1 Safeguarding Lead: - Diane Burgess Designated Safeguarding Lead (DSL)

2.2 DSL Deputies - Giovanna Phelan HT/ Rob Madle DH

2.2 Personal Social Health Education (PSHE) Lead: Charlotte Speed

2.3 Lead Governor: Jo Chadwick

## 3. Links to other School Policies

This policy should be read in conjunction with the following school policies:

3.1 Child Protection and Safeguarding Policy

3.2 Behaviour, Suspension and Exclusions Policy

3.3 Anti-Bullying Policy

3.4 Online Safety Policy

3.5 Equalities Policy

3.6 SEND (Special Educational Needs or Disability) Policy

3.7 PSHE Guidelines

## 4. Compliance with Statutory Requirements

Guidance from the Department for Education (DfE) under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

4.1 **Relationships Education** will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools

4.2 **Health Education** will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

4.3 In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils.

As a school we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. Please refer to Section 12 below for details. As such we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE).

## 5. Purpose of Policy

This policy further sets out:

- Our approach to integrating statutory Relationships Education and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE, including Relationships Education, Health Education and Living in the Wider World
- Our definitions for Relationships Education and Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum
- Information for parents and carers about what is taught and when in PSHE.
- Guidance for monitoring and evaluating PSHE, including arrangements for guidelines review

## 6. Aims of Policy

This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE curriculum, through our three strands of Relationships Education, Health Education and Living in the Wider World, is essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society

- successful learners who enjoy overall learning, making progress and achieving success

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- gain accurate knowledge and understanding about sexuality and relationships
- develop personal responsibility for one's actions
- know where to get confidential advice and support

## 7. Definitions for Relationship Education and Health Education

7.1 **Relationships Education:**
Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.

7.2 **Health Education:**
Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.

## 8. Organisation of PSHE

8.1 PSHE is timetabled weekly and themes are covered in regular assemblies and circle time

8.2 Staff involved e.g. the course will be delivered predominantly by the Class Teacher, but there are times during the programme when learning is complemented by other staff or by external visiting speakers or others.

8.3 Where taught: Dedicated PSHE lessons/ Subject specific e.g. Science and RE/ Assemblies/Special weeks e.g. Anti-Bullying Weeks

## 9. Content of PSHE Curriculum

We deliver our comprehensive PSHE curriculum under the 3 areas:

- Relationships Education
- Health Education
- Living in the Wider World

See our website for our PSHE Education Curriculum Overviews and Guidelines

## 10. Statutory content:

**Relationships Education (KS1 & KS2: age 5-11 years)**

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

**Science Curriculum (contributes to Sex Education within RSE)**

**Key Stage 1 (age 5-7 years)**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**Key Stage 2 (age 7-11 years)**

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

**Health Education (KS1 & KS2: age 5-11 years)**

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness

- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

**Living in the Wider World (KS1 & KS2: age 5-11 years)**

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

## 11. Approaches for Delivering Effective PSHE

### 11.1 Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real-life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, sensitive issues.

### 11.2 Confidentiality

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection and Safeguarding policy to ensure that they are clear about what is required in such circumstances.

Staff will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

### 11.3 A Range of Learning Approaches

Active and interactive engagement is most effective in PSHE. In every section of the course a variety of teaching and learning styles are used.

### 11.4 Relevant resources

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

### 11.5 Use of External Organisations

We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and

different ways of engaging with our young people.

11.6 **Responding to Pupils' Questions**

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

11.7 **Meeting the needs of SEND Pupils**

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing Continuing Professional Development (CPD) for teachers.

There are times that KS2 RSE will be adapted to the needs and developmental understanding of our learners.

## 12. Specific Issues Related to Sex Education

### 12.1 DfE Sex Education Recommendation

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. At the parent/carer meeting for Year 6 we will make clear which lessons sit within sex education and outline parent/carer right to withdraw their child from these specific additional lessons, as outlined below.

### 12.2 Engaging Parents/Carers and the Right to Withdraw from Sex Education

Parents/carers have access to RSE Policy on our website. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our Equalities Policy. We keep parents/carers informed about content of the sex education programme and they are invited to meetings at school in the summer term to view resources and address any questions or issues they have in relation to the content of these lessons.

**From September 2020 parents/carers have the right to withdraw their child from Sex Education, but <u>not the right to withdraw their child from any lessons that are in the statutory Relationships, Health Education,</u>**

**Living in the Wider World and Science Curriculum**. In accordance with this, it is made clear to parents/carers of Year 6 children that they can withdraw their children from sex education lessons we deliver in Year 6.

If a parent/carer wishes to withdraw their child from Sex Education lessons we ask that they discuss it with the Head Teacher and then complete a 'Request for Withdrawal from Sex Education Lessons' form, Appendix 1 of this policy, and send this to the Head Teacher. Alternative work will be given to pupils who are withdrawn from sex education.

### 12.3 Answering Pupils' Sex Education Questions

As part of their learning, children may ask questions related to sex education, both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

## 13. An Inclusive Approach through a Moral and Values Framework

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and Equal Policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law

## 14. Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the RSE policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved
- Supporting staff to assess pupils' progress, in line with the school's assessment procedures
- The programme will be assessed through pupil voice (the development of their personal skills and the knowledge and understanding they have gained). The views of pupils, staff and parents/carers will be sought and taken into account as the programme develops and changes.

- Recommending targets for whole School Improvement Plan (SIP)

## 15. Training Staff to Deliver RSE

It is important that staff delivering RSE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses.

## 16. Disseminating and Monitoring the RSE Policy

A full copy of this policy will be published on the school website and made freely available to parents/carers on request. Copies will also be supplied to other professionals whose work relates to RSE and Health Education, or who may be involved in its delivery.

*This Policy should be read in conjunction with:*

- *Keeping Children Safe in Education (statutory guidance) (2026)*
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance) (2021)*

**Appendix 1**

**Parent/carer Request for Withdrawal from Sex Education Lessons**

| TO BE COMPLETED BY PARENTS/CARERS | | | |
|---|---|---|---|
| Name of child | | Class | |
| Name of parent/carer | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent/carer signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents /carers | *Include notes from discussions with parents/carers and agreed actions taken.*<br>*For example, Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom* |
| | |