

# Lingfield Primary School

## RSE Policy



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| Policy prepared by (name and delegation) | Nicola Padgett                                        |
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# *Lingfield Primary School*

## *Relationships and Sex Education Policy & Guidance*

### **1.**

This policy was developed in response to:

- Keeping Children Safe in Education (KCSIE) 2026
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
- Equality Act 2010
- Children and Social Work Act 2017
- Sexual Offences Act 2003
- Ofsted School Inspection Handbook
- Working Together to Safeguard Children
- Prevent Duty Guidance

It has been developed initially by the Headteacher.

### **2. The Consultation Process has involved:**

This policy has been developed through consultation with:

- Review of RSE curriculum content with staff and governors
- Consultation, of the curriculum has taken place in Autumn term 2026 with parents
- Consultation, agreement and implementation with, of policy by school governors, staff, and parents/carers during the Autumn Term of 2026 and then reviewed annually.

### **3. What Is the Purpose and Vision for Relationship Education? What is Sex Education at Primary School?**

Relationships Education is lifelong learning 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. It is a key part of our Personal, Social, Citizenship and Health Education (PSCHE) and Social, Moral, Social and Cultural (SMSC) provision, and is an important aspect of preparing our children for life in Modern Britain.

Sex education at primary school is about ensuring that children are adequately prepared for learning at secondary school – and for the information which they are receiving through the media, online and ‘everyday life’ – delivered in an age appropriate manner. Specifically, at primary school, the key areas discussed with children, which go above the KS2 science programme of study are:

- What is ‘Sex’ and ‘Sexual Intercourse’?
- How does the sperm reach the egg?
- How do families with same-sex parents make a baby? (Brief)

- Does conception always happen or can it be prevented? \*

\*Importantly, each class of children will be reviewed for maturity and some of the learning opportunities will be based on children's questions. Detailing specific learning intentions allows teachers licence to answer these questions should they arise.

A cornerstone of this provision is that it takes place within a safe learning environment and within a 'spiralling curriculum' – so children can revisit concepts and topics several times, going deeper each time, across their time at primary school.

RSHE supports our school values and contributes significantly to pupils' spiritual, moral, social and cultural development

#### **4. Principles and Values**

In addition, we believe 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 pupils in our care.
- encourage every pupil to contribute to the school community that 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, e.g. children living with step families; those living with same sex parents, children looked, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are aware of different values and opinions to sexual orientation, relationships and diversity. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

All safeguarding concerns arising from RSHE lessons will be managed in accordance with the school's Child Protection and Safeguarding Policy.

**We see Relationships, Sex and Health Education as having three main elements:**

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

- managing emotions within relationships confidently and sensitively.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.

- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices.
- valuing family life, stable and loving relationships, and marriage.
- learning about the nurture of children.
- demonstrating the values of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.

### **Knowledge and Understanding**

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

**Content to be covered by the end of primary school which became mandatory in September 2026, as directed by DFE.**

### **Families and people who care for me Curriculum content:**

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships Curriculum content:**

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

**Respectful, kind relationships Curriculum content:**

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

**Online safety and awareness Curriculum content:**

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

**Being Safe Curriculum content:**

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

**General wellbeing Curriculum content:**

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. 10. That it is common to experience mental health problems, and early support can help.

**Wellbeing online Curriculum content:**

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

**Physical health and fitness Curriculum content:**

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

**Healthy eating Curriculum content:**

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.

4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

**Drugs, alcohol, tobacco and vaping Curriculum content:**

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

**Health protection and prevention Curriculum content:**

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

**Personal safety Curriculum content:**

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

**Basic first aid Curriculum content:**

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

**Developing bodies Curriculum content:**

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering

this topic before girls' periods start will help them understand what to expect and avoid distress.

## **5. Aims**

The aim of RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions.

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

- feel confident to ask questions, seek answers and be interested in themselves
- 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 personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## **6. Organisation and Content of Relationships, Sex and Health Education**

*Lingfield Primary School* specifically delivers Relationships, Sex and Health Education through its PSHCE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the Relationships, Sex and Health Education takes place within PSHCE lessons. Teachers generally deliver the PSHCE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The school PSHCE Programme and Science National Curriculum are taught in every year group from year Reception onwards.

Any RSE lesson may consider questions or issues that some pupils 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 pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Pupils are always provided with an opportunity to ask questions anonymously, should the content be more challenging, e.g. puberty or reproduction.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme. The School Nurse may also be involved in the delivery of some sessions – in an ‘Ask the Expert’ capacity.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

For specific content of each year group, please see the accompanying document ‘PSHE Curriculum’ and see our school website, where our curriculum is shared.

## **7. Inclusion**

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Executive Headteacher. Before lessons which some groups may want to discuss, the content is highlighted in parental newsletters to allow for an opportunity of discussion and clarification.

### *Pupils with Special Needs*

SEND learners may become some of the most vulnerable adults in society. We will give special consideration to ensuring that pertinent topics such as grooming, consent and bullying are covered and re-visited as much as possible, in order to prepare them as effectively as possible for the world outside of primary school. We will ensure that all pupils receive Relationships, Sex and Health Education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Children with significant SEND needs are expected to understand the concepts of RSE at a ‘stage appropriate’ level and will be supported by specialist staff and families when appropriate. Some content may be prioritised over others for some individuals. Where a child may find a particular concept challenging, we seek to consult with specific SEND PSHE curriculum documentation below to look at how we can adapt the curriculum even further.

<https://pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key>

### *Sexual Identity, Gender Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate questions and offer support. We aim to deliver a fully inclusive curriculum, underpinned by an understanding of healthy relationships – no matter who that relationship is with. Pupils, whatever their developing sexuality, need to feel that Relationships, Sex and Health Education is relevant to them. Such issues often occur outside of PSHCE lesson time, e.g. from texts children are reading or TV they may discuss. Teachers are aware that ‘incidental’ teaching is key in all aspects of RSE.

## **8. Right of Withdrawal of Pupils from Relationships, Sex and Health Education**

Parents cannot withdraw children from general PSHE lessons or those focussing upon relationships education. This is detailed in the DFE publication ‘Relationships Education, Relationships and Sex

Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers’.

Some parents, however, prefer to take the responsibility for the sex education aspects of education. They have the right to withdraw their children from all or part of the sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Headteacher at the earliest opportunity as upcoming sensitive lessons are always included in class newsletters to allow for discussion time. Parents and carers are welcome to review any RSE resources the school uses.

## **9. Confidentiality and Safeguarding**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Children are not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving children should always be discussed with the nominated child protection lead.

The curriculum is underpinned with key safeguarding elements throughout – teaching children about privacy, rights and responsibilities in relation to themselves and others.

## **10. Monitoring and Evaluation of Relationships, Sex and Health Education**

It is the responsibility of the Headteacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE programme will be treated as a subject and will be involved in monitoring and evaluation exercises led by the Leadership Team and subject coordinator.

The local governing body is responsible for approving, overseeing, reviewing and organising the revision of the Relationships, Sex and Health Education policy and curriculum. The policy review is built in to the annual cycle of key policies which must be revisited by the Governing Body each year as part of this process.

The local governing body will make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Ofsted is required to evaluate and report on personal, spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's Relationships, Sex and Health Education policy, curriculum and on support and staff development, CPD and delivery.

**DFE Policy Requirements:** all included within this policy.

Date Policy Rewritten in line with new school curriculum: Update DFE statutory Guidance July 2025

Review Date: Autumn 2027 (in-line with KCSIE updates)

Signed: N.Padgett      Autumn 2025, updated 2026