

Nawton and Rosedale Abbey CP School Federation

Relationships and Sex Education Policy

Updated: September 2026

Academic year	Subject Leader	Headteacher	Chair of Governors
2020-2021	Emma Osborne	Nichola Oxtoby	Ruth Smith
2021-2022	Emma Wilson (previously Osborne)	Nichola Oxtoby	Ruth Smith
2022-2023	Emma Wilson	Nichola Oxtoby	Ruth Smith
2023-2024	Emma Wilson	Nichola Oxtoby	Sally Clifford
2024- 2025	Emma Wilson	Nichola Oxtoby	Sally Clifford
2025 - 2026	Emma Wilson	Nichola Oxtoby	Sally Clifford
2026 - 2027	Emma Wilson	Nichola Oxtoby	Sally Clifford

RSE consultation with parents

Academic year	Concerns expressed by parents
September 2020-2021 Via email	One concern from Nawton CP school. PSHE leader resolved all concerns.
September 2022 Via dojo	No concerns were reported.
September 2023 Via dojo	One concern from Nawton CP. PSHE leader resolved all concerns. January 2024- Meeting with a parent over concerns. See notes from the meeting and actions taken.
Summer 2024	Claire Barrowman lead an information session about PSHE and RSE for all parents.
September 2024	No concerns reported
January 2026	No concerns reported

Policy Review dates:

Review Date	Changes made	By whom	Date Shared with staff
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September 2022	Highlighted	Emma Wilson	September 2022
September 2023	None made		September 2023
September 2024	Highlighted	Emma Wilson	September 2024
September 2025	None made Review to be completed Jan 2026 following training on the changes to the RSE Curriculum (Statutory September 2026)	Emma Wilson	September 2025
December 2025	Highlighted	Emma Wilson	January 2026
September 2026	Highlighted	Emma Wilson	

Dates of Staff Training and details of course title and training provider

Whole School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Headteacher
Nawton CP School	Miss N Oxtoby	Mrs C Owuor	Miss N Oxtoby
Rosedale Abbey CP School	Miss N Oxtoby	Mrs C Owuor	Miss N Oxtoby

Aims of RSE at Nawton and Rosedale Abbey CP

The aims of relationships and sex education (RSE) at Nawton and Rosedale Abbey CP School are to:

- Provide a framework in which sensitive discussions can take place so that pupils have confidence to ask questions
- To ensure that misconceptions are addressed so that pupils know more, remember more and understand more about RSE.
- Prepare pupils for how their bodies will change through the different phases of life, including puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- To encourage and assist in establishing healthy relationships.
- Create a positive culture around issues of sexuality and relationships.

- Teach pupils the correct vocabulary to describe themselves and male and female body parts.
- To equip children with the knowledge and skills to assist them to stay safe on and offline, as well as understanding what consent is and when it is required.

Nawton and Rosedale Federation have a commitment to promoting the personal and social development, health and wellbeing of its pupils. This is evident in the school ethos and culture. SPIRIT Values and is reflected in its policies and in the breadth of the curriculum. Because of the personal and social nature of the topics covered in RSE, values and attitudes are a central part of the learning and moral development. Therefore, the whole school ethos and values (SPIRIT) support a safe learning environment for RSE.

Policy development

This policy has been developed in consultation with staff, pupils and parents.

The consultation and policy development process involved the following steps:

1. Review – All relevant information including relevant national and local guidance was collated and used to form the policy.
2. Staff consultation – All school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – 2024 *Parent Consultation*-Parents and any stakeholders were sent the policies, scheme of work and the class teachers shared knowledge organisers for each term. The subject leader welcomed all comments by the parents and up any queries that were raised.
4. Pupil consultation – Through pupil focus groups and classroom discussions we monitor the curriculum to ensure it is meeting the needs of the pupils.
5. Ratification – Once amendments were made, the policy was shared with governors and ratified.

Government and Ofsted documentation

Relationships and Sex Education and Health Education 2025 became statutory for all schools in September 2025. However, schools have been given until September 2026 to ensure that their school has altered and incorporated the changes in the curriculum that has been statutory since September 2020. Nawton and Rosedale Abbey CP were prepared in were prepared from January 2026, therefore, we commenced with the alterations in the curriculum from this date.

This policy takes full account of the school's legal obligations, NYCC guidance on developing a relationship and sex education policy and the DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025).

Sex education is not compulsory in primary schools but the content in the Governments new guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas. It is for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. The DfE do recommend that all primary schools should have a sex education programme tailored to the

age and physical and emotional maturity of the pupils. Therefore, at Nawton and Rosedale Abbey Federation Schools we have decided that in Year 6 the children are taught about the conception of a baby, but nothing beyond this. If a cohort of children appear to be very mature and knowledgeable in this area, it will be for the class teacher, headteacher and PSHE lead to discuss how to extend the content of sex education to meet these children's needs.

What values underpin the school's RSE policy, aims, objectives and outcome for RSE

The school's commitment to promoting the personal and social development, health and wellbeing of its pupils is evident in the school ethos, values (SPIRIT) and culture. It is reflected in policies and in the breadth of the curriculum. Because of the personal and social nature of the topics covered in RSE, values and attitudes are a central part of the learning and moral development. The whole school ethos and values support a safe learning environment for RSE.

"A school's curriculum should be in line with the needs of pupils. Effective, high quality teaching will break down core knowledge and skills into manageable and well sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations" Keeping Children Safe in Education: "planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum"

Relationship and Sex Education (RSE)

The Department of Education (2025) explain that "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." Nawton and Rosedale Abbey Federation Schools fully support this vision through the RSE scheme of work.

Nawton and Rosedale Abbey Federation Schools define sex education as the education about the act of human sexual intercourse. It is statutory for children to be taught about puberty and this will be done gradually and at an appropriate level and rate through the years. Years 4, 5 and 6 will learn about puberty.

Relationship and Sex Education forms an integral and important part of the PSHE curriculum. School adheres to the National Curriculum recommendations for teaching RSE (2025). At Nawton and Rosedale CP School, we have decided that in Year 6 the children will be taught about the conception of a baby, but they do not need to know the physical act that allows this to come about. If a cohort of children appear to be very mature and knowledgeable in this area, it will be for the class teacher, headteacher and PSHE lead to discuss how to extend the content of sex education to meet these children's needs. Please see the schools RSE Policy and relating Scheme of Work for further information.

If Nawton and Rosedale Abbey Schools felt that the teaching of sex education was needed, then parents would have the right to remove their children from these lessons. Please see Right to Withdraw later in this document.

The school's approach to RSE consists of:

1. RSE being an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages.
2. PSHE lessons will be taught for 40 minutes a week in a discrete manner, RSE lessons being a part of these sessions. Staff are regularly updated and trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate).
3. Nawton and Rosedale Abbey Federation Schools wish to work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.
4. Lessons are delivered so that pupils feel safe. This will be done by discussing ground rules at the start of each PSHE lesson. These ground rules will be followed throughout the lessons. If a pupil does not abide by the ground rules, they will be reminded of these rules. Constant dismissal of these rules will be dealt with through the Schools' behaviour policy/ strategies. **As part of these ground rules, no names should be mentioned when discussing subjects, instead distancing techniques should be used (see below).**
5. In our schools we see the importance of using scenarios to allow children to think through situations they might find themselves in and how they could deal with them. They are also able to take on advice from peers and teachers. This type of activity allows the children to know how to make informed and ethical decisions about their wellbeing, health and relationships in and out of school.
6. Lessons will also encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
7. Information taught in RSE lessons is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
8. Staff will promote positive relationships, but will also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online.
9. There will be a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
10. Teachers give pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
11. At the appropriate age/ stage children will learn about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
12. Nawton and Rosedale Abbey CP Schools foster equality and challenges all forms of discrimination in RSE lessons and in every-day school life. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils will understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation

13. The federation will meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities (See pupils with SEND).

Delivery of RSE and the Curriculum

Nawton and Rosedale Abbey Federation Schools believe that a successful Relationships Education, RSE and Health Education programme should be firmly embedded within the school's framework for PSHE, National Curriculum for Science and other supporting curriculum areas:

- The RSE curriculum is delivered e.g. through Science, PSHE lessons, ICT, RE, cross-curricular etc.
- Class teachers are to deliver the RSE programme and will be regularly be updated as to changes and trained in these areas.
- Explain the range of resources and teaching methods used and the methodology for selecting the resources
- State how effective provision is ensured for all learners (including SEND, ethnicity, faith, sexual orientation and gender)

The topic areas to be covered are as follows;

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being Safe

Relationships Education is compulsory in all primary schools but sex education is not compulsory for primary school children to be taught. It has been decided that at Nawton and Rosedale Abbey Federation Schools that the children in Year 6 will be taught about the conception of a baby.

Health Education

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety

- Basic first aid
- Developing bodies

Nawton and Rosedale Abbey Federation Schools provide a progressive curriculum for PSHE and inclusive in this RSE, that recaps and builds on previous knowledge.

Relationships Education, Relationships and Sex Education (RSE) and Health Education Resources

Nawton and Rosedale Abbey Federation Schools take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. These steps include inviting parents to view their child's year group scheme of work on Class Dojo. Parents are always encouraged to discuss any concerns with the PSHE lead and a member of the SLT. Parents are also consulted when the schools are developing and reviewing their RSE policies. From April 2026 Nawton and Rosedale Abbey Federation Schools will show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class. **Class teachers will share the overview of the objectives that are going to be covered that half term, the knowledge organisers and two resources that they plan to use that half term.** Parents are able to view all curriculum materials used to teach RSHE on request. Parents are not able to veto curriculum content, but schools must consult with parents when developing their RSHE policy and it is right that they are able to see what their children are being taught, especially in relation to sensitive topics, and schools should respond positively to requests from parents to see material.

When Nawton and Rosedale Federation Schools share samples of the resources that are used in RSE, they will acknowledge the provider's authorship. They will include a statement, that parents agree to as a condition of access, that the content should not be copied or shared further. If parents are unable to view materials via dojo, schools will provide copies of materials to parents to take home, providing parents agree to a similar statement that they will not copy the content or share it further except as authorised under copyright law.

Assessing, monitoring, evaluating and reviewing RSE

RSE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects.

Assessment and Evidence of RSE learning

Nursery and Reception

- Regular observations and assessments of learning are recorded and contribute to the end of term assessments, that are completed on Insight, the end of nursery each child's year, as well as the end of EYFS using the Early Years Outcomes. As with the rest of the school, any class work that is done based on PSHE will be documented in a "big book".

Year 1- Year 6

- At Nawton and Rosedale CP School, there is an expectation that each teacher is assessing the children all the time, be this be notes on their planning, quotes of what children say that are placed in the class discussion books or written work. The

teachers will be required every term to complete the assessment grids on insight, which includes the outcomes that have been covered that term, for each child in their class based on the evidence they have collected. These statements should be placed in Insight during the summer term. At the current time the teacher needs to assess if the child is working towards age related expectations, working at the expected standard or working at greater depth. The PSHE lead then analyses the data and creates next steps for this area of the curriculum.

- Each PSHE lesson that is taught needs to be evidenced in some way. It is suggested by the PSHE lead that each class (nursery- Year 6) keep a record of these lessons and outcomes. EYFS children share a 'floor book' which includes samples of key learning the children have done, conversations that have taken place or photographs of any practical work. Evidence of children using PSHE in the provision is documented in the children's individual learning journeys. From Year 1 to Year 6 all children have a PSHE book that includes a record of their learning and outcomes that they have achieved. It is expected that there is a piece of work, a record of a discussion or photographs of a practical activity every week. A teacher can have a separate large book to document class discussions. This will ensure evidence to be used to assess all pupils.
- Children from Year 1 onwards should take part in a baseline task which the teacher feels assesses knowledge and understanding of the unit to be covered, and then complete the same task at the end of the series of lessons to show progress and areas that still need developing.
- The children in Year 6 and 2 took part in the Growing up in North Yorkshire survey in summer 2022. This survey will support the monitoring and evaluation of the RSE provision and to identify any emerging issues for pupils. The Year 6 and 2 children will complete the Growing up in North Yorkshire survey in 2026.

Monitoring and Evaluation

The RSE programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and staff are used to make changes and improvements to the programme on an ongoing basis.

- To review and plan the content and delivery of the programme of study for RSE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

Inclusion

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

The needs of boys as well as girls. Girls tend to have greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying

Ethnic and cultural diversity. Different ethnic and cultural groups may have different attitudes 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 and cultural groups.

Varying home backgrounds. We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality. Some of our pupils will go on to define themselves as Lesbian, gay, or bi-sexual (LGB). Students may also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

Social Transition and Gender-Questioning Children. We recognise that some children may question their gender or request changes relating to their social presentation, including the use of a different name, pronouns, clothing, appearance, or participation arrangements. The welfare, safety, dignity and best interests of the child will always be central to any decision-making process. All pupils will be treated with dignity and respect, and any form of bullying, including transphobic or prejudice-based bullying, will be addressed promptly and robustly through the school's behaviour and anti-bullying procedures.

Special educational needs.

Nawton and Rosedale Abbey CP's RSE and Health Education is accessible for all pupils. This is particularly considered by teachers when planning teaching for pupils with special educational needs. Nawton and Rosedale Abbey CP Schools deliver high quality teaching that is differentiated and personalised to ensure accessibility. The children who have provision maps, or a SEN support plan, may have strategies and resources that need to be used to make the PSHE lessons, that are being taught, accessible. Teachers will provide reasonable adjustments through tasks and level of challenge provided. It is suggested that the teacher decide at what level the pupils are working at and build upon that, so that their RSE knowledge and development does not have "any gaps" and is appropriate for them. Our schools are mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Teachers take into consideration each child who has SEND might require their RSE being taught in a different way, additional sessions being planned and taught, sessions being taught on a 1:1 basis, at a different level to their peers or the need for more sessions to cement the information taught.

Children who have SEN needs that mean that the understanding of the age-related content is not appropriate or at the correct level to access, will be given access to the 'The PSHE Education Planning Framework for Pupils with SEND'. The assessment and content covered will be documented on this working document and passed from class teacher to class teacher so that the child is gaining an appropriate and progressive PSHE curriculum.

In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

Advice can be sought from the school's SENCO where applicable.

Other adjustments that can be made in PSHE for pupils with SEN can include;

- It is suggested that some children who have special educational needs may need additional sessions/ support so that they acquire the appropriate education.
- In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.
- Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.
- **Pupils who use alternative methods of communication.** Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access. (For example Writing with Symbols computer programme includes 'private' body parts).
- **Pupils with profound and multiple learning difficulties** are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.
- **Pupils with autism** will require individual teaching to meet their specific needs. RSE may be included in a TEACHH programme and Picture Exchange Communication Systems (PECS) is suitable for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

Advice can be sought from the school's SENCO where applicable.

Right to Withdraw

Parents cannot withdraw from Relationships or Health education (which includes the puberty learning outcomes) from September 2020. Parents have no right to withdraw from aspects of the National Curriculum for Science. Maintained schools must follow the national curriculum. There is no change here from the previous situation.

The only part of the RSE curriculum that a child can be withdrawn from is that identified as sex education by Nawton and Rosedale Abbey CP Schools. Nawton and Rosedale CP Schools define sex education is the act of human sexual intercourse.

Relationship and Sex Education forms an integral and important part of the PSHE curriculum. School adheres to the National Curriculum recommendations for teaching RSE (2025). At Nawton and Rosedale CP School, we have decided that in Year 6 the children will be taught about the conception of a baby, but they do not need to know the physical act that allows this to come about. If a cohort of children appear to be very mature and

knowledgeable in this area, it will be for the class teacher, headteacher and PSHE lead to discuss how to extend the content of sex education to meet these children's needs.

If Nawton and Rosedale Abbey Schools felt that the teaching of sex education was needed, then parents would have the right to remove their children from these lessons. If this was the case the headteacher must automatically grant a request for withdrawal, other than content that is taught as part of the science curriculum. The 2025 RSE guidance has removed this statement in relation to pupils with SEND 2019 guidance stated: "This process is the same for pupils with SEND". However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision". If Nawton and Rosedale Abbey Schools ever decide to teach the actual act of sex, based on the cohort's needs, then this will be the following protocol if a parent wishes to withdraw their child.

1. A parent/ carer must write a letter to the headteacher to explain that they wish to withdraw their child from sex education (as defined by the school) and the reasons why.
2. The parent/ carer to be part of a meeting with the PSHE lead, class teacher and a member of SLT/ DSL. At this meeting the parent/ carer must explain why they are wishing to remove their child from these lessons. The meeting is to be recorded on a parent/ teacher conversation form. The date, reason for removal and who was present at the meeting must be recorded.
3. Headteacher and Deputy (both of which are DSL) to be made aware of the withdrawal.

If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupils receives appropriate, purposeful education during the period of withdrawal.

Religion and Belief

It is stated by the government that pupils from all faiths and cultures have an entitlement to RSE. Teaching effective RSE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society.

When teaching these subjects, the religious background of all pupils will be taken into account when planning teaching, so that the topics that are included in the governments Relationships, RSE and Health Education guidance from September 2025 are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Teachers are free to give faith perspectives. This would be based on the construction of their class and their needs and beliefs. However, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Safeguarding and Confidentiality **Ground rules and distancing techniques**

RSE can be a sensitive issue. To protect privacy and respect for all, staff will be expected to use the Nawton and Rosedale Federation Schools PSHE ground rules, and to share these with pupils at the start of each PSHE lesson. These ground rules include information on confidentiality. During each lesson, the children will be given information on where pupils can get help on personal concerns both inside and outside school. Pupils are informed about the remit of confidentiality and that staff cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons, this will include the use of “class figures” that scenarios can be pinned onto. In our schools we see the importance of using scenarios to allow children to think through situations they might find themselves in and how they could deal with them. They are also able to take on advice from peers and teachers. This type of activity allows the children to know how to make informed and ethical decisions about their wellbeing, health and relationships in and out of school. Teachers also encourage children to take part in a range of practical activities that promote active citizenship e.g. fundraising and planning of school events.

There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

KS2 classes will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to guidance around safeguarding. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, the Designated Safeguarding Lead. The Designated person will then, in line with the School's Child Protection policy take action as appropriate.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules

- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child
- Pupils must not be given the impression that teenagers inevitably have sex; the view that sex should be between two people who are mature enough to make informed decisions should be emphasised
- If a teacher is concerned that a pupil is at risk of sexual abuse, the Headteacher should be informed and the usual child protection procedures followed

Answering difficult questions

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows staff to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

Monitoring, evaluation and assessment

The programme is regularly evaluated by the PSHE subject leader. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the RSE programme of study is capable of formal assessment, particularly the knowledgeable scientific components.

A Whole School Approach

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

The senior leadership and management team (SLMT) will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

The designated PSHE subject leader will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs,

providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff. All teachers are involved in the school's RSE provision. Some RSE is taught through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils (Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues). Teachers will be consulted about the school's approach to RSE and aided in their work by the provision of resources, background information, support and advice from experienced members of staff and access to appropriate training. Any teacher who feels ill equipped to deliver RSE lessons will consult directly with the Headteacher.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral role.

Trustees have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governors' meetings.

Parents/Carers have a legal right to view this policy and to have information about the school's RSE provision. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RSE will encourage dialogue between parents/carers and their children.

Outside agencies and speakers will work with teachers, particularly in Year 6, to deliver sections of the RSE unit in partnership. The school will work in ongoing consultation and partnership with the school nurse.

Pupils have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted with about their RSE needs and their views will be central to developing the provision, their feedback on the effectiveness and accessibility of teaching techniques will be carefully considered when reviewing the effectiveness of planned units.

Copies are available at the School Office on request. The policy is also available on the school website.

This policy has been developed and shared with the whole school community.

Important Information

Sexual Offences Act 2003

The Sexual Offences Act aims to clarify what constitutes a crime of sexual nature against children, young people and adults. The Act does not limit children's right to RSE and sexual health support and advice. The aim of the Act is to protect young people from sexual abuse or sexual exploitation. The Act recognises:

☐ The legal age for young people to consent to have sex is still 16, regardless of sexual orientation.

☐ Although the age of consent remains 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people if a similar age, unless it involves abuse or exploitation.

☐ Young people under 16, including those under 13, can continue to seek sexual health and contraceptive information, advice or treatment in confidence.

☐ The law ensures that those providing information and support with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their wellbeing, will not be guilty of an offence.

☐ The aim of the law is to protect the safety and rights of young people and make it easier to prosecute people who pressure or force others into having sex they don't want.

Observing sexualised behaviour:

If a young child 'innocently' displays sexualised behaviour either through language, drawing and /or touching. Then we will:

☐ Assess any safeguarding issues.

☐ Discuss with the parent being mindful not to make the parent feel that the behaviour is wrong in itself but rather, maybe more appropriate at other times.

☐ Discuss with the pupil (in an age appropriate way) giving the same messages as above.

☐ Have an agreed signal with the pupil to stop the behaviour when it is negatively impacting on the learning opportunity taking place.

☐ Suggest to parents that the pupil visits the doctor to rule out any infections or physical reasons.

☐ Talk to the health visitor/ school health professional for further advice.

☐ Try to identify key times of day when the behaviour is more likely to occur and make adjustments to the timetable for that pupil at that time of day.

☐ Find ways to reduce possible anxiety in the pupil that may be a factor contributing to the behaviour.

Nudes and Semi-Nudes (previously referred to as "Sexting")- KCSIE (2026)

Nudes and semi-nudes, including where generated by AI For the purposes of this guidance, the term 'making or sharing nudes and semi nudes' refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. The term 'images' includes all visual content, such as photographs, videos and livestreams. We use the term 'nudes' because it is the most widely understood by young people and best captures the full range of image-sharing behaviours covered in this guidance. Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'. Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025 – 'data protection laws' Throughout this guidance, the term 'data protection laws' refers collectively to the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.

If possible, clarify and make note of the image:

- What is it ?
- Of Whom?
- Who took it?
- How/Why does the pupil have it on their device/phone?

Upskirting

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). It is now illegal.

Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Pupil Support Circular 10/99 and DfES 'Don't Suffer in Silence' (2002). This is reflected in the school's Anti-Bullying Policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The RSE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

Since 2004 all schools have been required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the school's anti-bullying policy.

Dissemination of the Policy

The Policy will be shared with staff and parents via Classdojo following any reviews and updates, this will be at least annually.