LOUGHBOROUGH
PRIMARY SCHOOL & NURSERY

Loughborough Primary School

Sex and Relationship Education Policy

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- Refer to our funding agreement and articles of association for more information. At

Loughborough Primary, we teach RSE as set out in this policy.

3. 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. We have adopted the Life Lessons scheme which covers a broad PSHE curriculum; key elements mental Wellbeing, Healthy Relationships Aspirations and money. It covers all teh objectives from the PSHE Associations programme of study.
2. Staff consultation – all school staff were given training and guidance on how to deliver our new PSHE curriculum Life Lessons
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Primary sex education will focus on:

• Preparing boys and girls for the changes that adolescence brings.

• Understanding reproduction, conception, pregnancy and birth in an age-appropriate manner.

• Understanding the responsibilities of parenthood and family life.

The teaching of human reproduction and birth is delivered in Year 6 and builds upon learning in the science curriculum. Parents have the right to withdraw their child from the non-statutory elements of sex education, as outlined in Section 9 of this policy.

Safeguarding, Confidentiality and Pupil Questions

RSE lessons are delivered within a safe and supportive learning environment. Ground rules are established to ensure respectful discussion and to help pupils feel comfortable asking questions.

Teachers cannot offer complete confidentiality to pupils. If a pupil discloses information that raises concerns about their safety or wellbeing, staff will follow the school's safeguarding and child protection procedures.

Teachers will answer questions honestly and in an age-appropriate manner, taking account of pupils' age, maturity and understanding. Personal questions directed at staff or other pupils will not be answered. Where appropriate, pupils may be encouraged to discuss questions further with their parents or carers.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Early Years Foundation Stage

Foundations for Relationships Education begin in the Early Years Foundation Stage through Personal, Social and Emotional Development, Communication and Language and Understanding the World. Children learn about positive relationships, emotions, sharing, taking turns, boundaries, similarities and differences, and developing confidence and independence.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole class setting
- small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

Supporting Pupils with SEND

Teaching will be adapted to ensure that all pupils, including those with special educational needs and disabilities (SEND), can access the curriculum. Staff will use appropriate adaptations, including visual supports, pre-teaching of vocabulary, scaffolded learning, targeted adult support and adapted resources where needed.

The school recognises that pupils with SEND are entitled to the same high-quality Relationships and Sex Education as their peers and may require additional support to understand relationships, personal safety and healthy choices.

Equality and Protected Characteristics

Teaching will be delivered in accordance with the Equality Act 2010. Our curriculum promotes respect for all people and reflects the protected characteristics, including disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Pupils will learn about the importance of respect, inclusion and equality, helping them to understand and value diversity within modern Britain.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance ○ Would support pupils in applying their knowledge in different contexts and settings o Are age-appropriate, given the age, developmental stage and background of our pupils o Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions

- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Class Teachers are responsible for teaching RSE in your school.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff undertook training focused on the delivery of our new PSHE curriculum (Life Lessons), supporting them to feel confident in both curriculum coverage and the teaching of key topics

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through planning scrutiny, learning walks, lesson observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Headteacher, annually. At every review, the policy will be approved by Chair of Governors and Headteacher.

Last reviewed September 2025. Next reviewed 2026

Appendix 1: By the end of year 6 pupils will have learnt the following

TOPIC	Life Lessons
Understanding Myself • Wellbeing	I can use a range of strategies to stay as healthy as possible I can use strategies to cope with change and overcome challenge
• My body and Me	I am prepared for emotional changes that happen during puberty, so I feel more prepared I can describe my own identity and explain why it is important I can value, respect and celebrate my friends, so they can be comfortable to be their true selves. I can resist pressure to look a certain way and appreciate the wonderful variety of bodies that exist.
• Healthy Choices	I can follow basic first aid instructions to look after people in an emergency. I can evaluate the evidence around vaccines, so I can explain why they are important in saving lives. I can make healthy choices and resist peer pressure to take drugs. I can take into account the consequences of drinking alcohol, so I can make and articulate my healthy choices.

Self with Others • Healthy Relationships	I can recognise the signs of a healthy romantic relationship. I can use these skills to maintain healthy relationships with my friends and family. I can put energy into healthy relationships and not into unhealthy ones, so I can stay safe and happy. I can tell people what my boundaries are, and listen to theirs, so I can treat people kindly and respectfully.
Self within the world Identity and community Digital Lives Aspiration and Money	I can express my full identity, so I can feel free to be myself. I can treat people with respect, and challenge racism, so we can all feel like we belong. I can have curiosity when learning about other people's history. I can recognise when I'm being judgemental, so I can see people for who they really are. I can talk with care about my own and other people's gender. I can identify and choose how to challenge homophobia, to help everyone be themselves. I can decide if I can trust someone online, so I do not get tricked. I can make healthy choices so I can thrive online. I can resist unhealthy peer pressure and know how to make independent, healthy choices for myself online. I can learn to verify information online, so I know what is real and what is fake. I can act appropriately if I experience or witness discrimination online, so I can protect myself and other people. I can identify a range of motivations and biases, so I am better at understanding why people post things online. I can identify the dangers of being in an echo chamber and can understand how to appreciate a range of other views. I can protect any money that I have, so I can spend it on things that I really want and need. I can identify the skills needed for certain jobs, roles and hobbies. I can make a plan for how I will achieve my dreams. I can contribute to my community, so I can make it better and feel like I belong.

TOPIC	Life Lessons

Transition	I understand my feelings about moving on from primary school. I have strategies to help me handle a big change. I can make a plan to be ready to start my new school. I can make independent plans and choices to support my wellbeing.

Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	