



RSE Policy

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	01.08.2026
Policy Verified by:	Sara Llewellyn (School Leader-CEO)
Date:	08.08.2026
Date for Next Review:	01.09.2027

Legislation:

This policy should be read alongside:

- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Anti-Bullying Policy

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

Statutory requirements:

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our 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

At Maple Haven, we teach RSE as set out in this policy.

We 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.

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Policy development

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

The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents/carers 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

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.

Curriculum

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

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account 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.

We will share all curriculum materials with parents and carers upon request.

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.

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.

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

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
- Are age-appropriate, given the age, developmental stage and background of our pupils
- 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

Use of external organisations and materials

We will make sure that an agency and 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
- Share all external materials with parents and carers

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

What will the learners be learning?

RSE Provision

All pupils and students have RSE provision and a personalised goal on their Section F Provision Plans. This is discussed with parents/carers and reviewed 3 times a year during goal planning meetings and annual reviews. The provision and goals will reflect the age and developmental stage of each child.

Relationships Education for Primary Aged Pupils

Relationships Education will be delivered to all primary aged pupils at a level that is appropriate for their age and developmental stage. This will be delivered by their class teacher and their class teams. Relationships Education will be delivered holistically throughout the curriculum, regardless of pathway. Where appropriate, some primary classes may deliver discrete relationships lessons.

Relationships and Sex Education for Primary Aged Pupils

Sex Education is not compulsory for primary aged pupils. Most primary aged pupils at Maple Haven School will learn about the names for external body parts, the human body as it grows from birth to old age (including puberty) and basic life cycles of plants, animals and humans. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As a general rule, the Sex Education element will not be taught to primary aged pupils, unless there is an individual need and parents/carers have agreed.

RSE for Secondary Aged Pupils

Relationships and Sex Education will be taught to all secondary aged pupils at a level that is appropriate for their age and developmental stage. This will be delivered by their class teacher, or a familiar teacher and their class team. RSE will be delivered holistically throughout the curriculum regardless of pathway. Most classes (where appropriate) will also deliver discrete RSE lessons. RSE may be delivered on a 1:1 basis, small groups or by whole teaching class. Engaging and Involving Parents/Carers and the Wider School Community We fully acknowledge the importance of sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships and Sex Education and compliance with the statutory guidance. We will let parents and carers know what will be taught and when and the resources that will be used.

We will do this by:

- Consulting with parents and carers when developing or reviewing the Relationships and Sex Education policy
- Publishing the Relationships and Sex Education policy on the website
- Engaging with staff and stakeholders Curriculum Pathways Each curriculum pathway has a different approach to delivering RSE, so that the needs of all pupils and students are met.

RSE provision for each pathway, is documented at the end of this policy

What will your child learn?

- We will support your child's communication so that they learn to communicate their wants, needs, feelings and choices to the best of their ability
- We will treat your child with dignity, respect their privacy and we will listen and respond to your child's communications
- We will encourage your child to communicate choices

- We will support your child to have positive relationships with staff and peers in school
- We will work with families and outside agencies to build detailed knowledge of your child's needs, so that we can create an environment where they feel safe
- We will use different strategies to develop your child's awareness of their own body
- For some pupils we may do work about changes during puberty including menstruation – this work would be personalised, and we would collaborate with families and possibly health professionals. How will your child learn this?
- All Relationships and Sex Education will be highly personalised, and parents and carers will be closely involved in all aspects of their child's learning journey
- Relationships and Sex Education will be delivered holistically throughout the curriculum, by the class team

How will your child learn this?

- All Relationships and Sex Education will be highly personalised, and parents and carers will be closely involved in all aspects of their child's learning journey
- Relationships and Sex Education will be delivered holistically throughout the curriculum, by the class team.
- Teacher directed activities - 1:1 activity - adult & child discreet and repetitive learning
- Small group & whole class - learning together with peers, working alongside and with others
- Daily Routines
- Child initiated activities - Adult scaffolding, timely interventions and enabling environments
- The school community & the wider community.

Roles and responsibilities

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/carers wish them to be withdrawn from the 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 school leader.

Pupils

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

Primary Curriculum Focus (KS2)

- Families and people who care for me
- Caring Friendships.
- Respectful Relationship
- Online Relationships
- Being safe

Pupils will learn how to develop and maintain positive relationships within families, friendship groups and the community. They will learn how to be kind, respectful and well-mannered and how to report hurtful behaviour. They will learn how to keep safe at home, in the community and online and how to tell a trusted adult if they are worried. Pupils will learn about the need for privacy and how to recognise and stand up to peer pressure. Year 6 pupils will learn about puberty and how their bodies will change. This content is also included in the National Curriculum science programme of study for science.

Secondary Curriculum Focus (KS3/KS4/KS5) The secondary curriculum will build on the skills and knowledge learnt during the primary phase.

- Families
- Respectful relationships including friendships
- Online and Media
- Being safe
- Intimate and sexual relationships including sexual health
- The law and sex and relationships

Key Stage 3 Students in KS3 will learn about different types of relationships and how to resolve conflict. They will learn about the difference between bullying and falling out with someone. They will learn about aspects of identity, such as ethnicity, faith, culture, family and gender. They will learn about stereotypes and how these are not always accurate. Students will learn how friends and family communicate and about content that is safe to share online. They will learn that knowing someone online, is not the same as knowing someone face to face. They will learn about the difference between a friendship and a loving relationship. They will learn about marriage and civil partnership and that forced marriage is illegal. They will learn what sexual intercourse is and the link between love, a committed relationship and conception. They will learn how pregnancy occurs and the laws around sexual intercourse.

Key Stage 4 Students in KS4 will learn to respect diversity and to understand the meaning of protected characteristics such as gender, faith and disability. They will learn about their rights in terms of the 2010 Equality Act. They will learn more about healthy relationships and how to identify when a relationship is unhealthy - in particular where a relationship is coercive or exploitative. They will learn about the laws relating to consent. Students will learn about managing risks when they are in the community. They will learn about environmental hazards such as railway lines, as well as adults or peers that may pose a risk by pressuring them into illegal or unwanted activity, such as county lines or risky behaviour.

Key Stage 5 Students in KS5 will learn about right, equality, prejudice and discrimination. They will learn about extremist view and how to build resilience against these. They will learn about prejudice towards LGBTQ+ and where to seek support, if they feel that they are being discriminated against. Students will learn about the importance of healthy relationships and belonging to community groups for mental health. They will learn about healthy coping strategies and that self-harm and eating disorders are unhealthy strategies. They will learn how to seek help, if they need to. They will learn more about unhealthy intimate relationships and the impact of how sex is portrayed in the media. They will learn about safe sex and contraception. They will learn about fertility, pregnancy and parenting. They will learn how to keep safe as young adults in the community. They will learn about fraud, scams, online safety, personal safety and how to seek help if they think that they may have been a victim of a crime

Parents' right to withdraw

- Parents/carers do not have the right to withdraw their child from relationships education.
- Alternative school work will be given to pupils who are withdrawn from sex education.

Training

- Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- The school leader 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.