



INSPIRE
PARTNERSHIP

Relationship and Sex Education (RSE) Policy





CONTENTS

1.0 Introduction and Aims	2
2.0 Statutory Requirements	2
2.1 Relationships Education (Statutory)	2
2.2 Health Education (Statutory)	3
2.3 Sex Education (Non-Statutory but included)	3
3.0 Curriculum Content and Progression	3
4.0 Teaching and Learning Approaches	4
5.0 Right to Withdraw	5
6.0 Parental Engagement	5
7.0 Safeguarding	5
8.0 Roles and Responsibilities	6
9.0 Monitoring and Review	6



1.0 Introduction and Aims

This policy outlines **Inspire Partnership Multi-Academy Trust's** approach to Relationships Education and Sex Education (RSE) for all pupils from Reception to Year 6 across its schools. It has been developed in consultation with staff, parents, and governors, and adheres to the statutory guidance issued by the Department for Education (DfE) in 2019, which became compulsory from September 2020.

Our Aims:

- To provide a safe and supportive environment where pupils can learn about relationships and their bodies in an age-appropriate and sensitive manner.
- To equip pupils with the knowledge, understanding, and skills to form healthy, respectful, and safe relationships.
- To promote pupils' physical and mental well-being, including understanding puberty and personal hygiene.
- To help pupils understand the importance of consent and personal boundaries.
- To foster an understanding of diversity and respect for all individuals, regardless of their background, beliefs, or sexual orientation.
- To prepare pupils for the opportunities, responsibilities, and experiences of adult life.

2.0 Statutory Requirements

As a primary school trust, we are required to teach **Relationships Education** and **Health Education** to all pupils. We are *not* required to teach Sex Education, but we do choose to teach age-appropriate content related to human reproduction as part of our broader RSE curriculum, as outlined below.

2.1 Relationships Education (Statutory)

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. This includes:

- **Families and people who care for me:** Recognising different family structures, roles, and responsibilities.
- **Caring friendships:** Characteristics of a good friend, how to make and maintain friendships.



- **Respectful relationships:** Understanding and demonstrating respect for others, including those with different beliefs or backgrounds.
- **Online relationships:** Staying safe online, responsible use of technology, understanding online risks.
- **Being safe:** Recognising and reporting unsafe situations, understanding personal boundaries and consent, knowing who to go to for help.

2.2 Health Education (Statutory)

Health Education covers physical health and mental well-being. This includes:

- **Mental wellbeing:** Recognising and managing emotions, understanding mental health, seeking help.
- **Physical health and fitness:** Importance of exercise, healthy eating, sleep.
- **Healthy eating:** Balanced diet, understanding food groups.
- **Drugs, alcohol and tobacco:** Understanding risks and effects.
- **Health and prevention:** Personal hygiene, handwashing, basic first aid.
- **Basic first aid:** Simple procedures for common injuries.
- **Changing adolescent body:** Understanding puberty and the associated physical and emotional changes (taught towards the end of primary, typically Year 5/6).

2.3 Sex Education (Non-Statutory but included)

While not statutory, we believe that age-appropriate Sex Education content, focusing on human reproduction, is essential for pupils' holistic development. This is taught within a biological context and includes:

- The names of external body parts.
- Understanding the differences between male and female bodies.
- The physical and emotional changes associated with puberty.
- The basic facts of human reproduction.

3.0 Curriculum Content and Progression

Our RSE curriculum is integrated into various subjects, primarily PSHE (Personal, Social, Health and Economic Education) and Science, ensuring a progressive and spiral approach. Key themes are revisited and built upon year after year, deepening understanding as pupils mature.



Key Stage 1 (Years 1 & 2):

- **Relationships:** Families, friendships, respecting differences, being kind, understanding feelings, simple rules for online safety.
- **Health:** Personal hygiene, healthy eating, exercise, sleep, basic first aid, naming external body parts.
- **Sex Education:** Differences between male and female bodies (biological).

4.0 Teaching and Learning Approaches

RSE is taught using a variety of age-appropriate methods, including:

- **Discussion and circle time:** Creating a safe space for open dialogue.
- **Storytelling and role-play:** Exploring scenarios and emotions.
- **Dedicated lessons:** Within PSHE and Science.
- **Guest speakers:** Where appropriate and carefully vetted ie school nurse.
- **Use of high-quality resources:** Books, videos, and interactive materials.
- **Emphasis on correct terminology:** Using accurate anatomical terms.
- **Responding to questions:** Teachers will answer questions honestly and sensitively, at an age-appropriate level. If a question is deemed inappropriate for the group, it will be addressed individually with the child and, if necessary, their parents.

All staff involved in teaching RSE receive appropriate training and support to ensure they are confident and competent in delivering the curriculum.

5.0 Right to Withdraw

Parents have the right to withdraw their child from some or all of the non-statutory components of Sex Education. This means they can withdraw their child from lessons that specifically cover human reproduction (e.g., conception, pregnancy, birth).

- **No right of withdrawal from Relationships Education or Health Education:** All pupils must receive these statutory components.
- **Process for withdrawal:** Parents wishing to withdraw their child from non-statutory Sex Education should contact the Headteacher to discuss their



concerns. The Headteacher will discuss the benefits of receiving this content and any potential detrimental effects of withdrawal. If the parent still wishes to withdraw their child, alternative meaningful work will be provided for the child during these lessons.

- The school will keep a record of all withdrawal requests.

6.0 Parental Engagement

We believe that parents play a crucial role in their child's RSE. We are committed to working in partnership with parents by:

- Sharing this policy on the Trust and individual school websites.
- Informing parents about the RSE curriculum content for each year group at the start of the academic year.
- Providing opportunities for parents to view resources used in lessons.
- Hosting information sessions for parents, particularly before the delivery of puberty and human reproduction topics in KS2.
- Being available to discuss any concerns or questions parents may have.

7.0 Safeguarding

The RSE curriculum is delivered in a way that supports the Trust's safeguarding duties. Pupils are taught about:

- Recognising unsafe situations and inappropriate touching.
- One Life Curriculum
- Understanding the importance of consent and personal boundaries.
- Knowing who to talk to if they feel unsafe or worried (e.g., trusted adults, Childline).
- The 'PANTS' rule (from the NSPCC) is used to reinforce key messages about personal safety. More information on the 'PANTS' rule can be found here: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-rule/>

Any disclosures made during RSE lessons will be handled in accordance with the individual school's Child Protection and Safeguarding Policy and the Trust's overarching safeguarding procedures.



8.0 Roles and Responsibilities

- **Trust Board/Governing Body:** Responsible for approving the RSE policy and ensuring it meets statutory requirements across the Trust.
- **Headteacher (of each school within the Trust):** Responsible for the overall implementation of the policy within their school, ensuring staff are trained, and managing parental queries.
- **RSE Lead (at each school):** Responsible for curriculum planning, resource selection, monitoring teaching quality, and supporting staff within their school.
- **Teachers:** Responsible for delivering RSE lessons sensitively and appropriately, fostering a safe learning environment, and responding to pupils' questions.
- **Parents:** Responsible for supporting their child's learning at home and communicating any concerns with their child's school within the Trust.
- **Pupils:** Expected to engage respectfully in RSE lessons and ask questions when they need clarification.

9.0 Monitoring and Review

This policy will be reviewed annually at Trust level alongside Headteachers, and formally by the Trust Board/Governing Body every **three years**, or sooner if there are changes to statutory guidance. The review will consider:

- Feedback from pupils, parents, and staff across the Trust.
- Effectiveness of teaching and learning.
- Pupil progress and understanding.
- Any relevant safeguarding concerns.



Approved by	Board of Trustees
Version	1.0
Date Created	July 2025
Date Amended	August 2025
Created by	Annabel Berry
Applies to	All Pupils
Next Review date	July 2026