

Policy for RSE

Meanwood Church of England Primary School



*Statutory Compliance and Restorative Framework for 2026/27
Incorporating the September 2026 Department for Education Guidelines*

Policy Title	Relationships and Sex Education (RSE) Policy
Approved By	Board of Governors
Date Approved	September 2026
Last Reviewed	September 2026 (in line with 1 September 2026 DfE statutory guidelines)
Next Full Review Due	September 2028 (brief annual check in September 2027)
Lead Officer	J Martin (PSHE & RSE Coordinator)

1. Our Vision, Values, and Ethos

Meanwood CE Primary School is committed to safeguarding and promoting the wellbeing of children and young people. We expect all staff, governors, and volunteers to share this commitment. At Meanwood, we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality, or disability. The school provides an inclusive curriculum which meets the unique needs of all its pupils, including those with disabilities, special educational needs, English as an additional language, and those from all cultural backgrounds and faiths.

Our School Vision:

"Every person is valued, nurtured and empowered to achieve their full potential."

This vision is deeply underpinned by Jesus' commandment to "love one another as I have loved you" (John 15:12).

To realize this vision in our everyday lives and particularly in our Relationships and Sex Education (RSE) curriculum, we invite our school community to live out three central, actionable invitations:

- **Open Hearts:** Nurturing empathy, care, emotional resilience, and kindness in all relationships. We teach children to look beyond themselves, consider others' feelings, and respond to emotional needs with positive regard and love.
- **Open Minds:** Cultivating curiosity, critical thinking, and respectful reflection. RSE provides children with factually correct, age-appropriate knowledge to help them understand physical development, reproductive health, and diverse family structures without judgment or prejudice.
- **Open Arms:** Fostering absolute inclusion, belonging, and safety. RSE empowers pupils with the skills to establish boundaries, understand safe touch, and seek help confidently, ensuring that every child is valued as an individual and kept safe from harm.

2. Context and Importance of RSE

High-quality Relationships and Sex Education is a vital element in creating a safe, inclusive, and protective school community. Under the statutory guidance issued by the Department for Education (DfE), Relationships Education and Health Education are compulsory for all primary school pupils. RSE plays a critical role in helping children navigate the physical, emotional, and social changes of growing up, while providing them with the essential skills to build positive, respectful, and non-exploitative relationships both online and offline.

Our RSE provision is essential for several key reasons:

- **Safeguarding Obligations:** It directly supports the school's legal duties to safeguard children under the Children Act 2004 and the Education Act 2002. It aligns with 'Keeping Children Safe in Education' (KCSIE 2026), equipping children with the vocabulary and confidence to recognize boundaries, identify inappropriate touch, and report abuse or worries.

- **Pupil Readiness:** Children desire and deserve to be prepared for the physical and emotional changes of puberty. Historically, pupils have reported that relationship and sex education in schools was 'too little, too late, and too biological' (Ofsted, 2013). Meanwood is committed to a proactive, spiral approach that delivers the right information at the right developmental stage.
- **United Nations Rights of the Child:** We uphold that children have a fundamental right to a high-quality, comprehensive education that prepares them for the opportunities, responsibilities, and challenges of adult life.
- **Preventative Education:** Ofsted and national studies highlight the necessity of a structured, preventative programme that enables pupils to learn about safety and risks in relationships, reducing the long-term incidence of peer-on-peer abuse, child sexual exploitation (CSE), and sexual harassment.

3. Legal Framework and Policy Development

This policy operates in strict compliance with current statutory legislation and guidance from the Department for Education, including the newly updated 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance (which came into force on 1st September 2026). It has been drafted with due regard to the following legal acts and guidance documents:

- Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The Equality Act 2010 (specifically our duties under the Public Sector Equality Duty)
- Keeping Children Safe in Education (KCSIE) 2026 statutory guidance
- The Children Act 2004 (statutory duty to promote emotional and physical wellbeing)
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2014)

Development and Consultation Process

The ongoing development of RSE at Meanwood is a collaborative partnership between school, home, and the wider community. This policy was updated in September 2026 by J Martin (PSHE & RSE Coordinator) in consultation with Jamie Chapman (Headteacher) and E Caldwell (SENCO). To ensure the policy remains responsive to our community's needs, we utilize the following consultative loops:

- **Parental Consultation:** Draft policies are shared via the school website with parents and carers, who are invited to participate in information sessions, workshops, and review feedback channels.
- **Staff Engagement:** Teaching and non-teaching staff are consulted through regular staff meetings and training sessions to evaluate the delivery, structure, and resources of the RSE curriculum.
- **Governor Approval:** The policy is reviewed and approved by the Teaching and Learning and Pupil Support Subcommittee of the Governing Body, with active monitoring by Jess Jubb, our named RSE Link Governor.
- **Pupil Voice:** We actively seek the views and experiences of our pupils using pre- and post-unit assessments, small-group focus discussions, school council feedback, and the local 'My Health My

School' survey. This data ensures our curriculum is tailored and responsive to emerging peer-group dynamics.

4. Key Definitions: Relationships vs. Sex Education

For primary schools, a clear distinction must be maintained between the statutory Relationships and Health Education curriculum and non-statutory Sex Education. This distinction ensures transparency for parents and clarity in delivery.

Subject Strand	Primary Focus and Boundary Limits
Relationships Education (Statutory for All)	Focuses on teaching the fundamental building blocks and characteristics of positive relationships, including families, caring friendships, respectful relationships, online safety, and physical safety. This includes teaching children about personal boundaries, privacy, consent/permission-seeking in friendships, and how to report abuse or uncomfortable contact. It does not explain the mechanical details of sexual intercourse or sexual activity.
Sex Education (Non-Statutory for Primary)	Refers to lessons that go beyond the biological descriptions of reproduction and puberty found in the National Curriculum for Science. It specifically covers human conception and birth (the mechanical aspects of how a baby is made) and is delivered in Year 5 and Year 6 as part of our PSHE curriculum. It is structured factually, scientifically, and in a way that respects family and personal values.

The National Curriculum for Science (Statutory)

The National Curriculum for Science is entirely statutory, and parents do not have the right to withdraw their child from its content. The RSE curriculum is carefully coordinated with Science to prevent duplication and ensure a unified biological and emotional understanding. The Science requirements include:

- Key Stage 1: Identifying, naming, drawing, and labeling the basic parts of the human body (associated with senses); noticing that animals, including humans, have offspring that grow into adults; describing the importance of human hygiene.
- Key Stage 2: Describing the differences in the life cycles of a mammal, an amphibian, an insect, and a bird; describing the process of reproduction in some plants and animals; describing the physical and hormonal changes as humans develop to old age (including puberty).

5. Vocabulary Progression and Language Guidelines

Ensuring children are taught the correct, anatomical vocabulary to describe the private parts of their body is a non-negotiable safeguarding measure. This is supported by evidence in the Children's Commissioner Report, 'Protecting Children from Harm' (2015). If a child is being abused or experiencing unsafe touch, possessing the correct language is vital to ensure they can confidently report their experiences to trusted adults. Conversely, using slang or euphemisms can cause confusion, shame, or delay reporting. It also supports girls who may be at risk of Female Genital Mutilation (FGM) by allowing them to speak openly and factually.

The table below outlines our school's agreed vocabulary list and the exact year group in which each term is formally introduced through our PSHE/RSE curriculum:

Year Group	Vocabulary Introduced and Reinforced
Reception	family, friend, body, private, safe, kind, help, happy, sad, angry, worry, touch, feelings, love, care, private parts, family types.
Year 1	boy, girl, respect, rules, gentle, body parts (head, arms, legs), penis, vulva, similar, different, safe touch, trusted adult, permission, good/bad touch.
Year 2	breasts, hygiene, secrets, permission, trust, belonging, same, different.
Year 3	relationship, privacy, joke, tease, hurtful, peer pressure, responsibility, online, screen time, emotions.
Year 4	body image, personal space, assertive, gender.
Year 5	puberty, changes, menstruation, period, body image, personal space, assertive, gender, stereotype, vagina, pregnancy, ovary, egg, womb, pubic hair, sperm, erection, wet dream, ejaculation, testicles, orgasm, circumcision, semen, hormones, ovum, homosexual, gay, sexist, homophobia.
Year 6	sexual intercourse, sexual relationship, intimate, love, sex, conception, consent, boundaries, sexuality, fertilisation, nipples, scrotum, clitoris, cervix, foreskin, anus, fallopian tube, womb, bladder, contraception, contraceptive pill, condom, HIV, AIDs, disease, consent, FGM (Female Genital Mutilation), LGBTQ+, masturbation, attraction, online safety, sexting, grooming, menstruation cycle.

Guidelines on Respectful and Inclusive Language

The use of respectful language which actively challenges sexism, homophobia, and other forms of prejudice is established across our school community. The casual use of homophobic, biphobic, and transphobic (HBT) language is always challenged by staff. We do not tolerate using 'gay' in a derogatory or pejorative manner (such as saying 'that's so gay' to mean something is rubbish). To address this, staff use restorative prompts such as: 'You have used the word "gay", but not in the correct way. Let's think about how that word should be respected.' Pupils will hear accurate, positive references to gay, straight, and different types of family relationships throughout our teaching on rights, respect, and diversity.

In line with the September 2026 DfE guidance on gender questioning children and avoiding gendered stereotypes, staff are careful to challenge sexist and misogynistic ideas in a restorative way. As a rule, staff challenge the ideas expressed rather than shaming or stigmatizing the person expressing them. This creates a safe space for young people, particularly boys, to discuss and critically evaluate the harmful sub-cultures or online influencer messaging they may accidentally encounter, helping them develop positive conceptions of masculinity and femininity.

6. Managing Sensitive Questions & Class Environment

By its very nature, RSE involves discussing personal development and sensitive social issues. It is completely natural that children will ask spontaneous questions. To ensure these moments are handled safely, with Open Hearts and Open Minds, we establish the following structured guidelines:

- **Classroom Ground Rules:** At the start of every RSE module, staff and pupils collaboratively establish ground rules. These are designed to ensure everyone feels safe, respected, and free from embarrassment.
- **Neutrality:** Staff remain entirely objective and neutral in their delivery. Their personal beliefs, values, and attitudes must not influence the teaching of RSE, ensuring that pupils have access to balanced, medically correct, and factual information.
- **Answering Scope:** As a first principle, staff answer spontaneous questions relating directly to the planned, taught curriculum for that age group to the entire class. Discussion is handled in a matter-of-fact, calm, and scientific tone.
- **Deferred/Private Answers:** If a question is too explicit, feels too advanced for the pupil's developmental age, or raises a potential safeguarding concern, the teacher will acknowledge the question and defer it. Staff may use standard phrases such as: 'That is an excellent question, but it's something we will cover when we are a bit older,' or 'I can't answer that in class today, but I can help you speak to your parents about it.' All deferred questions are documented and reported to the child's parents where appropriate.
- **The Anonymous Question Box:** In Year 5 and Year 6 classrooms, a physical, anonymous question box is permanently located. This allows pupils to write down questions privately. The teacher can then review the questions before the next session, preparing appropriate, age-appropriate answers or identifying if a child needs individual support.
- **No Personal Disclosures:** Ground rules forbid pupils, staff, or visitors from sharing intimate personal experiences or naming names. Pupils are taught to 'depersonalize' discussions by using puppets, case studies, role play, or talking about 'situations I have read about.'

Non-Negotiable Classroom Ground Rules

To ensure safety, the following additional non-negotiable ground rules are established with all classes:

- **Confidentiality Limit:** 'What is said in this room stays in this room' – except if a child mentions something that indicates they or someone else is at risk of harm or abuse. Staff must be completely transparent that the classroom is never a confidential space, and safeguarding disclosures will always be passed to the DSL.
- **The Right to Pass:** Pupils are always permitted to say 'pass' or choose not to join in with specific interactive activities, protecting their personal space.
- **Respecting Differences:** Everyone agrees to show absolute respect for different families, cultural backgrounds, and opinions.
- **No Personal Questions:** Asking personal questions of peers or the teacher is strictly prohibited.

7. Parental Engagement, Transparency, and Right to Withdraw

Relationships and Sex Education is a shared partnership between home and school. Parents and carers are the first and most significant teachers of their children. At Meanwood, we build a supportive relationship with parents over time, keeping them fully informed about our curriculum content and resources.

Absolute Transparency and Copyright Compliance

In accordance with the statutory DfE guidelines coming into force on 1st September 2026, parents have an absolute right to view all curriculum and teaching materials used to teach RSHE on request. There is a strong public interest in parents being fully aware of what their children are being taught.

- **No Contractual Restrictions:** When contracting with external publishers or providers, Meanwood will never agree to any clauses that restrict the school from showing parents teaching materials. Any such restrictive contract clauses or NDAs are legally void and unenforceable.
- **Parent Portal Access:** To provide easy, proactive access, a representative sample and our core teaching materials can be viewed during our scheduled in-person RSE parent workshops.
- **Copyright Protection Protocol:** While ensuring full transparency, we must also protect our publishers' copyright. Parents who access materials through the Parent Portal or on physical loan must agree to a condition of access. This condition states that the materials must not be copied, photographed, downloaded, or shared further (including on social media) except as authorized under copyright law. IT security measures are implemented on our Parent Portal to prevent downloading.

The Parental Right to Withdraw

Parents and carers have a legal right to request that their child be withdrawn from some or all of the non-statutory sex education delivered as part of the primary PSHE curriculum. They do not, however, have the right to withdraw their child from statutory Relationships Education, Health Education, or any biological content delivered within National Curriculum Science.

- **Requesting Withdrawal:** Any request to withdraw must be made in written form using the parent request template (see Appendix 3).
- **Headteacher Meeting:** Upon receiving a request, the Headteacher, Jamie Chapman, will arrange a supportive meeting with the parents. This discussion is designed to clarify the exact nature and purpose of our curriculum, highlighting the benefits of receiving this age-appropriate education in a safe classroom environment.
- **Considering the Consequences:** During the meeting, the Headteacher will gently discuss any social or emotional impacts of withdrawal. This includes the likelihood that the child may hear confusing or inaccurate second-hand accounts of the lessons from peers on the playground, or seek out their own information on the internet, which could place them in an unsafe position. Pupils may also feel isolated or stigmatized by being excluded from class.

- **Automatic Granting of Withdrawal:** Ultimately, the final decision rests with the parents. In primary school, the Headteacher must automatically grant a request to withdraw a pupil from non-statutory sex education. The family and child will never be stigmatized or treated differently because of this decision.
- **Provision During Withdrawal:** When a child is withdrawn, Meanwood maintains absolute responsibility to ensure they receive appropriate, purposeful education. The pupil will be accommodated in a neighboring classroom, where they will be set relevant learning in Science, PSHE, or another core subject under teacher supervision.

8. Inclusion, Equality, and Diverse Student Needs

Meanwood is a fully inclusive school. We ensure that our RSE curriculum is accessible to all pupils, regardless of their developmental stage, faith, gender identity, sexual orientation, special educational needs, or home circumstances.

Special Educational Needs and Disabilities (SEND)

Pupils with SEND are particularly vulnerable to child-on-child abuse, sexual harassment, exploitation, and bullying. Possessing the skills to understand boundaries, safe touch, and bodily autonomy is essential for their safety. Our SENCO, E Caldwell, works closely with J Martin to ensure RSE is accessible and tailored:

- **Tailored Delivery:** Lessons are carefully differentiated, using visual aids, social stories, and simplified communication templates to ensure every child can fully access the core concepts of privacy and safety.
- **Proactive Parent Progress Meetings:** For children receiving SEN support, staff talk to parents regularly (at least three times each year) to set clear outcomes, review RSE progress, and align strategies between home and school. This increases parental confidence and ensures teaching is tailored to the child's developmental age.

Diversity, Faith, and LGBTQ+ Inclusion

- **Family Diversity:** We celebrate that families come in many different forms (including single-parent families, same-sex parents, foster carers, and grandparent-led families). Our teaching represents these structures positively to ensure no child feels marginalized.
- **Equality Act Compliance:** We actively promote good relations, respect, and equality as required by the Equality Act 2010. By the end of primary school, children are taught about the importance of respecting all protected characteristics.
- **LGBTQ+ Representation:** In line with DfE guidelines, we ensure that same-sex relationships and LGBTQ+ identities are referenced naturally as part of our teaching on rights, respect, and diversity (for example, when discussing different types of loving family homes), rather than as a separate or clinical topic.

- Faith Perspectives: We are sensitive to the religious backgrounds of all our pupils. In keeping with our Christian character, we teach about faith perspectives on relationships, encouraging balanced, respectful debate about contentious social issues.

9. Roles, Responsibilities, and Staff Support

The successful delivery of RSE requires a clear, coordinated framework of roles and responsibilities across the school. The table below outlines the specific duties of key staff members and governors at Meanwood:

Designated Role / Staff Member	Specific Policy and Curricular Responsibilities
J Martin PSHE & RSE Coordinator	Co-ordinating the RSE provision across all year groups, ensuring a progressive and consistent spiral curriculum. Accessing and co-ordinating RSE training and CPD for all teaching and non-teaching staff. Reviewing, updating, and disseminating the policy and curriculum alongside the Headteacher and SENCO.
Jamie Chapman Headteacher	Overseeing the implementation of the RSE policy, ensuring consistency in curriculum delivery. Managing parent consultation processes, parent workshops, and formal requests for pupil withdrawal. Establishing and maintaining active partnerships with external services, health professionals, and the local media.
Ella Parker Designated Safeguarding Lead (DSL)	Lead responsibility for managing all child protection and safeguarding issues. Providing guidance on handling disclosures, reviewing CPOMS reports arising from RSE lessons, and managing referrals to Leeds Children's Services and Leeds Child Protection Team.
Deputy DSLs Jamie Chapman, G Scopes, C O'Dwyer	Supporting the DSL in managing child protection issues, acting immediately upon reports of child-on-child abuse, sexual harassment, or safeguarding concerns arising during RSE.
E Caldwell SENCO	Working with the PSHE lead to ensure RSE is fully accessible to SEND pupils. Coordinating tailored resources and supporting teachers in executing parent progress reviews and outcomes.
Jess Jubb RSE Link Governor	Named Link Governor for RSE, representing the Governing Body in monitoring and evaluating the effectiveness of the policy, resources, and implementation. Assisting in School Improvement Plan reviews.
All Teaching & Non-Teaching Staff	Familiarizing themselves with the RSE policy, curriculum objectives, and safeguarding procedures. Delivering balanced, objective, and inclusive lessons. Supporting pupils in communicating concerns, establishing classroom ground rules, and logging all concerns immediately on CPOMS.
Board of Governors	Fulfilling legal obligations, ensuring RSE is well-led, effectively managed, and properly resourced. Ensuring clear information is provided to parents regarding their right to withdraw and that the curriculum is fully accessible to SEND pupils.

A Goldthorpe Year 6 Class Teacher	Liaising with secondary schools as part of the Year 6 to Year 7 safeguarding and curriculum transition process, ensuring key pastoral details are communicated safely.
School Nurse / Health Professionals	Supporting the delivery of RSE where appropriate, providing resources for puberty and menstrual hygiene education, and providing confidential one-to-one health support outside the classroom.

Staff Support and Professional Development (CPD)

It is vital that all staff feel confident and comfortable delivering RSE. To support our educators, Meanwood provides regular professional development training organized by J Martin and E Caldwell, in liaison with the Headteacher. Training provisions include:

- CPD Needs Audit: An annual audit of staff confidence, skills, and resources to identify specific training requirements.
- Generic RSE Training: Introductions to RSE law, policy, confidentiality, setting classroom ground rules, and using medically correct anatomical vocabulary.
- Sensitive Topic Training: Specialized support for staff involved in teaching puberty, sexual abuse, child-on-child abuse, FGM, or online safety. This includes training on managing difficult spontaneous questions and recognizing the signs of abuse.
- External Advisory Support: Utilizing support from the Leeds Health and Wellbeing Service, the School Public Health Nurse, and online training platforms to keep staff up to date with national best practices.

10. Safeguarding, Confidentiality, and Disclosures

Discussions about sensitive topics in RSE can lead to increased safeguarding reports. All staff at Meanwood are trained to handle disclosures in strict accordance with 'Keeping Children Safe in Education' (KCSIE 2026) and our Safeguarding and Child Protection Policy. At all stages, it is critical to balance teaching children about making sensible decisions with the absolute clarity that being a victim of abuse is never the fault of the child. Victim-blaming is always wrong.

Child-on-Child Abuse

We recognize that children are capable of abusing their peers, and that child-on-child abuse manifests in many ways, including online bullying, sharing inappropriate images, initiation/hazing ceremonies, and inappropriate or harmful sexualized behaviours. Through Relationships Education, we teach children the knowledge and skills they need to recognize and report abuse, physical boundaries, and privacy, ensuring young people understand they have absolute rights over their own bodies.

Confidentiality Limits in RSE Lessons

The classroom is never a confidential place to talk. Pupils are reminded of this through our classroom ground rules at the start of every session. Staff must never promise a child that they will keep a secret or guarantee absolute confidentiality when abuse or safety is concerned.

- **Disclosing Concerns:** Any disclosure made by a pupil, or any comment in a lesson that indicates a child may be at risk of abuse, neglect, or domestic violence, must be recorded and passed to the DSL, Ella Parker, immediately (and always within 24 hours) via CPOMS.
- **Discussions Outside the Classroom:** If a child speaks to a healthcare professional (such as the school nurse) on a one-to-one basis outside the classroom, different confidentiality guidelines may apply. However, no adult working in school can keep information confidential if they believe a child is at risk of harm.
- **Safeguarding Signposting:** We actively signpost pupils and families to trusted local and national support services (including Childline and CEOP) so they know where to go for help and confidential advice.

11. Online Safety and Digital Hazard Mapping

The digital landscape presents significant social and safety challenges for young people. At Meanwood, online safety is an integral part of our PSHE and RSE curriculum. We proactively sequence our lessons so that pupils are equipped with critical thinking skills before they encounter digital risks.

- **Minimum Age Restrictions:** We explicitly teach that almost all social media platforms have a statutory minimum age of 13. This restriction is designed to protect children from inappropriate content and unsafe contact with older users and strangers.
- **The Permanence of Shared Media:** Pupils are taught to exercise extreme caution when sharing information or images online. We emphasize that once an image, video, or message is sent, there is no way to delete it everywhere and no control over where it ends up. Sharing, forwarding, or keeping indecent images of anyone under 18 is a serious criminal offense, regardless of whether the image is of themselves, was consented to, or was generated using AI.
- **Digital Financial Harms:** In line with September 2026 guidelines, we teach children about the risks of online gaming, video game monetization (such as loot boxes), scams, fraud, and gambling-like content. Children learn how these systems are designed to be addictive and financially exploitative.
- **AI Chatbots and Fake Intimacy:** Pupils are introduced to the rapid development of AI technology. We teach critical thinking regarding AI chatbots, explaining that they can pose serious risks by creating fake intimacy or offering harmful, unregulated advice.
- **Deepfakes and Disinformation:** We teach children about the prevalence of deepfakes (maliciously altered photos or videos) and misinformation/disinformation online (including conspiracy theories). Pupils learn how online content can present a distorted picture of the world and normalise unhealthy or wrong behaviours.

- Reporting Digital Concerns: Children are taught how to block and report harmful content, harassment, or coercive behavior online, utilizing tools such as CEOP, Report Remove (by Childline and the IWF), and our school's Smoothwall filtering systems.

12. Curriculum Delivery, Resources, and Visitors

Meanwood CE Primary School delivers RSE through a carefully structured spiral curriculum, using timetabled slots that demonstrate clear progression from Reception to Year 6. RSE is taught primarily through the 'You, Me, PSHE' Scheme of Work (v2), supplemented by high-quality, medically accurate resources from BBC Teach, the Health and Wellbeing Service, and children's literature.

To ensure all resources are safe, unbiased, and developmentally appropriate, teachers evaluate materials against our core quality standards:

- **Ethos and Values:** Is the resource consistent with our school's Christian vision and CARE values?
- **Factually Correct:** Is the information medically accurate and up to date?
- **Active Learning:** Does the resource encourage active, participatory learning rather than passive viewing?
- **Inclusive:** Does it represent a diverse range of family circumstances, faiths, cultures, and abilities, avoiding harmful gender or sexual stereotypes?

Working with External Visitors and Agencies

We recognize that external organizations can enhance the delivery of RSE by bringing in specialist knowledge. However, Meanwood remains legally responsible for all content taught. Before involving any visitor in RSE, teachers must follow these guidelines:

- **Credential Checks:** The school must verify the credentials, liability arrangements, and DBS status of any visitor or visiting organization.
- **Resource Pre-Screening:** Teachers must see and evaluate all lesson plans and teaching materials in advance, ensuring they are age-appropriate and aligned with our policy. We never use resources from organizations that promote harmful products (such as cigarettes or alcohol) or hold partisan, biased views.
- **Teacher Presence:** A qualified teacher must remain present throughout any external visitor's lesson to monitor delivery, support the pupils, and build on learning in subsequent sessions.
- **Confidentiality Agreement:** Visitors must receive a copy of this policy and formally agree to comply with our confidentiality and safeguarding reporting guidelines prior to the session.

13. Assessment, Monitoring, and Review

The monitoring, evaluation, and assessment of RSE is essential to ensure that our pupils are making progress and that our curriculum meets their evolving needs.

- **Needs Assessment:** Prior to starting an RSE unit, teachers conduct baseline assessments to identify pupils' existing knowledge, misconceptions, and questions.
- **Formative and Summative Assessment:** Progress is monitored continuously during lessons. Summatively, teachers assess whether pupils have achieved the learning outcomes at the end of each module, identifying children who need extra support.

- PSHE Floorbooks: Class thoughts, work samples, and group opinions are recorded in a permanent PSHE Floorbook, which is passed up to the next class teacher at the end of the year to maintain curriculum continuity.
- Annual Review Loop: This policy is reviewed briefly annually and in full every two years by J Martin, Jamie Chapman, and the Governing Body, ensuring complete alignment with statutory changes.

Appendices

Appendix 1: Visitor and External Agency Checklists

These checklists must be completed collaboratively by the class teacher and external provider before and after any RSE visit:

Appendix 1a: Pre-Visit Agreement Checklist

Date and Venue Details	Scheduled Date: _____ Time: _____ Classroom: _____
Agency Contact Info	Organization: _____ Lead Speaker: _____ Tel/Email: _____
Safety & DBS Verification	DBS Number: _____ Verified by School Office: [☐] Yes [☐] No
Lesson Content Review	Target Year Group: _____ Lesson Plan Seen: [☐] Yes Resources Approved: [☐] Yes
Intended Learning Outcomes	1. _____ _____ 2. _____ _____
Confidentiality Alignment	Safeguarding procedures discussed with visitor: [☐] Yes Confidentiality limits agreed: [☐] Yes
Lead Teacher Signature	Signed: _____ Date Completed: _____

Appendix 1b: Post-Visit Evaluation Form

To be filled in jointly by the class teacher and visitor following delivery of the session:

Evaluation Question	Score (1 - 10)	Evidence / Comments
How well did the programme meet the needs of the pupils?	___ / 10	
How well has the input contributed to our school RSE curriculum?	___ / 10	
Has there been a positive impact on staff skills and confidence?	___ / 10	
Were the pre-planning and communication resources effective?	___ / 10	
Are there any elements that could be improved in the future?	N / A	

Appendix 2: Parent Consultation and Information Letters

Sample Information Letter: PSHE & RSE Unit Notice

Dear Parent or Carer,

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including all kinds of relationships, physical/emotional health, and living in the wider world. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

Relationships and Sex Education (RSE) is an important part of the PSHE course. We will be teaching lessons about RSE in the upcoming term, which will include topics such as families and friendships, emotional and physical boundaries, online safety, puberty, and personal safety. In Year 5 and Year 6, lessons will cover non-statutory aspects of sex education, including human conception.

During the course, pupils will be able to ask questions, which will be answered factually and in an age-appropriate manner by their class teacher. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. Some parts of RSE are compulsory (as part of the National Curriculum for Science), and parents do not have the right to withdraw. You can request to withdraw your child from the non-statutory sex education elements.

Many parents support high-quality RSE in school, and we welcome the opportunity to work in partnership with you. All teaching materials are available for you to browse on request via our online Parent Portal. Please feel free to contact school if you have any questions or would like to discuss our curriculum further.

Yours sincerely,

J Martin (PSHE Coordinator) & Jamie Chapman (Headteacher)

Appendix 3: Parent Request for Withdrawal Form

Please use this form to formally request that your child be withdrawn from non-statutory Sex Education lessons. Completed forms should be returned to the Headteacher, Jamie Chapman, to arrange a collaborative discussion.

Full Name of Child	
Year Group and Class	
Full Name of Parent/Carer	
Reason for Requesting Withdrawal from Sex Education within RSE	
Any Other Information You Wish the School to Consider	

Parent/Carer Signature: _____ Date: _____

To be completed by the school:

Agreed actions and parental support plans following Headteacher discussion:

Headteacher Signature: _____ Date Completed: _____

References and Statutory Resources

Department for Education (July 2025/September 2026). "Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers." Crown Copyright.

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