



Relationship and Sex Education (RSE) **Policy**



As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.

The light shines in the darkness and the darkness shall not overcome it.

John 1 v.5

You shall love your neighbour as yourself.

Matt 22v39

Approved by: L Gardner

Date: June 2026



Vision

The greatest commandment Jesus taught us was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Poulton-le-Sands CE Primary School, our relationship education seeks to live out this commandment and explore how we can 'love our neighbour' through what we say and do. Our school is a family and focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and wellbeing.

How this Policy was Developed

This policy was written by Mrs L Gardner (Headteacher) and developed in consultation with parents, teachers and other school staff, governors and the pupils at Poulton-le-Sands CE Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils. It has been approved by the school's governing body.

Legal Requirements of Schools

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in Years 5 and/or Year 6, in line with content about conception and birth, which forms part of the national curriculum for science.

We at Poulton-le-Sands CE Primary School, acknowledge that under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

What Personal, Social, Health and Economic (PSHE) Education, including Relationship Education is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe



relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Aims

Our schools aims of Relationships Education, Relationships and Sex Education (RSE) and Health Education is to provide children with age appropriate information, allow them to explore attributes, values and develop skills in order to empower them to make positive decisions about their health and relationships related behaviour. We hope to develop confident citizens and successful learners who are creative, resourceful and able to identify and solve problems.

We teach relationship, sex and health education in the context of our Church of England primary school with our aims and Christian values which is part of our wider Spiritual, Moral, Social and Cultural (SMSC) education. The school follows a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.



Objectives of Relationships Education, Relationships and Sex Education (RSE) and Health Education at Poulton-le-Sands Church of England Primary School.

- starts early and is relevant to pupils at each stage of their development and maturity;
- partnership between home and school;
- sufficient time to cover a wide range of topics;
- inclusive of difference and challenges stereotypes and prejudice;
- respects the views of other people;
- develops an awareness of personal safety including what they should do if they are worried;
- ensures that all children are assertive and have the confidence to say and do what is right;
- understands the dangers associated with online technologies and develop strategies to keep safe;
- contributes to a better understanding of diversity and inclusion, a reduction in genderbased and homophobic prejudice, bullying and violence and an understanding of the difference between healthy and unhealthy relationships;
- promotes positive relationships with others, involving trust and respect;
- recognises the importance of a committed, long-term, and loving relationship and the importance of family life;
- learn the importance of self-control and cope with the influences of their peers and the media;
- challenges body image and stereotypes, particularly in the media and promotes respect and care for their bodies;
- includes the acquisition of medically and factually correct knowledge;
- prepares them for puberty and adulthood;
- helps pupils gain access to information and support;
- prepares children with the aim of reducing early sexual activity, teenage pregnancies, sexual exploitation and abuse, domestic violence and bullying;
- uses active learning methods, and is rigorously planned, assessed and evaluated;
- ensures children's views are actively sought to influence lesson planning and teaching.

How PSHE education, including Relationships Education, is provided and who is responsible for this?

At Poulton-le-Sands CE Primary School, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers all the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.



We follow the six suggested half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Mrs Holden, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

What is Being Taught

Long Term Plan



Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying	Understanding emotional needs Staying safe online Digital footprint	Understanding media bias Digital critical thinking Caring: communities & the environment	Aspirations Managing risk Looking after wellbeing	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image

Medium term plans can be found on our website via the following link: [Medium Term Plans](#)

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;



5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Difficult Questions and Sensitive Issues in Relation to Sex Education

Our school's Relationships Education, Relationships and Sex Education (RSE) and Health Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

Our school has decided not to teach about...



Rape oral sex, exploitative or violent sexual practices, incest, abortion, prostitution or about forms of sexual intercourse including homosexual practices or foreplay. AIDS/HIV will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed above, teachers will explain that this is a matter not dealt with by the whole class and will speak to the child after the session in the company of another appropriate adult. The school will normally seek to inform parents when such a question is asked.

This policy is implemented in line with *Keeping Children Safe in Education (KCSIE)* ensuring that safeguarding underpins all aspects of Relationships and Sex Education. In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

How PSHE Education, including Relationship Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures / child protection policy which can be found on our website or if requested at the school office.

Support is provided to children experiencing difficulties on a one-to-one basis, via our Pupil and Family Wellbeing Practitioner (Mrs Wheeler). Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

How PSHE Education is Monitored, Evaluated and Assessed

We use three methods of monitoring and assessing learning of PSHE at Poulton-le-Sands CE Primary School.



- **Scarf Process:** For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half-termly unit of lesson plans.
- **Scarf Success:** At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.
- **Wearing my Scarf:** This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the Headteacher and governors an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about



all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

Our school acknowledges different ethnic, religious and cultural attitudes, and recognises that pupils may come from a wide variety of family situations and home backgrounds. These may include different family structures, such as single-parent families, blended families, adoptive families, families with same-sex parents, and families from a range of cultural and religious traditions. These different families and experiences are acknowledged through our teaching and the use of resources that promote diversity, inclusion and respect within Relationships Education. Through age-appropriate scenarios and discussions, our PSHE education provides a sensitive, honest and balanced consideration of family diversity and relationships, helping to create a safe and inclusive environment for all pupils and staff. This approach also supports our responsibilities under the Equality Act 2010 and the Public Sector Equality Duty, which require schools to eliminate discrimination, advance equality of opportunity, raise pupils' awareness of diversity, and promote respectful relationships with those who are different from themselves.

Further information can be found on the following policies:

[Single Equalities Policy](#)

[Anti Bullying Policy](#)

[Behaviour Policy](#)

Rights to be Excused from Sex Education

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education delivered as part of Relationships and Sex Education (RSE). However, parents cannot withdraw their child from Relationships Education, Health Education, or those aspects of Sex Education that are taught as part of the statutory National Curriculum for Science, as these form part of the school's legal obligations.

Requests for withdrawal should be made in writing to the Headteacher and a copy of the request will be placed on the pupil's educational record. Before a request is granted, the Headteacher will invite the parent(s) to discuss their concerns, ensure that their wishes are understood, and clarify the nature and purpose of the curriculum. During this discussion, the benefits of receiving this education, as well as any potential social and emotional effects of withdrawal, will be considered. Parents are strongly encouraged to allow their child to participate in these lessons, enabling



them to receive accurate, age-appropriate information in a supportive and professional environment.

Where a pupil is withdrawn from non-statutory Sex Education, the school will ensure that they receive appropriate and purposeful alternative education during the period of withdrawal.

The school is committed to working in partnership with parents and recognises the important role families play in providing Relationships and Sex Education. Parents should be given every opportunity to understand the purpose and content of the curriculum and to ask questions about the school's approach. To support this, parents will be invited to view examples of the resources used through meetings, information sessions, or other appropriate opportunities. Information about planned learning will also be shared regularly through school communications.

We encourage parents to engage with the resources and curriculum content so that discussions at home can complement the learning that takes place in school. It is valuable for children to learn about relationships, health and sex education within the context of both their family's values and the factual, age-appropriate information provided through the curriculum.

Role and Responsibilities

- **The Governing Body:** The governing body will approve the RSE policy and hold the Headteacher to account for its implementation,
- **The Headteacher:** The Headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

The Headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

- **Staff:** Staff are to teach in line with the Church of England foundation of the school. Deliver RSE with sensitivity. Model positive attitudes to RSE. Respond to the needs of individual pupils. Respond appropriately to pupils whose parents wish them to be withdrawn from sex education.

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.

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



Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

Should further information about PSHE education be required, please contact the PSHE education lead support@poulton-le-sands.lancs.sch.uk

Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

This policy should be read in conjunction with the following:

- School's own Safeguarding / Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2025)



Date reviewed: June 2026

Signed:

Mrs Laura T. Gardner
Headteacher

Mr David Woodhouse
Chair of Governors

Next review date: June 2028