Code of Practice for
Relationships and Sex Education (RSE)

Last reviewed: March 2025
Next review: March 2026

At SIAL, we want everybody to feel happy, cared for, safe, and accepted. As such, we are committed to providing high-quality RSE for all pupils in our care. We believe that relationship and sex education is vital in helping our pupils understand and navigate the many different relationships they will encounter, both during their school years and throughout their lives.

As a school, we endorse the DfE definition of RSE as:

"Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health."

The DfE identifies three main elements of RSE: **attitudes and values**, **personal and social skills**, and **knowledge and understanding**.

Aims

Our aims are to:

- Support pupils to develop and maintain a sense of self-worth and well-being.
- Encourage pupils to respect themselves and others, including their similarities and differences.
- Help pupils grow in confidence, especially when expressing their feelings and experiences.
- Teach pupils that there are different types of relationships, each with its own behaviours and expectations.
- Enable pupils to make safe and informed choices and decisions.
- Ensure pupils know how to keep themselves safe and what to do if they feel unsafe in a relationship, including how to access support.
- Ensure pupils know the correct vocabulary to describe parts of their own body.
- Prepare pupils for puberty and how to care for their bodies in terms of health and hygiene.
- Ensure pupils understand how a baby is conceived and born.
- Apply the advice of the Sex Education Forum to "teach and promote equal, safe, and enjoyable relationships in a way which fosters LGBT and gender equality, in line with the Equality Act 2010."
- Foster an honest and open culture in which sensitive discussions can take place in an atmosphere of mutual trust, understanding, and respect.

Note: RSE at SIAL will not be used to promote sexual activity or any specific form of sexual orientation.

Legislation and Statutory Requirements

The Education Act 1996 requires all primary schools to have an up-to-date policy for RSE, which includes the organisation and content of the curriculum beyond the statutory elements of science. All children, regardless of gender, must be taught the biological aspects of puberty and reproduction as part of the science curriculum.

While **relationship education** is compulsory in primary schools, **sex education** (beyond science) is not. Schools choosing not to teach sex education must clearly state this in their policy.

This policy is aligned with the following:

- Education Act 1996
- Learning and Skills Act 2000
- National Curriculum Framework for PSHE & Citizenship 2000
- Equality Act 2010
- Children and Social Work Act 2017
- Keeping Children Safe in Education 2021
- DfE Statutory Guidance for Relationships Education (2019)

Guidance has also been taken from:
- PSHE Association
- Sex Education Forum

Safeguarding

Effective RSE helps children understand what is and is not appropriate in a relationship and may lead to disclosures of safeguarding concerns. Staff must follow the SIAL **Code of Practice for Safeguarding and Child Protection** and consult the **Designated Safeguarding Lead (DSL)** or their deputy.

Visitors supporting RSE will be briefed prior to their visit, supervised at all times, and their materials reviewed in advance. Any discrepancies in content or delivery will result in the immediate conclusion of the session.

Equality and Diversity (including SEND)

This policy reflects the school's **Equal Opportunities Policy**. The RSE curriculum is inclusive and appropriate for all pupils, including those with **Special Educational Needs and Disabilities (SEND)**. Content and delivery will:
- Reflect the diversity of the school community
- Use inclusive language
- Value all pupils regardless of gender, ability, or background
- Address issues of sexuality sensitively and appropriately
- Be differentiated and personalised to ensure accessibility for all

Role of Parents/Carers and Governors

We value our partnership with parents and carers and aim to involve them in the RSE programme. Parents will be:
- Informed about what will be taught and when
- Invited to parent information sessions and shown RSE materials
- Encouraged to contact staff with questions or concerns

Parents **do not** have the right to withdraw their children from relationships education. They **do** have the right to withdraw from non-statutory sex education (outside science). In such cases:
1. Parents will be invited to meet with SLT to discuss their concerns.
2. If they choose to proceed, the request must be made in writing and kept on file.
3. The child will be provided with alternative PSHE content during RSE lessons.
4. Support and curriculum context will still be shared with the family.

Governors are responsible for reviewing and approving the RSE policy and programme.

Roles and Responsibilities

The RSE programme is overseen by the **Senior Leadership Team (SLT)**, **Extended Leadership Team (ELT)**, and the **PSHE Lead Teacher**.

All staff, including those not directly teaching RSE, will receive regular training. Training needs will be identified through audits conducted by the PSHE lead in collaboration with SLT.

While external visitors may support RSE, core delivery remains the responsibility of school staff.

Teaching RSE at SIAL

RSE is taught by class teachers as part of the PSHE curriculum. It will be:
- Delivered in discrete weekly 30-minute lessons during at least one half-term per year
- Integrated across other subjects including Science, PE, RE, History, ICT, and Wellbeing

All pupils will be taught in mixed-gender groups unless single-gender classes apply. The entire school community supports the delivery of RSE.

Ensuring Maximum Pupil Participation

Staff will:

- Use daily mood measures to gauge emotional readiness
- Set and revisit class charters to establish ground rules
- Hold circle time to promote safe sharing
- Encourage respectful listening and open dialogue
- Foster a non-judgemental environment where all questions are welcome
- Allow humour as a natural response while maintaining respectful boundaries
- Use age-appropriate and inclusive language
- Offer temporary time out if needed
- Provide single-gender discussion spaces where appropriate
- Remain flexible and responsive to the needs of the class
- Challenge discriminatory language or behaviour constructively
- Ensure differentiated support is in place for children with additional needs
- Provide an anonymous RSE question box in every class
- Encourage participation in national RSE Day initiatives

Curriculum Overview

The SIAL RSE curriculum follows the **DfE Statutory Guidance for Relationships Education in Primary Schools (2019)** and is structured around five key areas:

1. Families and People Who Care for Me

Children will understand:

- The importance of love, security, and stability in family life
- The diversity of family structures
- The role of commitment, including marriage and long-term partnerships
- How to seek help if family relationships are making them unhappy or unsafe

2. Caring Friendships

Children will learn:

- How to form and maintain healthy friendships
- Qualities of a good friend
- Managing conflicts and recognising unhealthy friendships
- How to seek help when friendship issues arise

3. Respectful Relationships

Children will understand:

- The value of respecting others despite differences
- How to uphold courtesy, manners, and self-respect
- Recognising and challenging stereotypes
- Understanding consent and boundaries

4. Online Relationships

Children will be taught:

- That people can behave differently online
- How to stay safe online and report concerns
- The risks of online friendships with people they haven't met
- How data is shared and used online

5. Being Safe

Children will learn:

- Boundaries in friendships and online spaces
- The concept of privacy and when secrets should not be kept
- How to respond to unsafe situations or contact
- How to report abuse and seek advice

Learning Opportunities in Relationships Education

Key Stage 1 (KS1)

Pupils learn to:

Families and Positive Relationships

- R1. Recognise the roles that different people (e.g. friends, family, acquaintances) play in their lives.
- R2. Identify who loves and cares for them and understand how these people help them feel cared for.
- R3. Understand that families can be different from their own and learn about a range of family types.
- R4. Identify common features of family life.
- R5. Know the importance of telling a trusted adult (e.g. teacher) if something in their family life makes them unhappy or worried.

Friendships

- R6. Understand how people make friends and what makes a good friendship.
- R7. Recognise feelings of loneliness and know what to do if they or someone else feels lonely.
- R8. Use simple strategies to resolve conflicts and disagreements positively.
- R9. Ask for help if a friendship is making them feel unhappy.

Managing Hurtful Behaviour and Bullying

- R10. Know that both bodies and feelings can be hurt by words and actions, including online.
- R11. Understand how people might feel when they experience hurtful behaviour.
- R12. Recognise that hurtful behaviour (e.g. teasing, name-calling, exclusion) is not acceptable and know how to report it to a trusted adult.

Safe Relationships

- R13. Understand what privacy means and which parts of their body are private.
- R14. Recognise that people can behave differently online, including pretending to be someone they are not.
- R15. Respond safely to adults they don't know.
- R16. Know how to respond if physical contact makes them feel uncomfortable or unsafe.
- R17. Know when to ask for permission and when permission should be sought from them.
- R18. Understand the difference between secrets and surprises, and that adults' secrets should not be kept if they make them feel worried.
- R19. Use basic techniques to resist pressure to do something unsafe.
- R20. Know what to do if they feel unsafe and how to seek help.

Respecting Self and Others

- R21. Recognise kind and unkind behaviour and its impact on others.
- R22. Treat themselves and others with respect, courtesy, and politeness.
- R23. Recognise similarities and differences between people.
- R24. Work and play cooperatively and listen to others.
- R25. Share and express their opinions on matters that are important to them.

Key Stage 2 (KS2)

Pupils learn to:

Families and Positive Relationships
- R1. Recognise a range of relationship types including friendships, family, romantic, and online relationships.
- R2. Understand that emotional, romantic, and sexual attraction can differ; recognise the difference between gender identity and sexual orientation.
- R3. Understand marriage and civil partnerships as lifelong commitments between two people who love and care for each other.
- R4. Know that forced marriage is illegal and where to seek support if concerned.
- R5. Recognise that people who love each other can live together or apart.
- R6. Understand that caring relationships are key features of positive family life.
- R7. Recognise and respect diverse family structures (e.g. single parents, same-sex parents, blended families, foster parents).
- R8. Identify characteristics of healthy family life: care, commitment, time together, and mutual support.
- R9. Recognise when family relationships are making them feel unsafe or unhappy, and how to seek help.

Friendships
- R10. Understand the importance of friendships and how they support wellbeing.
- R11. Identify qualities of positive friendships: respect, trust, honesty, kindness, and mutual support, both online and offline.
- R12. Recognise differences between online and face-to-face relationships, and the risks of online communication.
- R13. Seek support when feeling lonely or excluded.
- R14. Recognise inclusive behaviours and how to support peers who may feel left out.
- R15. Understand peer influence and how online actions affect others.
- R16. Recognise changes in friendships and the value of diverse friendships.
- R17. Develop strategies to resolve friendship conflicts positively and safely.
- R18. Identify when a friendship is unsafe and know how to manage and report concerns.

Managing Hurtful Behaviour and Bullying
- R19. Understand the impact and consequences of bullying (online and offline).
- R20. Use strategies to respond to and report hurtful behaviour, including bullying, trolling, and harassment.
- R21. Understand what discrimination is and how to challenge it.

Safe Relationships
- R22. Understand privacy and personal boundaries in relationships, including online.
- R23. Recognise online risks and how to report concerns.
- R24. Respond safely to unknown adults in various contexts.
- R25. Identify acceptable and unacceptable physical contact and know how to respond to unwanted contact.
- R26. Understand consent in different contexts.
- R27. Know when it is appropriate to keep something confidential or when it should be shared.
- R28. Recognise and resist pressure to do something unsafe.
- R29. Know how and where to get support for personal safety concerns.

Respecting Self and Others
- R30. Understand how personal behaviour affects others and model respectful behaviour online and offline.
- R31. Recognise the importance of self-respect and strategies for respectful interactions.
- R32. Respect differences and similarities among people.

- R33. Listen and respond respectfully to others, including those with different beliefs and lifestyles.
- R34. Discuss and debate topical issues respectfully and constructively.

Curriculum Delivery

While no single scheme of work will be used exclusively, staff will draw from a wide range of resources—such as picture books, stories, film clips, and guidance from relevant agencies—to create bespoke, engaging lessons tailored to pupils' needs.

The curriculum will be:
- Inclusive and responsive to individual pupil needs,
- Engaging and relevant to real-life issues,
- Structured around a spiral curriculum model, allowing for revisiting topics with new perspectives,
- Communicated clearly through a progressive topic map.

Staff will ensure content is factually accurate, distinguishing clearly between fact and opinion, and presented in a way that prioritises pupil safety and well-being.

Monitoring, Reporting, and Evaluation
- Assessment: From September 2020, RSE objectives are assessed within PSHE, using the same grading system applied to other subjects.
- Parent Communication: Staff will share pupil progress in RSE during termly parent/carer consultations.
- Review and Reflection: The SLT, ELT, and PSHE lead (where applicable) will review planning and teaching at least once every half term.
- Teacher Development: Teachers will reflect on their delivery through regular department meetings and submit examples of pupil work during learning walks and reviews.
- Pupil Voice: Pupils will be encouraged to provide feedback through School Council, focus groups, or activities organised by the Headteacher.
- Self-Evaluation: At the end of lessons, pupils may reflect using methods such as:
    o Peer or teacher discussions
    o Visual indicators (e.g. drawing a face or traffic light)
    o Personal messages about their learning progress
    o Questions such as "What do you understand now that you didn't before?"
    o Highlighting evidence in their work
    o Suggesting next steps for themselves or peers
    o Peer feedback through book swaps
    o Using checklists with teacher/peer support

This reflective practice ensures that learning is pupil-centred, progress is monitored, and teaching remains responsive to learner needs.