

RSE POLICY

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Version	Review Date	Reason for review and summary of changes
v1	November 2025	Implementation of policy
v2	September 2026	Adding of control page and format change. Reviewed and no other changes to make

Curriculum Vision: Why we teach Relationship and Sex Education in our curriculum.

At Monkhouse, we believe that we have the responsibility to provide children of all ages with accurate, sensitive and appropriate information based on their needs. Relationship and Sex Education (RSE) contributes to the social, moral and cultural development of children and provides an open and safe environment for children to learn about healthy, respectful and positive relationships, to value and respect themselves and others and to make responsible and reasoned choices.
Our school's policy on sex and relationship education is based on the DCSF document 'Sex and Relationship Education Guidance' (DCSF 0116/2020), the DFE Draft Relationships Education, Relationships and Sex Education (RSE), Health Education document and revised RSHE guidance 2025

The 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' document states that, 'to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.'

Relationships Education and Relationships and Sex Education (RSE) form different elements of our curriculum. All children study Relationships Education in each year group; this curriculum promotes safety and healthy relationships (family and friendships). The sex and reproduction element of RSE is studied in year 6.

See appendix A for a full breakdown of our RSE education curriculum from years 1-6.

What we teach in our Relationship Education curriculum

In our relationships education, children are taught a broad range of areas from our lifeskills curriculum. We teach about loving, respectful and healthy relationships. This covers family and friendships. Children are taught about their body being private and how to protect themselves alongside the concept of everyday issues such as sexism, misogyny, homophobia and sex stereotypes etc. These are taught at age appropriate levels, with the concept of consent and potential harmful behaviours taught when appropriate in upper KS2.
At Monkhouse, we have adopted the Keeping Children Safe in Education document and, where relevant and appropriate, children are taught concepts in relation to keeping themselves safe, recognising healthy relationships and how to deal with such situations.
Where concepts in this document are not age appropriate, we have frequent staff training to ensure staff can spot signs and provide appropriate safeguarding.
In EYFS through stories and role -play activities, children learn about positive relationships, and about what to do if they feel upset or frightened. The self-regulation techniques used across school begin in EYFS, with children developing strategies to appropriately assert themselves, and they are taught who will help when help is needed. Children learn about themselves, living things, basic hygiene and personal needs. They learn to form positive relationships with peers and adults, through respect and understanding.
At Monkhouse, we have ongoing conversations with the pupils about who they can talk to if they are worried and this also forms conversations around E-safety through the Computing curriculum.

What we teach in our Relationship and Sex education curriculum

At Monkhouse we teach children about the physical development of their bodies as they grow into adults and the way humans reproduce through the Science curriculum. As well as this, we teach the children to respect their own bodies, how their bodies change and develop. In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age.

In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children. At the beginning of the academic year, a letter is sent to all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and they have the opportunity to see the materials the school uses in its teaching. This also provides parents with the opportunity to withdraw their child from this programme.

We ensure that the children understand sexual activity as part of a committed, long-term, and loving relationship, the importance of family life, relationship issues, respect for the views of other people through the Life Skills curriculum. We believe using the correct terminology for body parts is important and this is introduced as part of our Life Skills curriculum. Children are taught about LGBT+ relationships and these are openly discussed within sessions about relationships and how all relationships are different; we aim to promote an inclusive society within our school. Through our lifeskills curriculum, children learn about stereotypes and gender stereotypes and we have a zero tolerance approach to issues such as sexism, misogyny, and homophobia, and teach how to challenge these viewpoints. Children are taught about the protected characteristics and the importance of equality and respect. The concept of gender identity is not taught within our curriculum, should a child approach us with questions around this area, this will be handled sensitively and on a case by case basis, with support from parents.

Relationships education is part of the personal, social and health education (PSHE) Life Skills curriculum in our school. The focus during these sessions are on healthy relationships. We do not use relationships education as a means of promoting any form of sexual orientation, however sexual orientations are discussed openly. Relationship and Sex Education is taught in line with the Safeguarding, Child Protection, Well-being, Confidentiality and Equalities policies. Children are taught the term of transgender and the law surrounding this.
Within our e-safety curriculum and lifeskills lessons, at age appropriate times, children are taught about how to protect their bodies and positive relationships online. This includes learning about the sharing of nude/semi-nude images or videos, AI deepfakes and toxic influencers.

How we teach our Relationship and Sex education curriculum

At Monkhouse we teach about relationships and sex in the context of the school's aims and values. While sex education in our school means that we give children information about sexual relationships and behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. Children discuss relationships through scenarios and prompt cards to give a deeper understanding of the context. Many areas of the relationship and sex education is delivered through the science and Life Skills curriculum. We teach relationships education on the understanding that;

- it is taught in the context of healthy relationships
- it is part of a wider process of social, personal, spiritual and moral education
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control
- Resources used in school are available and can be provided to families on request

For children with SEND, teachers and support staff will take each child's starting point into account and bear this in mind when delivering teaching sessions from our relationship and sex education curriculum.

Assessment and Monitoring

At Monkhouse we are well aware that the primary role in children's RSE education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's sex education policy and practice
- answer any questions that parents or carers may have about the sex education of their child
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary
- inform parents and carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- Should teachers be posed a question which is beyond sex education covered by the school or cover age-restricted content. Then teachers will handle this with emphasis on supporting the child. This may include directing pupils to speak to a parent or trusted adult. We do recognise questions that go unanswered may lead to children turning to inappropriate sources of material so will deal with any matters sensitively and inform parent when required.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Right to Withdraw

In year 6, parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard. Any such discussions are logged for future reference and accuracy of information.

Teachers conduct relationship education lessons in a sensitive manner, and in confidence. Teachers will discuss and answer questions but will not make reference to personal experience. If a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse, where they will follow safeguarding policies and immediately notify the school safeguarding lead who will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

Participation - Community School, local, regional, national and global

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Any external resources used are checked and available for families to request access too. For our e-safety resources we use the National College National Online Safety resources. Teachers do their best to answer all questions with sensitivity and care.

We work with 'Our School Nurse' provide support and advice in specific situations and when required