

Middleton School



RSE Policy

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Review Due – May 2028

Relationship and Sex Policy

Date reviewed: Feb 2026

Date to be reviewed :Feb 2028

Status: Statutory

Definition of Relationships and Sex Education (RSE):

The RSE curriculum delivers learning about the emotional, social and physical aspects of growing up, relationships and sexual reproduction. It should equip young people with the information, skills and positive values to enable them to have safe and fulfilling relationships with others and develop their own positive well being.

Purpose:

Relationship and Sex Education is an entitlement for all pupils at Middleton School. We strive to ensure that all pupils develop the skills and knowledge to make informed decisions and keep themselves safe. We tailor the content and delivery of RSE to meet the specific needs of our pupils at a full range of developmental stages.

All young people, at all ability levels, will develop physically and emotionally, and will need to be guided to understand their feelings and changes within their own bodies. Decisions about how they relate to others are aided by knowledge and understanding of their own physical and emotional development. We also value the role which Relationship and Sex Education plays in the development of confidence, positive attitudes and self esteem for all pupils in our school. The focus is placed upon teaching the fundamental building blocks and characteristics of positive relationships - with particular reference to friendships, family relationships and relationships with other children and adults.

We are aware that children with additional learning needs, who attend an SEN provision such as Middleton School, will present with an additional vulnerability. We believe in the importance of the accurate and relevant delivery of RSE materials and value the role this may play in protecting our pupils and keeping them safe. The delivery of RSE core topics, particularly with regard to relationships, should start in early childhood and continue throughout their life.

The Equality Act 2010 and Public Sector Equality Duty

Schools are required to comply with the relevant requirements of the Equality Act 2010. At Middleton School we deliver our RSE curriculum with due regard of the needs to;

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Relevant protected characteristics are;

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex and sexual orientation

Through the delivery of the RSE curriculum at Middleton, pupils are taught to respect differences and understand the importance of equality.

Aims:

- To incorporate Relationships and Sex Education (RSE) into the whole school PSHE framework.
- To prepare pupils for the opportunities, responsibilities and experiences of life.
- To explore, discuss and clarify attitudes and values.
- To encourage pupils to adopt a healthy lifestyle.
- To teach pupils the process of human reproduction; with a progressive level of information as they move through the school.
- To teach and explore appropriate interactions with others, and model appropriate and positive social relationships with others.
- To develop a 'sense of self'; encouraging self respect, dignity, and the acquisition of skills and knowledge to keep themselves safe.
- To communicate explicitly to pupils about the features of healthy friendships and relationships with all people they may encounter.
- To teach pupils about personal safety including safe travel, fire safety, water safety and road safety.

- To inform pupils how they can protect themselves and remain safe when online.
- To provide pupils with a learning environment which is safe; where they are able to trust the adults involved and share their feelings and opinions openly.
- To teach pupils about positive well being and mental health and where they can seek support if required.

Moral values of the RSE policy:

Our aim is for all pupils to develop increased self esteem and emotional well being through a range of both formal and informal teaching opportunities. We aim for pupils to develop their own values and attitudes towards relationships through the guidance of our school's communal values:

- Middleton School is a caring community which values the respect of pupils for both themselves and for others.
- Relationships are based upon care, trust and honesty.
- Self discipline is an important part of teaching and learning.
- Tolerance of differences and valuing themselves and others as unique individuals is a priority.
- Expectations of acceptable behaviour are clear and adhered to.
- Keeping themselves and others safe is highly valued.
- Pupils are encouraged to meet their optimum independence levels and self help skills are valued and developed.
- The development of decision making skills and assertiveness is promoted.
- The ability to lead, make suggestions and offer opinions is encouraged throughout all aspects of learning.
- The ability to work cohesively as part of a team and respect the opinions of others is promoted.
- An ethos of collective responsibility for ensuring a safe, happy, and supportive learning environment is promoted at all times.

Subject Content and Delivery

Primary schools follow a statutory duty to deliver relationships education but are not required to teach sex education . However, many schools have an established sex education programme in place which works well for their pupils. At Middleton School, we believe that the special educational

needs of the pupils places them at higher risk of exploitation and as such value the teaching of both relationships education and sex education for all pupils.

RSE is taught by class teachers, and the delivery of the subject is supported by a team of Teaching Assistants. Pupils are taught within their class groups and as a mixed ability group for the majority of subject content. However, there may be occasions when the subject will be taught within small groups according to gender or ability. Consideration of the needs and abilities of each cohort will always be an important element in the planned delivery of this subject.

Pupils will always be taught correct terminology and vocabulary relating to their RSE education.

Pupils are taught about ownership of their own bodies and the concept of consent from a young age.

Details of subject content at each Key Stage can be found in the Scheme of Work (Please see appendix).

The governing body's responsibilities:-

- To ensure there is consultation with teachers, parents/carers and where appropriate. The curriculum should reflect parents' wishes and the culture of the community the school serves.
- To check that curriculum content complies with the policy.
- To ensure that staff deliver the curriculum in compliance with the policy
- To ensure policy is reviewed and up to date
- To publicly endorse the policy and RSE programme in the unlikely event that issues are raised by parents or the local press.
- To recognise that the policy needs to be made available for inspection by Ofsted, anyone delivering RSE in the school, and to parents, and must:

a. define RSE

b. describe how RSE is provided and who is responsible for providing it

c. say how RSE is monitored and evaluated

d. include information about parents' right to withdrawal, and be regularly reviewed.

- To oversee links with the school development plan and other relevant school policies, such as equal opportunities and anti-bullying policies, and give clear guidance on confidentiality, dealing with personal disclosures and child protection issues.

Governors are required to ensure that:

- All pupils make progress in achieving the expected educational outcomes.
- Relationship Education is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- RSE is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- There is flexibility to respond to the changing needs of pupils.

Partnership with Parents:

The teaching of RSE is not a task for the school in isolation, and we seek to work with parents and carers to ensure that the teaching of RSE reflects parental expectations and complements teaching and values held at home.

The RSE Policy and Scheme of work have been shared with governors and are available for all parents and carers to view on the Middleton School website.

Parents and carers have a right to withdraw their child from some, or all RSE lessons, but not those which fall under the jurisdiction of National Curriculum Science lessons. **These lessons are statutory for all pupils.**

There is no right to withdraw a pupil from relationships education or health education. **These lessons are statutory for all pupils.**

To summarise, parents and carers are not permitted to withdraw their child from;

- Relationships Education

- Health Education
- National Curriculum Science.

Parents and carers are advised to view the RSE scheme of work, and then contact the Headteacher if they wish to discuss the content further or withdraw their child from a permitted element, so that she can be made aware of the reasons and discuss an appropriate course of action. A record will be kept of this discussion.

Organisation of RSE:

There are aspects of RSE which make up part of our Science curriculum, and other aspects which form part of our PSHE curriculum. However, the core values of RSE are integrated into the whole curriculum and are not, in the main, taught discreetly as a separate subject. There are guidelines which suggest when specific aspects should be taught, and these are set out within the Science, PSHE, RE, PE and RSE Curriculum Overview and Scheme of Work.

Teaching staff have the main responsibility for the delivery of RSE within the classroom, although they will plan and liaise with other professionals, in particular the school nursing service, to ensure that the pupils receive a balanced and informative programme. Teaching staff are able to access training in the delivery of RSE, and request resources which they believe will assist in this delivery.

Teaching Strategies:

As with all areas of the curriculum, we believe in delivering an individualised and differentiated approach to learning for our pupils. We focus upon the 'Relationships' aspect of RSE from the moment a pupil arrives in our school, and relationships and positive interactions with others are central to the learning process throughout the school.

We aim to provide an interactive learning environment, which is motivating and allows pupils to practise skills as well as to gain information and knowledge.

We strive to deliver a practical, kinaesthetic approach to learning and offer pupils many opportunities to practise their skills in real situations, both in school, and within the wider community.

All discreet RSE lessons will have clear aims and learning outcomes. We also plan to allow time for reflection, to allow pupils to consolidate and reflect upon their learning experiences.

Monitoring of RSE:

Department Leaders will be responsible for the implementation of the RSE scheme of work within their department. This will be monitored by the Headteacher. The subject itself is led, monitored and evaluated by the teacher with responsibility for PSHE.

Pupil progress within RSE is monitored and reviewed on an annual basis, and progress within both PSHE and Science is assessed on a termly basis. PSHE targets are set annually for all pupils and reviewed on two occasions throughout the academic year. Progress is reported to parents and carers annually as part of each pupil's Annual Review process.

Confidentiality and Child Protection:

All staff members and visitors who may work with pupils in the delivery of the RSE curriculum will be given a copy of this policy and also a copy of our Child Protection Policy. This is to ensure that they are familiar with expectations concerning current procedures and practice, and that they are aware of how to respond to issues that arise, including those which relate to Safeguarding.

Within lessons we provide pupils with the opportunity to have their questions answered in a safe, secure environment.

Extra Curricular Activities:

Pupils are encouraged to join extra curricular activities, (such as Change for Life Club, Basketball Club, Cooking Club etc) where they have opportunities to work alongside peers of a range of ages and form new friendships and relationships. These activities also promote healthy lifestyles and support objectives taught through the PSHE and RSE curriculum.

Inclusion Statement:

Middleton School is committed to ensuring that the curriculum delivery is made relevant and accessible to all pupils, and that it is taught in a way which is age, stage and ability appropriate. Sensitivity, based on knowledge of the pupils and their family circumstances is demonstrated in the delivery of this subject. There is recognition that families of many forms provide a nurturing environment for children and that peers may have differing structures of support in their lives around them.

Appendix 1

RSE Scheme of work - KS1



Theme:	Key learning Outcomes:		
	EYFS	Yr1	Yr2
Relationships	•Who is in my family? •Who is my friend? •Who is in my class? •Play alongside others	•Which groups do I belong to? •What do I do with my family? •Recognise differences between self and others. •Share resources/toys. •The value of 'Please' and 'Thank you'.	•Who is important to me? •What do I like about my friend? •What does my friend like about me? •Initiate play with others. •Listen to and co-operate with others.
My Body	• Name key parts of the body. • Explore function of key body parts eg hands •Look at self as a baby.	•How is my body different to others? •Know names of greater range of body parts.	•Difference between male and female bodies. •Use of correct names for male/female genitalia.
Life Cycles	•Look at baby photos. •What can babies do? •How am I different now?	•Know animals and humans grow and have babies. •Beginning of life eg plants.	•the process of growing from young to old. •how will I change in the future? eg taller? •know that a baby comes from a man and a woman.
Keeping safe and people who help me	•Saying yes and no •Making choices •Be able to ask for help. •Being safe in school AND off site – following adult directions	•Who helps me at home/ in school? •Begin to say no if don't want to do something. •Which parts of my body are private? •Class rules	•Who can I go to if I am worried about something? •public and private parts of the body. •playing somewhere that is safe to me.
Looking after myself	• Begin to develop independence in toileting, dressing and feeding.	•Staying clean! •What can I do by myself?	•How can I care for myself? what do I need to stay healthy? •Who helps me to stay healthy? eg dentist
Feelings	•Happy and sad. •Facial expressions	•Why do I cry? •Recognise and name some basic feelings. •Give and receive praise.	•Feeling angry/ scared. •Feelings associated with loss and separation •How do I make other people feel? •What makes me feel good about myself? •Begin to manage feelings.

Appendix 2

RSE Scheme of work - KS2



Theme:	Key learning Outcomes:		
	Year 3	Year 4	Year 5/6
Relationships	•Who is special to me in my family? •Family trees •How can I be a good friend? •How do my actions affect others? •Working with a partner, in a group, and being a good team member.	•How are other families different to mine. •Who do I look after/ care for? •What helps people get on with each other? •Why do friendships change? •How can I make up with a friend I have lost? •What does bullying mean? •The conventions of courtesy and manners.	•What can I give and take from a relationship? •Different types of relationships. •Accepting differences. •Why are some parents married and some not? •What is love? How do we show love? •What should I do if someone is being bullied or abused? •How have my relationships changed as I have grown up?
My Body	• Name public and private body parts. •What can we do to make some tasks private?	•How are boys and girls different? (external) •Physical abilities and disabilities. •We are all different. Is it okay to be different? •Should girls and boys behave differently? •Positive male and female role models	• How race, culture and faith affect how we view our bodies. •Changes in our bodies. •Ownership of your own body. •How boys and girls differ (Internal) •Menstruation •Masturbation
Life Cycles	•How has my body changed since I was a baby? •What happens when we get old? Aware that living things die.	•Know that all lifecycles have a beginning middle and end. •How do different animals have babies? •Eggs and sperm/ male and female	•The human life cycle and reproduction. •How do we look after babies before and after birth? •Giving birth •Contraception/ birth control.
Keeping safe and people who help me	• Where are safe and private places at home/ school? •What is a 'stranger'? •Where do I go to get help? •Staying safe in the environment. •Road Safety.	•Who can I confide in? •Should we have secrets? •Staying safe versus taking risks. •The power of saying 'NO' •Making effective decisions/ choices. •Maintaining safety online.	•Who should I be intimate with? •The difference between good touch and bad touch. •Abusive relationships •Hurt feelings and physical violence. •Resisting pressure to do wrong. •Making sensible

			judgements. •Where can I find info about growing up? •Safe online relationships. • Explore AI
Looking after myself	•Good and bad habits for my growing body? •What can I do all by myself? •A healthy diet. •Identifying what makes me feel happy.	•Keeping clean •Rules - why do we have them? •How can I stay healthy? •What do I do if I am ill? •How do I tell someone if I am feeling sad or anxious?	•Can relationships be harmful? •Personal hygiene. •Looking good and positive self image. •Substance/ alcohol abuse. •The development of hobbies and interests that support positive well being.
Feelings	•Loss - losing a pet or toy which we care about. •Celebrations and special times. •How do I know how other people are feeling?	•Loss - losing a loved one. •Feelings in families; love and jealousy. •Assertive expression and self belief! •How can I say 'no' to someone without hurting their feelings? •Build up 'feelings' vocabulary.	•Feeling alone or isolated. • What is grief and how does this affect me and others? •How we feel in difficult situations. •Managing feelings. •How do I behave if my family/ friends don't feel the same way that I do? •Feelings about the future. •Changing feelings with puberty. •What are sexual feelings?