



LAMBROOK

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NURTURING  
POTENTIAL  
SINCE 1860

# Relationship and Sex Education (RSE) Policy

This document applies to all parts of Lambrook School including the Early Years Foundation Stage.

April 2024

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## **Lambrook School – Our Purpose**

Since 1860, Lambrook has been laying the foundations for its pupils' futures. Children have one opportunity for an education which will form the basis of their lives and, at the same time, one childhood; Lambrook aims to keep a happy balance between the two.

During their time with us, we give our pupils the 'Feathers to Fly' so that when they leave us, they will spread their wings and will take flight; leaving Lambrook as confident, happy, engaging, independent and kind young people who are outward looking in all that they do.

### **Inspiring**

Inspiring pupils from Nursery through to Year 8, offering the most outstanding breadth of educational experiences, encouraging academic intrigue and a desire to learn.

### **Nurturing**

Nurturing and supporting all pupils through an outstanding level of pastoral care, empowering pupils to flourish and have healthy relationships with others within our vibrant and caring School community.

### **Providing**

Providing pupils with an abundance of opportunities to discover, pursue and develop their skills, talents and interests.

### **Preparing**

Preparing our children for the next stage of their educational journey, developing the many 'feathers' necessary for their time at Lambrook, at their future senior schools and beyond.

### **Equipping**

Equipping our children with the skills and the confidence to understand the challenges of the world in which they live; recognising their responsibility towards others, the environment and themselves and enabling them to make a difference, both now and in the future.

## **Definition**

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, sexual health, healthy lifestyles, diversity and personal identity. When we use the term 'relationships' in this policy we refer to both online and offline relationships. It involves a combination of sharing information and exploring issues and values. Some aspects are taught in science, and others are taught as part of Wellbeing (PSHE). This policy should be read in conjunction with our PSHE Policy as well as our Safeguarding and Child Protection, Behaviour and Anti-Bullying policies. This policy relates to all sections of the School including our Pre-Prep and EYFS setting.

The Department of Health set out its ambition for all children and young people to receive high quality relationship and sex education in its statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#). This policy also reflects guidance given under the [Children and Social Work Act 2017](#).

**RSE is not about the promotion of sexual activity.**

## **Aims**

The aims of relationship and sex education (RSE) are to:

- Provide a framework in which sensitive discussion can take place
- Develop positive values and a moral framework that will guide the pupils' decisions, judgements and behaviour, ensure that pupils have the confidence and self esteem to value themselves and others, to respect individual conscience and to develop the skills required to judge what kind of relationship is desirable
- Help pupils to understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships
- Develop the pupils' knowledge to avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships and sexuality; challenge sexism and prejudice of protected characteristics, foster LGBT and gender equality and consider issues surrounding gender identity
- Teach pupils the correct vocabulary to describe themselves and their bodies and to develop the appropriate terminology for relationship and sex issues

## Statutory requirements

It is a legal requirement to provide relationship and health education (RSHE) to all pupils as per the Children and Social Work Act 2017. Relationships and sex education is now statutory in all secondary schools in England. Relationships education is statutory in all primary schools.

In line with statutory guidance, [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) it is recommended that age-appropriate sex education is also taught in all primary schools.

In accordance with the [Children and Social Work Act 2017](#), relationships and sex education should have regard to the age and religious background of the pupils and must include:

- i safety in forming and maintaining relationships,
- ii the characteristics of healthy relationships, and
- iii how relationships may affect physical and mental health and well-being

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education (2023)
- Children and Social Work Act (2017)

The school's Anti-Bullying Policy, Child Protection and Safeguarding Policy and RSE Policy reflect, along with its practices, the School's commitment to teaching about and developing further a culture of healthy and normal relationships in school.

At Lambrook we teach RSE as set out in this policy. The policy bears relation to other school policies:

- Curriculum Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

## Delivery of RSE

At Lambrook we believe that RSE should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. RSE is taught within the Wellbeing curriculum. Biological aspects of RSE are taught within the Science curriculum and other aspects may be discussed during various subjects such as Religious Education, History and English when

appropriate. It will be predominantly taught in class groups by Form Teachers in the Pre-Prep and Lower School (lessons once a week) and tutors in the Middle School and Upper School (lessons twice a week) There is additional input in tutor time and through the Upper and Middle School weekly. Lessons follow the Cambridgeshire PPD (KS1 and KS2) or the PSHE Association (KS3) schemes of work.

RSE is delivered as a 'rolling programme' and support from professionals, including the School Nurse are used as appropriate. RSE lessons are set within the wider context of the Wellbeing curriculum and address the emotional aspects of development and relationships and the physical aspects of puberty and reproduction. The Science curriculum is delivered in KS1 by Class Teachers and in KS2 and KS3 it is delivered by Science teachers. These lessons are focussed on the physical aspects of development and reproduction.

Any RSE lesson may consider questions or issues that some children will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, teachers will aim to answer them honestly, within the ground rules established at the start of the sessions. [See Appendix A: Answering difficult questions in Primary School]

Pupils also have the opportunity to use the anonymous question box, which can be found in all classrooms when more sensitive topics in Wellbeing are being taught. When it is felt that answering a specific question would provide information at a level inappropriate to the development of the rest of the pupils, the question is dealt with individually at another time. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupils' age should be addressed and any concerns emerging from conversations should be shared with the Pastoral Leaders Group or, if appropriate, with the Designated Safeguarding Lead.

There may be times when a question raised by a pupil should be referred to a parent or carer. It is good practice to talk to the pupil(s) concerned before involving a parent or carer - to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child feels that they do not want their parent or carer to be spoken to, then this should be taken seriously and discussed with the Designated Safeguarding Lead. It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone unless it is felt that sharing a concern is likely to ensure the health and happiness of the child in question. Staff would refer to the Safeguarding Policy and record any concerns appropriately.

Teachers ensure that RSE lessons are taught in an environment where questions and discussions on sexual matters can take place without any stigma or embarrassment.

We recognise that parents are key in teaching their children about relationships, sex and growing up. As such, we aim to work in partnership with pupils and parents. Prior to any lessons on puberty or reproduction taking place, for example, parents are written to with an outline of the content of the lessons.

Parents can also request to see any resources that the school (or external providers) are using with their children in RSE lessons by contacting the Head of Pastoral Care.

**RSE has three main elements:**

## **Attitudes and Values**

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning the importance of values, individual conscience and moral choices.
- Learning about the nurture of children.
- Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

## **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on the understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.
- Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

## **Knowledge and Understanding**

- Information about healthier, safer lifestyles
- Understanding the importance of appropriate, respectful and consensual relationships
- Learning and understanding physical development at appropriate stages.
- Understanding human emotions, relationships, reproduction and sexuality.

Learning about and understanding the importance of staying safe online and of developing healthy, consensual online relationships.

## **Curriculum Content**

### Key Stage 1 (school years 1 and 2 - normally between the ages of 5 and 7) Maintaining personal hygiene

- The process of growing from young to old and how people's needs change
- The names of the main parts of the body
- To identify and respect the differences and similarities between people
- That family and friends should care for each other
- Notice that animals, including humans, have offspring which grow into adults

### Key Stage 2 (school years 3, 4, 5 and 6 - normally between the ages of 7 and 11)

- To recognise their worth as individuals
- To recognise and challenge stereotypes

- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable
- Be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Where individuals, families and groups can get help and support
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal positively with their feelings towards themselves, their families and others
- Learn about how the body changes as children approach puberty
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong
- To understand adult relationships and the human life cycle
- To understand human reproduction (how a baby is made and how it grows)

### Key Stage 3 (school years 7, 8 and 9 – normally between the ages of 11 and 14)

- Dealing with growth and change as normal parts of growing up
- Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
- Physical and emotional change and puberty
- Understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised, challenge prejudice in all its forms, including racism, sexism, homophobia and transphobia
- Use social skills to build and maintain a range of positive relationships
- Understand what the expectations might be of having an intimate relationship.
- Understand that a person consents if he/she agrees by choice and has the freedom and capacity to make that choice. About the law in relation to consent (including the legal age of consent for sexual activity)
- Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and how high-risk behaviours affect the well-being of individuals, families and communities
- How to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- To recognise that there is diversity in sexual attraction and developing sexuality and foster equality in all relationships, including LGBT
- The terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
- The safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
- To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy



## **Resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed.

## **Children with SEND**

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content relationship and sex education.

## **Equal opportunities**

The provision of RSE complies with relevant requirements of [The Equality Act 2010](#). All pupils aged three and above are entitled to receive relationship and sex education regardless of ability, gender, race, or religious belief. Through relationship and sex education we seek to develop a positive view of female and male sexuality. It is our intention for pupils to have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required. We will provide equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The relevant protected characteristics are: sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and age.

## **Safeguarding**

Teachers are aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a safeguarding nature. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection as detailed in the Safeguarding Policy.

## **Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are age-appropriate and in line with pupils' developmental stage.
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that might be used
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **Roles and responsibilities**

### **The Governors**

The Education Committee will approve the RSE policy annually. The Governors delegate the responsibility for implementation of this policy to the Headmaster.

### **The Headmaster**

The Headmaster is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 6). The headmaster is responsible for RSE being embedded within the curriculum.

### **Parents**

In adherence to government guidelines, Lambrook offers the opportunity to parents to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress – including baseline and end of unit assessments, pupil voice
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory/non-science components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of Academics/Head of Pastoral Care/Headmaster. Additional training is undertaken on a regular basis as part of the Inset programme, with teaching on Healthy Relationships and Friendships (Sept 2022); Teaching RSE (April 2023). Staff are encouraged to identify and attend external training and report back to staff.

### **Pupils**

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

### **RSE Pupil Committee**

Pupils in Year 7 & 8 have the opportunity to join the RSE Pupil Committee and work with the Head of Wellbeing in reviewing and improving the existing RSE provision at Lambrook.

### **Right to withdraw**

Parents/carers do not have the right to withdraw pupils from relationships education.

Parents/carers have the right to withdraw their children from some or all sex education within RSE and should in the first instance contact the Headmaster in writing to request withdrawal. This does not include what is taught as part of the Science curriculum.

All children have the right to comprehensive sex education, tailored to their age and their physical and emotional maturity and most parents support the teaching of sex education in schools.

The school will engage with parents and explain the value of and importance of school-based RSE. Lambrook consults with parents annually, sharing the policy with them and requesting feedback on the policy with a view to implementing that, where required and/or necessary, into the policy. There are talks to parents on RSE and the topics that are part of it. Within these talks, parents are reminded of the relevance of RSE in our curriculum.

Should permission be granted to withdraw a child following discussions between the Headmaster and parents/carers, the school will make alternative arrangements in such cases, and this will usually

involve the child joining another class for the duration of the RSE lesson. The parent/carer will be advised that they have an obligation to provide the information at home using information available from the DfE. Parents/carers are encouraged to discuss such a decision with staff at the earliest opportunity and are welcome to view any RSE resources the school uses.

### **Training**

We acknowledge that the effective teaching of RSE, within the Wellbeing framework, requires particular skills and expertise. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements and suitable training will be made available where required. It is essential that those teachers delivering the programme are confident in their abilities and in the support offered by this policy. Staff have access to the PSHE Association resources and website. Those teachers who deliver RSE are given regular opportunities for their knowledge to be updated (both internally and externally). Planning and documentation is on year group Wellbeing Teams.

### **Monitoring arrangements**

The delivery of RSE is monitored by the Head of Department through:

- Work scrutiny
- Lesson observations
- Wellbeing report from tutors in school report
- Departmental meetings
- Regular Section Meetings (Upper School, Middle School, Lower School)
- Informal meeting with individual teachers delivering the programme
- Pupil Survey
- Informal discussion groups with Year 7&8 Pupils
- Pupils' development in RSE is monitored by Form Teachers as part of our internal assessment systems. Baseline assessments are carried out at the beginning of a topic and then various forms of assessment take place to measure progress at the end of the topic.