

## **Relationships and Sex Education (RSE) Policy for Primary Schools**

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	Position/Committee	Date
Prepared by	Director of Primary	June 2025
Approved by	CEO	June 2025
To be Reviewed	CEO	Summer 2026 (to be reviewed earlier if there is a change in DfE guidance')

## RATIONALE

This is the Trust's Relationships and Sex Education (RSE) Policy for primary schools. For information on secondary schools, please see the Trust's separate Relationships and Sex Education Policy for secondary schools.

At Moorlands Learning Trust, we understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and relationships curriculum for all our pupils. This policy sets out the framework for our relationships and sex curriculum.

***'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way...We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education.'* (Department for Education - Statutory Guidance for Relationships Education - 2020)**

A child's mental health and wellbeing is of upmost importance to every member of our team and, through the teaching of RSE across the primary schools in our Trust, we provide children with the support and awareness to deal with mental health issues to ensure children understand what they can do to help themselves and who they can talk to.

***'From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.'* (DFE 2021)**

## Statutory Requirements

All Moorlands Learning Trust primary schools must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

## **Policy Development**

This policy has been developed in consultation with staff from each of the primary schools in order to merge each school's individual policy which, had been consulted on with pupils and parents/carers.

## **Definition**

**The focus of RSE in Moorlands Learning Trust primary schools is on teaching the fundamental building blocks and characteristics of positive, healthy and respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online.**

This will sit alongside the essential understanding of how to be healthy.

Relationships Education in primary schools is not about sexual relationships. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools within relationships and PSHE lessons. However, in the statutory national curriculum for science, pupils in upper Key Stage 2 are taught to 'describe the life process of reproduction in some plants and animals' and 'describe the changes as humans develop to old age'.

Relationships and Sex Education will reflect the values of the PHSE and Citizenship programmes as well as the teaching of emotional, social and cultural development of pupils. In addition, RSE will promote self-esteem and emotional health and well-being. It will also help pupils form and maintain worthwhile and satisfying relationships based on respect for themselves at home, school and work and in the community.

## **Curriculum**

We have developed the curriculum taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about the content of each school's curriculum content, please see the individual school's website.

Across all key stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

## **Positive Relationships**

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

### Online Relationships

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

### Personal Development

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

### Mental Wellbeing

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

### Safeguarding

The MLT primary schools' curriculum specifically addresses issues of keeping safe i.e. relationships boundaries, physical contact, privacy etc. in a well sequenced, proportionate and age-appropriate manner.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report behaviours which make them feel unsafe such as inappropriate touch, emotional abuse etc. At MLT schools, this is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught to know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach. This knowledge and awareness can support the safeguarding of children.

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li></ul>
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	<ul style="list-style-type: none"> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage<sup>12</sup>/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• the conventions of courtesy and manners.</li> </ul> <p>the importance of self-respect and how this links to their own happiness.</p> <ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>

	<ul style="list-style-type: none"> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter who they do not know.</li> <li>• how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> <li>• where to get advice from e.g. family, school and/or other sources.</li> </ul>
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## Sex Education in Primary

The DFE guidance allows primary schools to determine any additional content on sex education to meet the needs of their pupils. They recommend that all primary schools should have a sex education programme, although it is not a requirement. While we carry out the main sex educational teaching in our personal, social and health education (PSHE) curriculum, we also teach it through other subject areas (for example, Science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

### Science (statutory)

In science lessons within the Foundation Stage (Reception class), the children learn about the concept of males and females and about young animals. In Key Stage 1, we teach children about how animals (including humans) move, feed, grow and that they reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth. For these aspects of the school's teaching, we follow the statutory guidance material in the national scheme of work for science.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born.

In addition to the science content, we also teach children about:

- the physical development of their bodies, as they grow into adults
- respect and care for their own bodies
- the way humans reproduce

### **EYFS**

- Children will learn to show sensitivity to the needs of others and form positive relationships with adults and other children.
- Children will learn ways to keep healthy and safe, manage their own basic hygiene and personal needs.

### **KS1**

Children will learn:

- about what makes themselves and others special
- about roles and responsibilities at home and school
- about being co-operative with others
- about different types of feelings
- about managing different feelings
- to understand and respect the differences and similarities between people
- about the biological differences between male and female animals and their role in the life cycle
- the biological differences between male and female children
- about growing from young to old and that they are growing and changing

- that everybody needs to be cared for and ways in which they care for others
- about different types of family and how their home-life is special
- be able to identify parts of the body that are private and ways in which they can be kept private
- that genitals help make babies when we are older, and know that we mostly have the same body parts, but how they look is different from person to person.

## **KS2 (Mostly Years 4, 5 and 6)**

Children will learn:

- about the way we grow and change throughout the human lifecycle
- about the physical changes associated with puberty
- about menstruation and wet dreams and the impact of puberty in physical hygiene and strategies for managing this
- how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty
- strategies to deal with feelings in the context of relationships
- to answer each other's questions about puberty with confidence, to seek support and advice when they need it
- about prejudice and discrimination and how this can make people feel
- about the changes that occur during puberty
- to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- about human reproduction in the context of the human lifecycle
- about roles and responsibilities of carers and parents
- to answer each other's questions about sex and relationships with confidence
- where to find support and advice when they need it

## **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

## **Use of 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

## **Roles**

The local governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes
- Ensuring the curriculum is well led, effectively managed and well planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Headteacher is responsible for:

- The overall implementation of this policy
- Ensuring staff are suitably trained to deliver the subjects
- Ensuring that parents are fully informed of this policy
- Reviewing requests from parents to withdraw their children from the subjects
- Discussing requests for withdrawal with parents
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the governing board on the effectiveness of this policy
- Reviewing this policy on an annual basis

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects
- Ensuring the subjects are age-appropriate and high-quality
- Ensuring teachers are provided with adequate resources to support teaching of the subjects
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher

### **Teachers and other adults**

Relationship and Sex Education is a whole school issue. All staff are involved in developing the personal and social skills that contribute to a human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect and promotion of good health and wellbeing. All staff have a responsibility of care and safeguarding of pupils. They should actively contribute to guidance of the physical, moral and spiritual well-being of their pupils.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and sex curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensuring they do not express personal views or beliefs when delivering the programme
- Modelling positive attitudes to relationships, sex and health education
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy
- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision

Moorlands Learning Trust primary schools understand that relationships and sex education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach the RSE Leader, Curriculum Leader or Headteacher to discuss this.

### **Staff Training**

The materials in the DfE's guidance: [Teaching about Relationships, Sex and Health](#) are a key component to ensure that staff members are equipped to teach children effectively. All staff members at the school will undergo training on a



regular basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

### **Harmful Sexual Behaviour**

It is important to us that everyone at MLT schools understand and support a culture where:

- sexual abuse and harassment is not acceptable and never tolerated
- all kinds of sexual harassment are recognised and addressed
- the teaching of RSE, both explicitly and within the hidden curriculum, is a vital preventative measure to guard against sexual harassment and abuse
- staff are alert to factors that increase children's potential vulnerability to sexual abuse, and to understand and address the barriers that could prevent a child or young person from reporting an incident

It is vital that ALL staff members have appropriate knowledge of part 5 the government's '[Keeping children safe in education](#)' guidance: Child on Child Sexual Violence and Sexual Harassment.

All staff will have regular training on Harmful Sexual Behaviour and should assume that sexual harassment, online sexual abuse and sexual violence are happening in and around our school, even when there are no specific reports. This training will ensure that there is a whole-school approach to address instances of such abuse so that all staff are confident to tackle sexual harassment, abuse and violence among children, including with sanctions when appropriate.

Members of staff responsible for teaching the subjects and SLT will undergo further training on an annual basis, led by the PSHE leader, to ensure they are fully equipped to teach the subjects effectively and have the appropriate resources.

This will also mean being aware of <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

The [Expect Respect Healthy Relationships Toolkit \(Women's Aid\)](#) provides age-appropriate material to support the learning.

### **Working with Parents/Carers**

#### The role of parents

The schools are well aware that the primary role in a child's relationship sex and health education lies with parents and carers. We pride ourselves on having a positive and supporting relationship with all parents as a result of thorough mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the schools' policy and practices
- communicate with parents about how we teach RSE education in school. By doing this the aim is that we support each other in delivering the key messages that children need to be aware of
- answer any questions that parents may have about the RSE education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE education in the school

#### Specific Issues within RSE education – withdrawal

Parents/carers have the right to withdraw their children from all or part of the sex education provided at school except for those parts included in statutory National Curriculum (science). Those parents/carers wishing to exercise this right are invited in to see the Headteacher, who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the sex education programme until the request for withdrawal has been removed.

Children cannot be withdrawn from the relationships and health part of the RHE education programme as this is statutory.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's file so that parent's wishes are on record. Alternative work will be given to pupils who are withdrawn from lessons (or parts of lessons) at parent's request.

### Support for parents

Annually, each school provides specific information to parents (to the applicable year groups) to support parents with talking to their children about RSE. It explains why RSE is needed, how it is covered in each school and offers advice around answering tricky questions. This might be in the form of a newsletter or information leaflet at the beginning of the school year or in the term in which it applies. This will include an explanation of the key objectives and vocabulary that their child will be learning. Parents are encouraged to talk to the class teacher if they have any concerns around this.

### Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Any difficult questions which staff feel are more appropriate for discussion at home are addressed by encouraging the children to discuss these with their parents. There is clear communication with parents about any unanswered questions in school so these can be answered as parents feel is appropriate.

### **Confidentiality**

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the Headteacher/ Designated Safeguarding Leader about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

### **Equality Statement**

As a Trust, we ensure that our schools' resources and language are inclusive of all families. Children will understand that a loving relationship can be between a mum and a dad, dad and dad or mum and mum. We have many books in school that promote the LGBT community and this is also taught as part of our PSHE and relationship sessions.

The schools understand their responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the schools implement a robust Behavioural Policy, as well as the Trust's Child Protection and Safeguarding Policy, which set out expectations of pupils.

## **SEND**

Each MLT school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships and sex education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

## **Links with other policies**

This policy is linked with the following policies:

- Child Protection and Safeguarding
- PSHE and Citizenship
- Equality
- Online Safety
- Behaviour
- Anti-bullying
- SEND
- Inclusion
- Visitor Confidentiality

## **Links with other Curriculum Content**

The MLT schools seek opportunities to draw links between relationships and sex education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and sex education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals. See also: PSHE vocabulary list, PSHE spiral curriculum scheme of work, PSHE progression document

## **Monitoring and review**

MLT schools will assess the effectiveness of the aims, content and methods in promoting students learning by lesson observations, sampling teachers planning, samples of work in science, PSHE/SMSC and RE, questionnaires to teachers and children, pupil voice and feedback from parents as appropriate and relevant. The effectiveness of the RSE programme of study will be evaluated by assessing children's learning and implementing change if required.

Each school's Local Governing Body will monitor the implementation of this policy regularly. The Governors give serious consideration to any comments from parents about the sex education programme, and make a record of all such comments in the event of there being any comments raised.

## **Consultation**

Each school is required to consult with parents on this policy each time they consult on their RSE curriculum content. There is no statutory timeframe for review and as such schools should ensure that they consult with parents (including this policy) whenever there is a major change to proposed RSE curriculum content or approach.

