



The Flourish Federation

RSE POLICY

Ratified	21 st January 2026	Review	January 2027
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At The Flourish Federation, we see RSE education as an important and necessary part of all our children's lives. We seek to develop successful learners who have the qualities and attributes needed to achieve their full academic potential; to thrive as individual family members and to manage their lives in today's society and in the society of the future.

From January 2021, Relationships Education and Health Education became statutory. This policy has been updated to reflect the Department for Education's revised RSE guidance due to become statutory from September 2026. At The Flourish Federation, we recognise RSE as a vital part of safeguarding and promoting children's physical, emotional and mental wellbeing.

RSE encompasses many areas of the curriculum and can be taught across a range of subjects. It is delivered in a safe and supportive environment using age-appropriate and developmentally appropriate approaches. Ground rules are established before discussing sensitive topics. Where pupils indicate they may be vulnerable or at risk, they are supported in line with the school's safeguarding procedures, including referral to appropriate staff or external support where necessary.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

At The Flourish Federation, we teach RSE as set out in this policy. Across The Flourish Federation, for consistency in approach, we work from the Jigsaw Scheme of PSHE/RSE.



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3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback where any queries or concerns were raised
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

5. Curriculum

Our curriculum is set out as per the Jigsaw programme of study.

Primary sex education will focus on:

- Preparing children for the changes that adolescence brings including the changing adolescent body. This includes information about menstrual well-being and key facts about the menstrual cycle.
- How a baby is conceived and born.
- For more information about our curriculum, please refer to the Jigsaw programme of study – or put a request forward to our RSE leads, Mrs Wheeler (EYFS/KS1) & Mrs Smith (KS2).



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6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and some other aspects may be included in religious education (RE).

In Year 4, pupils are introduced to fertilisation as the process of conception. In Upper Key Stage 2, sex education sessions are delivered in Term 6 by a qualified member of the teaching staff.

At The Flourish Federation, RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In Key Stage 2, the children will have the opportunity to watch suitable video clips about the subject and discuss any thoughts and concerns in an appropriate way following this. Prior to delivery, parents will have the opportunity to review these.

The areas of learning are taught within the context of family life; taking care to ensure that there is no stigmatisation of children based on their home circumstances. This could include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Teachers establish clear ground rules before RSE lessons and use appropriate teaching strategies to ensure pupils feel safe and supported. Questions from pupils are handled sensitively and honestly, taking account of age and development. If a pupil's question or response indicates a safeguarding concern, staff follow the school's safeguarding and child protection procedures.

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RSE policy, and hold the headteachers to account for its implementation.



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7.2 The Headteacher

The headteachers are responsible for ensuring that RSE is taught consistently across the federation, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Parents do not have the right to withdraw their child from statutory Relationships Education or Health Education. Requests for withdrawal should be put in writing and addressed to the class teacher. Please complete Appendix 2 for any request to withdraw.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Teaching staff are trained on the delivery of RSE as part of their initial teacher training and it is included in our continuing professional development calendar.

Visitors may also be invited from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.



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10. Monitoring arrangements

The delivery of RSE is monitored by SLT and the subject leader through:

- Lesson observations, pupil voice, book looks and discussion with class teachers.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.



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Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed



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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults, including understanding that permission can be withdrawn and must be respected
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That online interactions can sometimes feel confusing or worrying, and that pupils should always talk to a trusted adult if something online makes them feel unsafe or uncomfortable • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online



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TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources • That they are never responsible for the behaviour of others, and it is always right to seek help if something feels unsafe



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Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	