

Relationships and Sex Education (RSE) Policy



Statement of Policy Intent

This document is a statement of the aims, principles and strategies for the teaching and learning of Relationships and Sex Education (RSE) at London Christian School. It is written in the light of the school's Christian ethos and has been produced with regard to [The Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Guidance 2019](#) (updated September 2021) and after consultation with pupils and parents.

We are not required to provide sex education but we do teach the elements of sex education contained in the National Curriculum for science as well as the elements of sex education set out in the LCS science curriculum, details of which are always shared with parents before they are taught.

Much of our relationships education is embedded in our Personal, Social, Health and Economic Education (PSHE) curriculum.

It is recognised that parents play an indispensable role in teaching their children in these areas and that partnership between the school and parents is essential. RSE is planned and taught with concern for age appropriateness of material and in partnership with parents.

The aims of RSE at LCS are to:

- provide a framework in which sensitive discussions can take place
- teach pupils to develop loving and caring relationships
- help pupils develop feelings of self-respect, confidence and empathy
- encourage pupils to formulate attitudes and values
- inform pupils of the value of family life as seen in the Bible
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- teach pupils the correct vocabulary to describe themselves and their bodies

Definitions

Relationships Education at LCS: education in the fundamental building blocks and characteristics of positive relationships including

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

It involves a combination of sharing information and exploring issues and values.

Relationships education in the Early Years follows the Early Years Development Matters. Relationships education is fully integrated into all areas of learning.

Appendix 1 shows the areas covered by the end of Year 6.

Sex Education at LCS: The Primary National Curriculum stipulates that schools should teach puberty and some elements of reproduction in plants and animals. We provide education in these areas as well as education in the differences between men and women biologically, hormonally and in procreation. We also teach the Biblical view of God's loving design for human identity and flourishing, including our God given sex and gender, the role of sex in marriage and the Bible's definition of marriage as these have been traditionally understood.

Please see Appendix 2 for further detail on content.

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 – the head teacher collated 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 curriculum and make recommendations.
3. Parent/stakeholder consultation – parents were invited to comment on the RSE curriculum and the school's approach to RSE at a choice of two parent information mornings at which the RSE curriculum was presented and feedback was invited. The presentation included examples of PSHE lesson content and the resources used in the sex education element of the curriculum. Opportunity for questions and discussions was given.
4. Pupil consultation – we investigated what pupils want from their RSE by way of questionnaires, group discussion and feedback to the head teacher.
5. Ratification – at the end of this process, the policy was shared with a committee of the governing board (the SMSC committee) and ratified.

Content and Delivery

RSE is part of the science, computing and PSHE curriculums. Its contents are summarised in the Appendices. It is mainly delivered by class teachers but other staff also teach elements of the RSE curriculum including the head teacher, deputy head teacher and other staff chosen by the head teacher. It will be delivered with sensitivity to the needs and abilities of individual pupils.

We ensure that pupils with SEND are able to access the curriculum by using a variety of resources and teaching strategies, for example, well chosen pairings, plenty of opportunity for pupils to express themselves verbally and in pictorial forms, the use of technology as a means of teaching and of pupils expressing understanding and one to one support in lessons for those who need it.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. We will encourage pupils to ask parents the same questions as they ask us.

Sex and relationships are taught from the perspective of a Biblical worldview, as traditionally understood.

Care is taken to acknowledge where British law differs from that world view, for example the British legal definition of marriage encompasses same sex as well as opposite sex couples. Staff will actively promote respect and open-hearted tolerance for those with differing beliefs regarding marriage, sex, gender and relationships and respect for the rule of law.

RSE will be taught with consideration and respect for those with beliefs other than those presented in the Biblical world view.

Roles and Responsibilities

The Governing Board

The governing board will hold the head teacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the SMSC committee.

The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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 head teacher.

Pupils

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

Training

Staff are trained on the delivery of RSE.

Monitoring and Evaluation of RSE

RSE lessons are observed by the RSE subject co-ordinator and other members of the SMT. Feedback is given. Pupil engagement and progress are monitored in a variety of ways including pupils self evaluation, and pupil feedback is obtained on a regular basis.

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships education (which is set out in Appendix 1.)

Parents have the right to withdraw their children from the components of sex education that do not form part of the Primary national curriculum. There is no right of withdrawal in relation to teaching about puberty or teaching about different types of reproduction in plants and animals. There is a right of withdrawal in relation to the teaching of human reproduction.

Requests for withdrawal should be put in writing and addressed to the head teacher who will invite a discussion. Once such discussions have taken place, except in exceptional circumstances, the school will respect the parent's request to withdraw their child.

Alternative useful activities or work will be given to pupils who are withdrawn from sex education. They will not be made to feel embarrassed or excluded.

Policy review process

This policy will be reviewed at least every two years as follows :

1. By the RSE curriculum coordinator
2. By the Head teacher if different from above
3. By staff who review the PSHE curriculum regularly
4. By pupils, who will be given the opportunity to feed back about the RSE curriculum
5. By the parent body who will be given the opportunity to feed back about the RSE curriculum
6. By the SMSC committee of the governing board

Policy approved by the SMSC Committee of the Governing Board: March 2025

Review Date: March 2027

Appendix 1: Relationships Education (This is mainly contained in our PSHE Curriculum but is also in computing lessons, assemblies and the less formal day to day encounters with pupils)

By the end of Year 6, pupils are taught and should know:

Topic	
Families and people who care about me	<ul style="list-style-type: none"> ● 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 who have different family units 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 ● What the Bible says about marriage ● 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	<ul style="list-style-type: none"> ● 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

<p>Respectful relationships</p>	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, gender, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● That we are made by God and that all are created equal and that respect for others flows from this ● To introduce the fact that some people may experience feelings of being a different gender to their birth ● 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
<p>Online relationships</p>	<ul style="list-style-type: none"> ● 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 ● 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
<p>Being safe</p>	<ul style="list-style-type: none"> ● 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 has rights over their own body 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 ● Introduction to effects of alcohol, drugs and smoking on the body

Appendix 2: sex education

Year Group	Term	Topic/Theme Details	Resources
EYFS	All year	All living things reproduce and have offspring which grow into adults	Photos of staff and LCS families showing growth over time and changes to size and level of independence.
1 and 2	Not covered		
3 and 4	Autumn 2	A characteristic of living things - that they grow and reproduce - focus on egg laying vertebrates	Twinkl and LCS Google Slides
	Spring 2	Plants reproduce and have a reproductive process	Twinkl and LCS Google Slides
5 and 6	Summer 2	Puberty including the menstrual cycle. What puberty is and what age it can tend to start in boys and girls. Allow students the opportunity to express their own experiences and feelings associated with changes to their bodies. Show diagrams of body changes. How emotions change. Importance of healthy friendships with boys and girls.	'Who made me?' book by Malcolm and Meryl Doney Google slides Diagrams

		<p>To discuss differences in families and feelings about gender and sexuality.</p> <p>To present what the Bible says about marriage, to discuss different family units and invite and encourage children to talk with their parents about all these subjects. Teachers should encourage and model respect for all people as equally valuable to God, equally made in his image and equally worthy of being treated with dignity by others. In addition to this, teachers should refer explicitly to, and promote respect for, British law and British values of tolerance and respect.</p>	
		<p>Discuss that some people can feel – either for a short or long time – that the gender they most feel like is different to the gender of their birth. People who feel this way often receive counselling and support from doctors. After this, some people have operations so that their body more closely fits the gender they feel like.</p>	
Year 6 only	Summer 2	<p>Human reproduction including the structure and function of male and female reproductive systems.</p> <p>To know that a human embryo/foetus grows over time</p>	