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* July 2025) 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
- prepare children for life after LCS supporting their moral, social, spiritual, mental and physical development
- 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 sent the RSE Policy and a summary of the curriculum, with an opportunity given for comment or question, as well as an event planned for the autumn term 2026, in which the RSE curriculum and a representative sample of resources were presented and feedback was invited. The Head, Governors, staff and pupils were at these drop offs and made themselves available for discussion and feedback.

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, or that relate to sex education from which the child has been withdrawn, teachers will respond in an appropriate manner that does not discourage questions. The teacher will give a framework in which a pupil can begin to answer that for themselves and will encourage the pupil to ask the same question of parents.

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 make sure that

- all pupils make progress in achieving the expected educational outcomes
- teaching is accessible to all pupils with SEND
- curriculum content and teaching materials are aligned with this statutory guidance
- clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

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 parents 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: June 2026
Review Date: June 2028

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	● 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 and civil partnerships represent 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 not every child will have the friends they would like at all times, that most people feel lonely sometimes and that there is no shame in feeling lonely or talking about it ● 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

Respectful relationships	● 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 ● How to pay attention to the needs and preferences of others, how to balance those and why this can be complicated ● How to manage conflict with kindness and respect ● The importance of setting and respecting healthy boundaries in relationships with family, friends, peers and adults ● 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 or lead to bullying and how to challenge a stereotype ● The importance of permission-seeking and giving in relationships with friends, peers and adults ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust
Online relationships and wellbeing online	● That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. ● That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. ● The reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection ● How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. ● That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. ● The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. ● The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

	● Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. ● That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. ● How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. ● That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. ● How to understand the information they find online, including from search engines, and know how information is selected and targeted. ● That they have rights in relation to sharing personal data, privacy and consent. ● Where and how to report concerns and get support with issues online.
Being safe	● Introduction to effects of alcohol, drugs,vaping, smoking and nicotine addiction on the body ● What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. ● The concept of privacy and its implications 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 contact, including physical contact. ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. ● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. ● How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. ● How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
General wellbeing	● The benefits of regular physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. ● The importance of promoting general wellbeing and physical health. ● The risks associated with an inactive lifestyle including obesity ● How and when to seek support if they are worried about their health ● The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. ● How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. ● How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● That isolation and loneliness can affect children, and the benefits of seeking support.

	● That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. ● That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. ● Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ● That it is common to experience mental health problems, and early support can help.
Healthy Eating	● What constitutes a healthy diet (including understanding calories and other nutritional content). ● Understanding the importance of a healthy relationship with food. ● The principles of planning and preparing a range of healthy meals. ● The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours
Health protection and prevention	● How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ● The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. ● About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. ● About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ● The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation.
Personal safety and Basic First Aid	● About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. ● How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. ● How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents ● Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

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

		To discuss differences in families and feelings about gender and sexuality. 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.	
		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.	
Year 6 only	Summer 2	Human reproduction including the structure and function of male and female reproductive systems. To know that a human embryo/foetus grows over time	