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1.0 CONTEXT AND COMPLIANCE

Lamledge School takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its pupils as part of the school's personal, social, health and economic education (PSHE) curriculum very seriously. The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the sex education provision.
This policy is drafted by the leadership team in consultation with Lamledge School Senior Educational Psychologist. Parents are given the opportunity to discuss this policy at parents' evenings, and teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the governing body annually. We understand that our pupils have diverse needs and abilities. We ensure our RSE content is developmentally appropriate ensuring accessibility and relevance for our learners. Teaching considers the ability, age, readiness and cultural backgrounds of all young people and will be tailored accordingly.

2.0 POLICY AIMS

RSE is lifelong learning about physical, moral and emotional development. Relationships education is central to developing our students understanding of what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. Further teaching will outline the importance of marriage for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society. Sex education is about supporting our pupils to make safe, informed decisions about sex and intimate relationships and understanding their sexual health in a way that is appropriate and sensitive to the needs of our pupils.

The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through effective RSE provision we align our statutory duties under KCSIE 2026 and our safeguarding policy through attention to a broad range of risks offline and online. The Designated Safeguarding Leads

Document Type	Policy	Version Number	1.2
Policy Owner	Lamledge School	Last Review Date	September 2026
Date First Issued	March 2020	Next Review Date	September 2027

(DSLs) support delivery of our RSE curriculum so that a whole-setting approach is taken, with people working together to ensure students get the support they need, when they need it.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

3.0 ROLES AND RESPONSIBILITIES

School staff

It is important that school staff leading SRE feel comfortable to take PSHE classes and answer questions from pupils. If the teacher does not feel confident leading RSE discussions then that is likely to be reflected by the pupils, and their learning will be compromised. School staff have access to CPD in relation to delivering SRE; this includes sessions on confidentiality, handling controversial issues, responding to awkward questions and Safeguarding training. There are certain members of the school team, such as the leads for the curriculum areas mentioned in section 4 of this policy these staff will hold more responsibility for ensuring that the school's sex education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Governors and senior leaders will:

- Develop this school policy and review it on a regular basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community. The policy was written in conjunction with the School Educational Psychologist.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RSE policy.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate. We want the provision of sex education at home to be complementary to the

provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding relationships and sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the leadership team
- Attend and engage in professional development training around sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to the school Designated Safeguarding Leads. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their managers on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the leadership team.
- Be enabled to request additional consultation from Lamledge School Clinical team in relation to specific pupil need an/or areas requiring additional support

Pupils

Pupils are expected to attend relationships and sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under Lamledge School Positive Behaviour Policy, found on the school website.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships and sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to their manager if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We ask pupils for feedback on the school's relationships and sex education provision periodically and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

Parents/Carers

The school expects parents/carers to share the responsibility of relationships and sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section **6**.

4.0 IMPLEMENTATION AND CURRICULUM

It is important that we implement our RSE policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

Lamledge School RSE Curriculum for Primary and Secondary focuses on covering all of the knowledge and topics recommended by DfE in their "Relationships Education, Relationships and Sex Education and Health Education" DfE July 2025. RSE planning and delivery is also informed by the PSHE association. This knowledge, and these topics are interwoven into the curriculum via the delivery of PSHE, Science, ICT, SEAL and discreet SRE lessons with key year groups. Guidance on the curriculum can be sought from Curriculum leads and Head of Key-Stages.

RSE at Lamledge School will encompass the seven core principles as advised by the department for education (DFE) in July 2025, this includes pupil engagement, transparent engagement with parents/carers, positivity, careful sequence of learning, relevance and responsiveness, skilled delivery and a whole school approach. The curriculum will reflect the new guidance for RSE and the curriculum will be strengthened in relation to safety online including AI use, there will be an enhanced focus on consent, peer on peer abuse and image sharing, LGBT+, gender identity and family diversity and a focus on digital behaviour such as pornography and coercion.

The content of the curriculum is made accessible to all pupils including those with SEND, this is achieved by planning and differentiating learning to be appropriate to the individual learners and support is provided where necessary to promote learning and understanding of all topics.

The end of KS2, Lamledge Pupils will have covered:
Families and People who care for me
Caring Friendships
Respectful kind Relationships
Online safety and awareness Relationships
Being Safe

By the end of KS4, Lamledge Pupils will have covered:
Families
Respectful Relationships, Including Friendships
Online safety and awareness

Being Safe
Intimate and Sexual Relationships, Including Sexual health.

Guest speakers
We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Terminology
Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions
Staff will be supported to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the leadership team/Lamledge School Clinical Team. Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

Pupils with special educational needs
The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.
The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card game
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities.

Withdrawal from RSE
The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school.

Parents have the right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the student themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the student turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught, therefore this remains a mandatory part of our curriculum.

Any parent wishing to withdraw their child from some or all topics that form the sex education component of RSE should contact the leadership team who will arrange a meeting to discuss their concerns. RSE is a vital part of the school curriculum and supports student development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life.

Additional information for parents in relation to the Relationships, sex and health education, can be found in the DfE Parent guides available at Relationships, sex and health education: guides for parents - GOV.UK (www.gov.uk)

Definitions
Lamledge school recognises that Relationships and Sex Education (RSE) is a statutory component of the curriculum. RSE focuses on emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

Sex education at Lamledge School is defined as conception and reproduction (beyond what is taught in the science curriculum), contraception, human sexual response and sexual feelings, STIs and choices related to sex and pornography.

Complaints
Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

Equal opportunities
RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in Lamledge School Positive Behaviour Policy, found on the school website.

Safeguarding and confidentiality
We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.
It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** should be followed. The school Safeguarding Policy can be found on the school website, with DSL's being sign posted in reception.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must *only be shared with that staff member's manager* as is outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's disciplinary policy
If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

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- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a safeguarding issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from Designated Safeguarding Lead to decide what is in the best interest of the child.

5.0 MONITORING AND EVALUATION

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum *yearly,* and will inform parents of any revisions to the school policy or sex education curriculum. All planning is scrutinised by SLT and Key Stage leads before implementation.
We aim to monitor the effectiveness of our sex education provision through:

- feedback from pupils
- feedback from parents
- feedback from staff
- classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

6.0 SUPPORT FOR STUDENTS AND STAFF

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.
Additionally to the curriculum we offer bespoke Sex and Relationship Education packages/intervention on a 1-1 basis and small group basis where additional need is identified. These include topics related to:
Child Sexual Exploitation
Social Skills
Sexually Harmful Behaviours
Friendships Skills
Gender Identity (See Trans-Inclusion Policy)

These additional packages/Interventions may involve joint consultation with the clinical team, and additional staff training. Working with multi agency professionals can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.
The School Designated Safeguarding Leads are always available to give additional guidance and support related to SRE matters

Additional information for parents in relation to the Relationships, sex and health education, can be found in the DfE Parent guides available at Relationships, sex and health education: guides for parents - GOV.UK (www.gov.uk)

APPENDIX 1-REFERENCES AND LEGAL CONTEXT

Legal Status: this policy complies
Keeping Children Safe in Education (KCSIE) Information for all school and college staff (DfE: 2025)
Working Together to Safeguard Children (WT) A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2022)
Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE:2025 update)
Sexual violence and sexual harassment between children in schools and colleges (DFE: 2017-2021 update)