

Relationships and Sex Education Policy

This Policy applies to the whole school and is published to staff, pupils and parents

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Approval: Education, Teaching and Learning Committee

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Rationale

At Longridge Towers School we believe that all children should receive teaching that supports their development into mature, active citizens. As part of the Personal, Social, Health and Economic Education, Relationships Education (Junior), and Relationships and Sex Education (Senior) builds on both the statutory national curriculum for science and requirements as published in the Government guidance “Relationships and Sex Education (RSE) and Health Education”

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Parents and carers will be informed about the policy through annual communication from the Head of PSHE in the Senior School; within the Junior Department, the policy will be shared annually at class meetings at the start of each academic year. The policy is available to parents and carers through the School website. If you require this policy in any other format, please contact enquiries@lts.org.uk

Purpose

At Longridge Towers School we believe that each child should have the opportunity to learn and to achieve to their highest attainable level. We strive to meet the needs of all children across the spectrum of abilities, regardless of age, sex, gender, sexual orientation, ethnic or social background and taking account of their individual talents and any special educational needs.

We will provide in a safe and welcoming setting, Relationships Education and Relationships and Sex Education that is challenging, interesting, informative and relevant. The purpose of this policy is to set out the ways in which the School's provision for this area supports pupils through their spiritual, moral, social, emotional and physical development and prepares them for the opportunities, responsibilities and experiences of life and adulthood.

Our teaching ensures that pupils have an age-appropriate understanding of different types of relationships which may exist both online and offline, appropriate boundaries of behaviour and what constitutes inappropriate behaviour, consent, characteristics of healthy and unhealthy relationships, how relationships impact on physical and mental wellbeing, sexual health and reproductive choices. A safe, supportive and structured programme of education is delivered in school to provide children with information about changes and situations they may experience *before* they happen to them.

Key Roles and Responsibilities

Charlotte Barber: Head of Senior School PSHE, Designated Safeguarding Lead

Sandra Bullen: Junior School Co-Head, Deputy Designated Safeguarding Lead for Junior Department and EYFS

Sarah Maddock: Junior School Co-Head, Designated SLT Member

Aimee Sherry: PSHE Lead Teacher within the Junior Department

Jacqui Antrobus: Lead Governor

Aims and Objectives of Relationships Education and Relationships and Sex Education Policy

At Longridge Towers School we will:

- Generate an atmosphere where children can be comfortable about asking questions about gender, sexuality, sexual relations and reproduction;
- Provide biologically accurate vocabulary for all parts of the male and female bodies and their functions;
- Counteract misinformation about relationship and sex;
- Explain the nature of human reproduction using age-appropriate language;
- Stress the value of family life (widely defined) and the importance of proper care and nurture;
- Help children understand and communicate about forthcoming pubertal changes;
- Help children to understand that they have rights and control over who touches their bodies;
- Enable children to understand what constitutes age-appropriate affectionate behaviour and that no-one, whether a stranger or someone they know, has the right to ask them to participate in behaviour or activities which makes them feel uncomfortable;
- Help them to develop strategies to resist and report such situations;
- Enable children to identify key features of healthy relationships, and also key features of unhealthy relationships;
- Enable children to understand the importance of consent within any relationship;
- Provide children with the knowledge to make informed choices about relationships both online and offline;
- Enable children to understand that managing online relationships appropriately and safely is as important as managing offline relationships;
- Signpost a variety of support services which they can access with regard to relationship

- challenges and sexual health;
- Provide explanations and reassurances about these physical and emotional changes and help children to adjust to them;
- Raise awareness of the value of equal opportunities;
- Answer awkward questions honestly and frankly, whilst reserving the right to refer age-inappropriate questions to parents or guardians (please also see below regarding Safeguarding);
- Help children to be aware of the importance of personal hygiene;
- Provide a variety of resources appropriate to the age and ability of the child.

Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.

- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Building Foundations for Secondary RSHE

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships, and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and

girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

Safeguarding

Staff delivering Relationships Education and Relationships and Sex Education are aware that the very nature of this area of education may lead to pupils making a disclosure or raising a concern which will require consideration under the School's Child Protection (Safeguarding) Policy. This may be a direct disclosure by a pupil, or an indirect one e.g. where a pupil appears to have age-inappropriate sexual knowledge. Any concerns raised should be discussed with the Designated Safeguarding Lead in the first instance in line with the School's Child Protection (Safeguarding) Policy. The School has a legal duty of care to make a formal referral to social services if there is a risk that a child has suffered or is likely to suffer significant harm and, where a possible crime has been committed, the Police will also be informed.

SMSC Learning

Relationships Education and Relationships and Sex Education is about relating to other people, respecting the rights and feelings of others, developing loving, caring relationships as friends, parents, members of a family and sexual partners. It also involves learning to say 'no' to unwanted sexual advances and how to protect oneself from abuse and exploitation. Our programme of sex education respects religious, moral and cultural viewpoints and acknowledges diversity in sexual orientation and gender. The School has a zero-tolerance approach towards any form of sexual bullying, whether physical, verbal or through the use of technology, and to any form of sexual harassment or violence.

Framework for Relationships Education and Relationships and Sex Education Programme

The School uses the Jigsaw PSHE curriculum and Scheme of Work to implement a whole school approach to learning. This incorporates Relationships Education for the Junior Department and Relationships and Sex Education for the Senior School via the 'Changing Me' and 'Relationships' units. This scheme of work is spiral, progressive and comprehensive in content, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Content is relevant to the age, experience and maturity of the pupils. The scheme of work will be updated following the publication of the latest guidance.

Junior Department

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

Staff who teach Relationships and Health Education have received appropriate support and training within school, and will continue to do so as the Jigsaw Scheme of Work is further updated. Teachers are trained to deal with children's questions honestly and with balance.

Pupils are allowed to share their questions and concerns with staff in confidence, without fear of being judged or reprimanded. It is the professional duty of staff to explain the meaning of confidentiality to young people and to avoid making an unconditional promise of confidentiality.

Senior Department

The Senior School units within 'Changing Me' and 'Relationships' cover: physical and mental changes in puberty, reproduction, physical attraction, different types relationships and intimate relationships, behaviours in healthy and unhealthy romantic relationships, sexuality, gender, consent, contraception and family planning, IVF, parenthood, pornography, sexual health and sexual risk, personal safety, and different types of support in managing sexual health and relationships.

Consultation

The Relationships and Sex Education Policy has a special level of sensitivity, and is one that will be shared with teaching staff, parents and carers of our pupils on an annual basis.

When reviewing, revising and updating this policy, the following sources of information and opinion should be consulted:

- Designated Safeguarding Lead/Head of Senior School PSHE, Co-Heads of the Junior Department, the Deputy Designated Safeguarding Lead, the Lead Teacher for PSHE within the Junior Department.
- Chair of Governors;
- Governor with responsibility for Pastoral Care;
- Updated DfE and Government guidance;
- PSHE Association;
- Parents should be consulted if a major change to this policy is undertaken.

Parents' Right of Withdrawal

Junior Department

Sex education is not compulsory in primary schools; however, the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

There are two lessons within the Jigsaw Scheme of work for primary aged children which are not statutory: In the 'Changing Me' unit for Year 5, lesson 4 looks at conception and how mammal and human babies are conceived. We teach about human reproduction within our Science curriculum in Year 5, in line with the National Curriculum Science requirements that children learn about life cycles and how mammals reproduce. Because this is taught as part of the statutory Science curriculum, parents do not have the right to withdraw children from this content. We ensure this learning is delivered in a factual, scientific manner and is age appropriate. As this is taught in science lessons, we do not revisit it in the PSHE lessons.

The other non-statutory lesson in the 'Changing Me' unit for Year 6, is lesson 3 about the development of a baby from conception to birth. This lesson goes beyond what we would teach in the Year 5 Science curriculum and so we do not teach this lesson. This content is covered at Longridge when the children reach Senior School.

This means that all the taught content of our Sex education in the Junior School is statutory.

The School will notify parents before such teaching takes place and invite them to a class meeting at the start of each year to look at the School's RSE policy, schemes of work, lesson plans and resources that will be used.

Senior Department

After discussion with the Head of PSHE, parents have the right to withdraw their children from any or all parts of the school's programme of Relationships and Sex Education, that go beyond the statutory requirements of the National Curriculum in science and the Relationships Education and Relationships and Sex Education guidance. An information evening is held early in the academic year, where the content of the PSHE and Relationships and Sex Education programme for Senior pupils is shared with parents. Parents are asked to contact the School should they wish to discuss which aspects they would prefer the School not to cover with their children. Alternative provision will be made for the supervision and teaching of any pupils who are withdrawn. Parents should note that pupils themselves have the legal right to request sex education from three terms before they turn 16 – the legal age of sexual consent. The School is then obliged to make arrangements for this to happen in one of those three terms.

Working with Parents

Parents are the key figures in helping their children to cope with the emotional and physical aspects of growing up, and also in preparing them for the challenges and responsibilities which sexual maturity brings. We consider that our teaching of Relationships Education and Relationships and Sex Education is complementary and supportive to the role of parents. In this regard, parents are invited to offer their views about its content and presentation.

Assessment

Assessment for RSE is through the PSHE programme and lessons, and is mainly class discussion based although individual and group tasks may be used where appropriate.

Procedures for Policy Monitoring and Evaluation

The School Governors will review the policy every two years, looking especially at recent official documentation, research and comments from parents and pupils. The teaching programme will be reviewed regularly by the Co-Heads of the Junior Department, the Lead Teacher for PSHE within the Junior Department and the Head of Senior School PSHE.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Including LGBT Content

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.