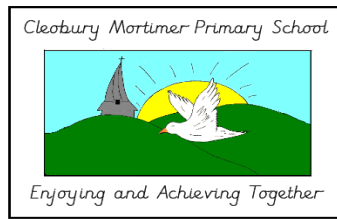


Cleobury Mortimer Primary School



Relationships and Sex Education (RSE) Policy for Cleobury Mortimer Primary School

December 2025- To be reviewed November 2026

Introduction

This Relationships and Sex Education (RSE) policy sets out the provision of RSE at Cleobury Mortimer Primary School, fully compliant with the 2025 government curriculum review, the 2014 National Curriculum, statutory guidance, and the latest inspectorate expectations. The policy ensures RSE is coherently planned, age-appropriate, inclusive, and embedded within the school's ethos, supporting pupils' personal development, safeguarding, and preparation for life in modern Britain. It reflects the requirements of the Children and Social Work Act 2017, DfE Statutory Guidance (2025), Equality Act 2010, and the Ofsted Education Inspection Framework (EIF).

Aims

- To provide a high-quality, age-appropriate RSE curriculum that enables pupils to develop knowledge, skills, and understanding of relationships, health, and personal safety.
- To promote respect, tolerance, and understanding of diversity, including different families and identities.
- To equip pupils with the skills to recognise and report concerns, including online safety and safeguarding.
- To foster pupils' self-esteem, resilience, empathy, and decision-making abilities.
- To ensure RSE is inclusive, accessible, and responsive to the needs of all pupils, including those with SEND.
- To actively involve parents and carers in the development and review of RSE provision.

- To embed RSE within the wider curriculum and school culture, supporting pupils' personal development and wellbeing.

At Cleobury Mortimer Primary School RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Statutory Requirements

- Deliver Relationships Education as required by the Children and Social Work Act 2017 and DfE Statutory Guidance (2025).
- Teach Health Education, including mental wellbeing, physical health, and online safety, as set out in the National Curriculum and statutory guidance.
- Cover the scientific aspects of human reproduction within the science curriculum.
- Ensure RSE provision is accessible and inclusive, in accordance with the Equality Act 2010 and SEND Code of Practice (2015).
- Embed safeguarding, including teaching about consent, recognising abuse, and online safety, as required by Keeping Children Safe in Education (KCSIE) 2024.
- Publish the RSE policy online and consult with parents/carers.
- Provide the right for parents to request withdrawal from non-statutory sex education (not relationships education).
- Ensure curriculum content and delivery are compliant with the 2025 government curriculum review, including updated expectations for inclusion, safeguarding, and progression.

Curriculum Coverage

- EYFS: Focus on Personal, Social and Emotional Development (PSED), including forming positive relationships, understanding feelings, self-regulation, and managing needs.
- **Primary (Key Stages 1 & 2):**
 - Relationships Education: Families and people who care for me, caring friendships, respectful relationships, online relationships, and being safe.
 - Health Education: Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs/alcohol/tobacco (age-appropriate), health prevention, basic first aid, and changes associated with growing up.
 - Science: Biological aspects of human growth and reproduction.
- The curriculum is delivered as a spiral programme, revisiting key concepts with increasing depth and complexity, ensuring progression from understanding self and family to wider relationships, consent, and personal safety.
- Content is mapped to the 2025 curriculum review, ensuring coverage of all statutory elements and reflecting current best practice.

Curriculum Implementation

- RSE is delivered through a coherently planned and sequenced programme, mapped across all year groups to ensure progression and coverage of statutory content.
- Teaching approaches include:
 - Active learning: Discussion, role-play, scenarios, and problem-solving.
 - Establishment of safe, supportive classroom environments with clear ground rules and confidentiality.
 - Use of quality-assured, evidence-based resources.
 - Adaptation and differentiation to meet the needs of all pupils, including those with SEND.
 - Integration of RSE themes across the wider curriculum and daily school life.
- External visitors may enhance provision but are used in line with school policy and under teacher supervision, ensuring alignment with curriculum aims.
- Pupil voice is valued through regular opportunities for feedback and involvement in curriculum development.

- Parental engagement is promoted through transparent communication, consultation, and opportunities for feedback.
- Implementation is regularly reviewed to ensure compliance with the 2025 curriculum review and inspectorate expectations.

Assessment

- Formative assessment is used throughout RSE, including observation, discussion, pupil self-reflection, and teacher feedback.
- Evidence of progression is gathered through pupil work, participation, and self-assessment activities.
- Summative assessment is not required but the school monitors and records pupil development to inform planning and ensure impact.
- Assessment is sensitive, non-intrusive, and focused on knowledge, understanding, and skills rather than personal experiences.
- Assessment processes are reviewed annually to ensure alignment with the 2025 curriculum review and inspectorate requirements.

Roles and Responsibilities

Role	Responsibilities
Governing Body	Approves the RSE policy; ensures statutory compliance; monitors implementation.
Headteacher	Ensures RSE is delivered in line with statutory requirements; oversees policy review and parental consultation; ensures staff training.
RSE/PSHE Lead	Coordinates curriculum planning and delivery; supports staff; monitors quality and progression; liaises with parents and external agencies.
Teachers and Support Staff	Deliver RSE in accordance with policy; create safe learning environments; adapt provision for individual needs; participate in training.
Parents/Carers	Engage with the school's RSE policy and curriculum; provide feedback; support their child's learning.
Pupils	Participate actively in RSE lessons; contribute to shaping provision through pupil voice mechanisms.

Inclusion

- RSE is accessible to all pupils, regardless of background, ability, or need.
- Lessons are differentiated and adapted to meet the needs of pupils with SEND, in line with the SEND Code of Practice.
- The curriculum reflects and celebrates diversity, including different families, relationships, and identities.
- Resources and teaching approaches are reviewed to ensure they are inclusive and free from bias.
- Additional support is provided for pupils who may be vulnerable or require further guidance.
- The school complies with the Equality Act 2010 and Public Sector Equality Duty, ensuring RSE advances equality and fosters good relations.
- Inclusion practices are regularly reviewed to ensure compliance with the 2025 curriculum review and best practice guidance.

Professional Development

- All staff involved in delivering RSE receive regular, high-quality training and ongoing professional development.
- Training includes statutory requirements, subject knowledge, inclusive practice, safeguarding, and effective pedagogical approaches.
- Staff are supported to develop confidence and competence in delivering sensitive topics.
- The school accesses external expertise and quality-assured resources to enhance staff development.
- Professional development is updated annually to reflect changes in statutory guidance and the 2025 curriculum review.

Inspectorate Expectations

- The RSE curriculum is coherently planned, sequenced, and age-appropriate, meeting the intent, implementation, and impact criteria of the Ofsted EIF and the 2025 curriculum review.
- Provision contributes to pupils' personal development, behaviour, and attitudes, fostering respect, tolerance, and safety.
- Safeguarding is embedded throughout RSE, including online safety and recognising/reporting abuse.

- Teaching is inclusive, sensitive, and reflects the diversity of the school community.
- Leadership ensures statutory requirements are met, staff are well-trained, and parental engagement is meaningful.
- Pupil voice informs curriculum development and evaluation.
- The school monitors and evaluates RSE provision to ensure quality and impact, addressing areas for improvement identified in inspection findings and the 2025 curriculum review.

Monitoring and Review

- The RSE policy and curriculum are reviewed annually by the RSE/PSHE Lead and Senior Leadership Team, with input from staff, pupils, parents, and governors.
- Monitoring includes lesson observations, scrutiny of planning and resources, pupil feedback, and assessment evidence.
- The effectiveness and impact of RSE provision are evaluated against statutory requirements, inspectorate expectations, and the 2025 curriculum review.
- The policy is updated in response to changes in legislation, guidance, or school context, and published on the school website.
- Parental consultation is ongoing and informs policy review.

Links to Other Policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- SEND Policy
- Online Safety Policy
- Science Curriculum Policy
- PSHE Policy
- Confidentiality Policy