



# Lumen Learning Trust

Learning together for a brighter future

## Relationships & Sex Education (RSE) Policy

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<b>SIGNED DEPUTY EXECUTIVE PRINCIPAL</b>	Sarah Kober 	<b>DATE</b>	06/11/2025
<b>SIGNED CHAIR OF DIRECTORS</b>	Jo Roberts 	<b>DATE</b>	06/11/2025

### **Our vision**

Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

### **Policy Aims**

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.

The aim of RSE is to provide children with age appropriate information, explore attitudes and values, build knowledge and develop life skills over time in a way that prepares pupils for issues they will soon face and to help them to make positive decisions about their health-related behaviour. The RSE policy has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self-esteem and confidence, especially in their relationships with others and the way in which they value themselves;
- To help pupils to develop skills (language, decision making, choice, assertiveness) and make the most of their abilities as well as to cope with the influences of their peers and the media;
- To develop pupils' understanding of the importance of a healthier, safer lifestyle;
- To provide a description of how RSE is delivered, monitored and evaluated in the school;
- To help pupils learn to respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To help pupils, parents and carers learn how to gain access to information and support;
- To teach about sex, sexuality and sexual health. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as helping to identify child protection issues in young children.

### **Values Framework**

All those who teach aspects of RSE within the Lumen Learning Trust, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole Trust community. The teaching of RSE will encourage pupils to:

- Value and respect themselves;
- Value and respect others;
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE in the Lumen Learning Trust.

### **Learning Outcomes for RSE within the Lumen Learning Trust**

During Foundation Stage children learn about the concept of male and female and about young animals. They are encouraged to use accurate terms for all body parts. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main external parts of the human body, including the sexual organs: penis and vagina. They will also be able to explain that people grow from young to old.

By the end of the 4 years in Key Stage 2, pupils will have had the opportunity to express their views and respect those of others. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have

considered different types of relationship (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring).

The following learning outcomes are taken from OFSTED Sex and Relationships, OfSTED (2000) and guide the teaching of RSE in school, alongside the PSHE Association Curriculum (guidance 2016).

Each Trust school may choose to create or adopt a scheme to support them in the careful sequencing of teaching so that children are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

### **By the end of Key Stage 1**

Pupils will be able to:

- recognise and compare the main external parts of the human body;
- recognise similarities and differences between themselves and others and treat others with sensitivity;
- identify and share their feelings with others;
- recognise safe and unsafe situations;
- identify and be able to talk with someone they trust;
- recognise that their feelings and actions have an impact on others;
- make a friend, talk with them and share feelings;
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce;
- that humans and animals can produce offspring and these grow into adults;
- the basic rules for keeping themselves safe and healthy;
- about safe places to play and safe people to be with;
- the needs of babies and young people;
- ways in which they are similar and different from others and that they have some control over their actions and bodies;
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special;
- the similarities and differences between people which help to make them unique;
- how their feelings and actions have an impact on other people.

### **By the end of Key Stage 2**

Pupils will be able to:

- express opinions, for example, about relationships and bullying;
- respect other people's viewpoints and beliefs, for example their parents and carers;
- recognise their changing emotions with friends and family and be able to express their feelings positively;
- identify adults they can trust and who they can ask for help;
- be self-confident in a wide range of new situations, such as seeking new friends;
- form opinions that they can articulate to a variety of audiences;
- recognise their own worth and identify positive things about themselves;
- balance the stresses of life in order to promote both their own mental health and well-being and that of others;
- discuss moral questions;
- listen to, and support their friends and manage friendship problems;
- recognise and challenge stereotypes, for example in relation to gender recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction;
- about the main stages of the human life cycle;

- some of the physical changes that take place during puberty, why they happen and how to manage them i.e. personal hygiene routines;
- the many relationships in which they are all involved;
- where individual families and groups can find help;
- how the media impacts on forming attitudes;
- about keeping themselves safe when involved with risky activities;
- that their actions have consequences and be able to anticipate the results of them;
- about different forms of bullying people and the feelings of both bullies and victims;
- why being different can provoke bullying and know why this is unacceptable;
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of lifestyles;
- others' points of view, including their parents' or carers;
- why being different can provoke bullying and why this is unacceptable;
- when it is appropriate to take a risk and when to say no and seek help;
- the diversity of values and customs in the school and in the community;
- the need for trust and love in established relationships. (\*relates to RSE)

### **Roles & Responsibilities**

The Headteacher of each Lumen Learning Trust school is responsible for:

- Ensuring that RSE is taught consistently across the school;
- Managing requests to withdraw pupils from non-statutory components of RSE.

The PHSE Coordinator is responsible for:

- Accessing courses or INSET opportunities to assist staff involved in the delivery of RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- 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;
- Recognising that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Training is regularly delivered to staff on the policy content.

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 their Headteacher.

### **The Organisation of RSE**

RSE is taught within the PSHE programme at Key Stages 1 and 2. Biological aspects of RSE are taught within the science curriculum and some moral aspects are taught within RE.

- A range of teaching methods which involve pupils' full participation are used to teach RSE. These include the use of small group work, discussion, case studies, drama and role-play. RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship. Within the Lumen Learning Trust the main content of RSE is delivered in PHSE lessons. It is also taught within Science, and we use circle time to promote and discuss issues where appropriate.

- Whilst RSE is taught in early years and both key stages, learning is scaffolded to ensure that it is coherent and age appropriate across all key stages.
- Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and pupils are encouraged to reflect on their learning.
- RSE is normally delivered by the class teacher to mixed groups of pupils other than when it is deemed more appropriate for topics to be covered in single sex groups.
- Resources that we use include DVDs and videos sourced from the BBC and Channel 4.

### **Use of visitors**

*'The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils.'*

DfE Statutory guidance on relationships education, relationships and sex education (RSE) and health education July 2025, pg 5, para 15f.

Visitors to our Lumen schools include parents/carers, health professionals and members of voluntary organisations. They will be given a copy of this policy and will be expected to work within the values framework described. The PSHE Co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the Trust's RSE programme. A teacher will be present during the lesson.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- Every Trust school will liaise with the local secondary school(s) in order to ensure that the programme for RSE is continuous at KS3.

### **Terminology**

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts such as penis and vagina, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

### **Dealing with Difficult Questions**

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later in order to find an appropriate time for responding. The Trust believes that individual teachers must use their skill and discretion in this area and refer to their school Designated Safeguarding Lead (DSL) if they are concerned.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer, or seeking advice from the specific school's PSHE Co-ordinator.

The Trust believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

### **Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE.

### **Parental Involvement**

The Lumen Learning Trust aims to work in partnership with parents and carers in the implementation of our RSE policy.

We recognise that parents and carers are key people in:

- Teaching their children about sex and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up;
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Every Lumen school will inform parents/carers when aspects of the RSE programme are taught (this may be done simply by announcing in their school's newsletter in some instances) and will provide opportunities for parents/carers to view the videos and resources being used as well as being able to discuss the RSE programme with relevant members of staff.

### **Withdrawal of Pupils from RSE and Complaints Procedure**

Parents have the right to withdraw their child from all or part of the Relationships and Sex Education provided at their child's school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or PHSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. When a child is removed from the lessons, the school will provide an appropriate alternative learning opportunity within school.

Any complaints about the content or delivery of RSE should be addressed to the Headteacher of their child's school.

### **Equal Opportunities**

All pupils are entitled to receive RSE regardless of ability, gender, race, religious belief, age, culture, disability, sexuality, language special needs, disadvantaged or any other grouping. Through RSE we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

In line with equal opportunities we will:

- Actively promote non-sexist language;
- Discuss issues of equal opportunities;
- Develop a positive attitude to variety and difference;
- Deal immediately and appropriately with sexual orientation discrimination on the grounds of sexual orientation. This will be done in a way that preserves the dignity and values of people in society without promoting their actions.

### **Safeguarding/Confidentiality**

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection.

There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the DfE's Keeping Children Safe in Education guidance.

The staff member will inform their school's DSL in line with the Local Authority procedures for child protection. A member of staff cannot promise confidentiality if concerns exist. The child will be supported by a teacher or member of staff throughout the process.

This policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of RSE, via their school office.

### **Monitoring and Evaluation of RSE**

Monitoring is the responsibility of each Lumen school Headteacher, PSHE link governor and the PSHE Co-ordinator.

Elements of sex education in the science curriculum are assessed formally. Assessment and evaluation of the RSE programme outside the science curriculum is conducted using a variety of informal activities which have been built into the programme. This could include lesson observation, peer assessment and self-assessment. Teachers delivering RSE should constantly evaluate their lessons to inform future planning.