This is a statutory policy as required by the Department of Education

Policy Connections

This policy should be read in conjunction with the Supplementary Guidance for Policies (covering Philosophy & Purpose; Audience, Monitoring & Evaluation**;** Assessment, Recording & Reporting; and Supporting Learning Beyond the School), The Curriculum, Planning, Assessment, Recording and Reporting Policy for Key stages 1-4 (CPARR Policy) and with the Safeguarding, PSHE, Citizenship and Confidentiality policies. Promoting the development of the whole child is an integral aspect of our school aims. At the Loyne Specialist School we believe that Relationships and Sex Education (RSE) is an important aspect of lifelong learning that incorporates physical, moral and emotional development. RSE at the Loyne Specialist School should help pupils develop an awareness of self. Many of our pupils will be able to develop an understanding of their physical and emotional development enabling them where possible to make positive decisions in their lives, whereas others may be able to consider issues of morality. Relationships and Sex education is an integral part of the much wider Personal, Social Health and Citizenship Education curriculum, and in doing so aims to promote self-esteem, confidence and personal protection for all our pupils.

 # NB
The PHSE Co-ordinator will monitor the teaching of Relationship and Sex Education alongside other PHSE teaching.

Legal Requirements:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education (RE) compulsory for all pupils receiving primary education, and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in all state funded schools

These regulations remain in force. Statutory guidance to support their implementation was first published in 2019 and updated by the Department for Education in July 2025. Schools must currently follow the 2019 statutory guidance, with the updated 2025 guidance becoming statutory from 1 September 2026.

The sex education contained in National Curriculum Science (Key Stages 1 and 2) is compulsory in maintained schools. All state-funded schools, including special schools, must have regard to the Secretary of State's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2025). This states that:
• "Pupils should know the key facts about puberty… before they experience the onset of physical changes."
• "Pupils should understand how a baby is conceived and born" by the end of primary school.

The guidance is clear that all pupils, including those with special educational needs and disabilities (SEND), must receive high-quality Relationships and Sex Education that is appropriately adapted to meet their needs. It states that:
• Teaching should be "accessible for all pupils" and carefully sequenced and differentiated.
• Schools should ensure that content is "sensitive to the needs of pupils whose development may be delayed or atypical."

Every state-funded school must offer a curriculum which is balanced and broadly based and which:
• Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
• Promotes the spiritual, moral, cultural, mental and physical development of pupils.

Equality

The Loyne Specialist School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Single Equality Policy
- Health and Safety Policy
- Computing Policy and E Safety Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy

Definition

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Relationships and Health education does not include explicit details of sexual activity. However, from Secondary onwards, Relationships and Health education may address sensitive issues like sexual abuse for safeguarding purposes. Effective Relationships and Sex Education supports safeguarding by equipping pupils to recognise when relationships or situations are unsafe, to identify abuse, and to seek help. There is full transparency in what is taught and parents are invited to view materials and speak with the PSHE and RSE lead, or the class teacher, before units are taught.

Aims

The aims of RE and RSE, inline with the Department of Education statutory guidance 2025, are to enable pupils at the Loyne Specialist School:

- To be aware of self

- To develop an increasing self-awareness
- To develop positive self esteem
- To enable them to develop confidence and responsibility and make the most of their abilities
- To develop an understanding and knowledge of their physical selves including preparation for puberty.
- To develop an understanding of their physical and emotional reactions to different situations and encourage expression of their feelings in an appropriate manner.
- To discuss an understanding of human relationships and explore the interpersonal skills needed to make and maintain relationships, including where possible the confidence to communicate, talk, listen and think about feelings and relationships.
- To listen to and develop an understanding of factual information about human reproduction, sexuality and sexual health that will help them make appropriate and responsible decisions in these areas.
- To develop the knowledge and skills that enables them to recognise and counter sexually abusive situations and relationships that are abusive by association.

Teaching and Learning throughout The Loyne's programme of RE and RSE, staff aim to present information in an objective, balanced and sensitive manner. This sensitivity includes careful judgement of what a pupil needs to know because of their level of physical development with what a pupil is able to understand at their level of cognitive development.

When teaching RE and RSE teachers will maintain a balance between:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding (See DfE 116/200.9)

Relationships and Sex education should not simply promote awareness of the law on sexual behaviour, but should encourage respect for the individual, responsibility and the value of stable relationships and families. This must be done with sensitivity to pupils who have not experienced these values, ensuring that all pupils experience a sense of worth whilst continuing to learn. Teaching avoids gender stereotyping and ensures that personal beliefs or opinions are not presented as fact or used to influence pupils. Staff do not promote personal viewpoints, including those relating to relationships, gender roles, or public figures where such views could undermine safeguarding, equality or British values.

At the Loyne Specialist School, we use a range of teaching and learning styles to deliver the PSHE and Citizenship framework. We place an emphasis on active learning and use a range of communication aids and visual (including age-appropriate videos carefully selected to provide a safe distance from personal experience and support structured discussion of sensitive topics) and concrete teaching aids to involve pupils and to aid their understanding of the issues raised.

RSE is taught in class groups or smaller groups. These different groups are usually mixed sex, but on occasions it may be considered appropriate to approach a topic in a single sex group. Arrangements to include individual pupils in other class groups for topics are also considered, based on individual pupil need. There may also be exceptional situations where issues need to be addressed when they are raised by a pupil. A flexible approach to time tabling will be needed when such a rapid response is required.

Method of delivery

RE and RSE and health education is cross-curricular, delivered discreetly, and through continuous work which permeate school life.

Early Years Foundation Stage

Pupils follow the guidance in the EYFS curriculum. The Personal, Social and Emotional Developments Strand helps pupils develop relationships, self-confidence, self-awareness and manage their feelings and behaviour which prepares them for the KS1 curriculum.

Discrete delivery

RE and RSE is taught through the PSHE scheme of work and the requirements set out within the National Curriculum Science programme. The following section briefly summarises the areas that are taught to different key stages. However, this content will be tailored to the individual understanding of pupils. Hence all the areas outlined below may not be covered by all pupils. A full outline of our curriculum can be found in The Loyne School's Faculty Guides (https://www.loyneschool.org.uk/curriculum-faculties-of-learning/)

At Key Stage 1 and 2

RE will cover the following content:

- Families and People who care for me (including same sex parents and other family arrangements)
- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness
- Being Safe

Health and Wellbeing Education will cover the following content:

- General Wellbeing
- Physical Health and Fitness
- Healthy Eating
- Drugs, alcohol, tobacco and vaping
- Wellbeing online
- Health Protection and Prevention
- Personal Safety
- Basic First Aid
- Developing Bodies

At Key stage 3 and 4

RSE will build on the knowledge learnt at KS1 and 2 and cover the following content:

- Families (including same sex parents and other family arrangements)
- Respectful Relationships including Friendships
- Online Safety and Awareness, including social media
- Being Safe
- Intimate and Sexual Relationships including Sexual Health

Health Eductaion will build on the knowledge learnt at KS1 and 2 and cover the following content:

- Mental Wellbeing
- Wellbeing online
- Physical Health and Fitness
- Healthy Eating
- Drugs, alcohol, tobacco and vaping
- Health Protection and Prevention, and understanding the health care system.
- Personal Safety
- Basic First Aid
- Developing Bodies

Key Stage 5

PSHE and Citizenship is delivered in accordance with the FE Faculty Guide for Friends, Relationships and Community Inclusion. This includes: Personal growth, change, and reproduction, changing world, media influences, personal safety (contraception) emotions and feelings during puberty, relationships, (different types), and STIs and HIV.

Continuous Delivery of RE and RSE

It is recognised that RE and RSE is a whole school issue which is explicitly reflected in the values and ethos of our school where we continually strive to provide opportunities for pupils to develop:

- Personal autonomy
- Make choices and express preferences
- Build positive self-esteem
- Equal Opportunities

The school's programme of sex education is available to all pupils, providing parents have not exercised their rights of withdrawal. A range of communication aids may be used (e.g. Makaton, etc.) where this is helpful. Where a pupil's first language is not English, advice will be sought from the Education Authority.

Bespoke teaching and interventions for identified pupils or groups of pupiles at all phases may be implemented to address individual need. The work may involve: the PSHE and RSE co-ordinator, class teacher, parents/carers, other professionals (such as health care or mental health professionals) and other adults working with the pupil/s. Such examples may include but are not limited to: appropriate relationships; self-identification; prevention of self harm; self-advocacy and consent; online safety including harmful or sexually explicit content.

The OFSTED recognised Kidsafe programme is delivered to discrete groups. The programme aims to deliver a comprehensive safeguarding programme to students, giving very simple but effective strategies to deal with all forms of child abuse. The programme is age appropriate and adapted to meet the needs of all students. All parents / carers of pupils accessing this programme are invited in for a briefing on the content. Letters are sent home following each session so that pupils can be supported at home. For more information on this please contact the school directly.

Resources

Resources are continually being developed. These are held in various places across school. The information to this is held of the resources drive.("R:\Resource audit\PSHCE.xlsx") Resources that are either considered particularly explicit or likely to be controversial will be discussed with the Governor who has particular responsibility for child protection.

Criteria for selection of resources are as follow:

- Resources must assist pupil understanding of Relationships and Sex education.
- Resources are unambiguous.
- Resources promote equality of opportunity do not encourage gender stereotypes and ensures coverage of different genders and sexual orientation.
- Resources are appropriate to age, maturity and need.
- Whenever possible, resources produced specifically for pupils with severe learning difficulties.
- A wide and varied range of resources should be available in school.
- Resources are within the allocated budget

Working with Parents:

The school aims to work in partnership with parents. A brief description of the programme is available on the school website and updated annually. In addition to this, parents are encouraged to contact school if they have any issues that concern them. There are regular opportunities to contact school through Annual Reviews and Open Days and also regular contact via Class DoJo. The School will ensure that parents are aware of the nature of the Relationships and Sex education that their child is likely to be involved in during the school year. Particular care must be taken to ensure that parents clearly understand the extent of discussion/types of resources to be used when teaching particularly sensitive or controversial issues. Parents are welcome to arrange a visit to school to look at our resources or discuss any aspect of sex education.

Child withdrawal procedures

If parents wish to withdraw their children from any or all aspects of the Relationships and Sex Education curriculum, they should write to the Headteacher outlining their concerns. The School will then invite parents to a voluntary meeting where they may, if they wish, discuss their reasons for withdrawal or particular concerns. The School will then be able to provide full information on the approaches, resources used and reasons for teaching these areas. It is hoped that this procedure will prevent any misunderstandings arising about Relationships and Sex education at The Loyne Specialist School. Should parents wish to withdraw their child from any or all aspects of sex education, alternative arrangements will be made within school whilst these aspects are being taught. This will usually mean the child joining another class group for that specific period of time. In a school like The Loyne it may not be possible to match the age of the withdrawn pupil with this group. Whilst we would wish to offer parents as much support in this area as possible, they should note that relationships education and the biological aspects of human sexual behaviour are covered in National Curriculum Science. Parents are not entitled to withdraw their children from this teaching. From three terms before a pupil turns 16, the pupil can choose to opt back into sex education, even if their parent/carer has requested withdrawl. School will work closely with any families this applies to, ensuring the pupil is aware of their legal rights.

Complaints procedure

Parents who are unhappy about any aspects of the Relationships and Sex education programme should contact the Headteacher or Deputy Headteacher to arrange a meeting to discuss the issue. This meeting may involve the Class Teacher or Co-ordinator for Relationships and Sex education. If the issue remains unresolved, the School Advisor or Complex Learning Difficulties Service may be asked for advice and assessment of the situation. If parents remain unhappy, they should refer to and follow the School's Complaints Procedure.

Confidentiality (individual and in the classroom)

Confidentiality is essential in order to encourage confidence and avoid embarrassment during Relationships and Sex education lessons. Visitors and members of staff not involved in the lesson are asked to respect their confidential nature by not entering the classroom. Pupils' Personal, Social and Health Education books or files are considered to be their own property and will not be shown to visitors to the school without pupils' permission. However, teachers cannot offer or guarantee pupils unconditional confidentiality (see child protection policy). Health professionals are bound by their professional codes of conduct in a 1-1 situation with individual pupils, but in a classroom situation they should follow school's confidentiality policy.

Child sexual abuse procedures

RSE and Kidsafe sessions may result in pupils making disclosures or may give rise to safeguarding concerns for staff. In line with Keeping Children Safe in Education, clear procedures are in place for responding to all safeguarding concerns, including those relating to sexual abuse, as set out by the local safeguarding arrangements. All staff receive regular safeguarding training and updates to ensure they are confident in recognising and responding to concerns appropriately. Key safeguarding information is also displayed on the staff safeguarding board in the staffroom. The school has designated safeguarding leads who hold responsibility for safeguarding procedures and oversight. These procedures are accessible to parents on request. If sexual abuse or any safeguarding concern is suspected, staff must follow the school's safeguarding procedures without delay.

Contraception

Contraceptive "advice", information and referrals to under 16's (individually and in the classroom):

The issue of contraception is covered briefly at Key Stage 4 depending on the needs of the students and considered in more depth at 16-19 years of age. Whilst contraception may be taught in planned lessons and individual questions will be answered as in any teaching situation, contraceptive advice will not be given to pupils. Pupils requiring such advice will be advised to see their General Practitioner or the Family Planning Clinic.

Procedures for the involvement of:

Health professionals:

Health professionals are a valuable resource for information and staff training in the field of Relationships and Sex education. Their contribution would also include assisting with the teaching and management of health and hygiene at school. Health professionals may be invited to the school to deliver 1-1 sessions such as advising on how to deal with menstruation. If the need was identified for a discreet group of pupils, a health professional would be able to deliver sessions on the range of and access to contraception, including emergency contraception and its effectiveness.

Visitors:

The School considers Relationships and Sex education to be a very personal and sensitive issue. Therefore visiting speakers will not be invited to talk to the pupils about issues involving or relating to sex education. However, visiting speakers can play an important part in staff training. Procedures for supporting any member of the school community infected or affected by HIV - Equality of learning opportunity should be available for pupils affected or infected by HIV. Should the school be aware of HIV infection in any individual member of the school community, confidential advice will be sought from the UK Health Security Agency (Department of Communicable Diseases) and Lancashire County Council Health, Safety and

Resilience Service.Their recommendations will be followed. Information regarding any personal or medical issue will remain confidential to those members of staff who have contact with the pupil(s). Parents or pupils affected by HIV through knowledge of a friend or relation who is HIV positive will be given the opportunity to discuss the situation. Such discussion will be co-ordinated by the Class Teacher under the supervision of the Co-ordinator for Relationships and Sex education, the Headteacher and Deputy Headteacher.

Parents of individual pupils affected or infected by HIV will be kept fully informed of actions taken by the school.

Dissemination of the Policy

Existing parents will be given the opportunity to participate in a parent consultation of the RSE policy each year. Prospective parents will be notified that the school has a Relationships and Sex education policy.

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