



The Viaduct Federation of Schools

Personal, Social, Health and Economic (PSHE) and Relationship and Sex Education (RSE) Policy

Approved by:	Full Governing Board	Autumn 2025
Next review by:	Summer 2026	

Introduction

The Government places responsibility on primary school governing boards to consider whether and when to offer Relationships and Sex Education (RSE). At The Viaduct Federation of Schools, our governors have decided that RSE will form part of the curriculum from Years 1 to 6, complementing National Curriculum Science, PSHE, PE, and Computing. This decision reflects the age and developmental needs of our pupils.

This policy has been developed in line with the statutory guidance issued by the Secretary of State in *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE, July 2025). It is reviewed annually with input from parents, staff, and pupils, and approved by the Federation Governing Board.

Policy Publication and Availability

This RSE policy is published on the school website and is freely available to all parents, carers, staff, and community members. Printed copies can be requested at no charge from the school office. We are committed to openness and transparency, ensuring all stakeholders understand the curriculum's content and purpose.

Curriculum Content and Delivery

Our RSE curriculum covers statutory topics and is delivered through a whole-school approach that integrates PSHE, Science, PE, Computing, and pastoral care. The curriculum includes:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- General wellbeing
- Wellbeing online
- Healthy eating
- Health protection and prevention
- Physical health and fitness
- Changing adolescent body (puberty)
- Drugs, alcohol, tobacco and vaping
- Personal safety
- Basic first aid
- Developing bodies

RSE content (beyond the science curriculum) in Years 5 and 6 will include explicit teaching on consent, body autonomy, online safety related to relationships, and managing peer pressure. These lessons will be delivered sensitively and inclusively, with opportunities for pupils to ask questions privately if needed. Teachers will use a range of strategies for PSHE and RSE to meet the needs of pupils with SEND and EAL, ensuring all pupils can access and engage meaningfully with the curriculum content. Staff will be trained to handle sensitive or unexpected questions with professionalism and refer pupils to trusted adults or safeguarding leads when concerns arise. The school's safeguarding policy will guide responses to disclosures or safeguarding issues emerging during PSHE/RSE lessons.

Differentiation Between Relationships and Sex Education

Relationships education focuses on building positive, respectful relationships and understanding risks and harms without describing sexual activity details. Sex education, where taught, includes information on sexual reproduction and related topics in an age-appropriate manner. The science curriculum covers physical changes, puberty, and reproduction, which all pupils receive.

Parental Engagement and Right to Withdraw

We actively engage and consult parents during policy development and review to ensure the curriculum meets pupils' needs and is delivered at the right time. Parents have the legal right to withdraw their child from sex education lessons that are not part of the science curriculum. The school will:

- Inform parents in writing before sex education lessons begin.
- Discuss any withdrawal requests with parents and pupils to clarify curriculum purposes and consider impacts.
- Automatically grant withdrawal requests for primary pupils except for statutory science content.
- Inform parents that withdrawal does not apply to relationships or health education or science topics.
- Ensure parents know that pupils aged 16 or over can opt back into sex education if previously withdrawn.

Accessibility and Inclusion

The curriculum is designed to be accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL). Teaching is adapted, and staff receive training to meet diverse needs. The policy aligns with the Equality Act 2010, promoting respect and inclusion for all pupils, including LGBTQ+ perspectives.

Handling Pupils' Questions

Teachers foster a safe environment for discussion, using clear and respectful language. Questions outside the curriculum or related to withdrawn content will be handled sensitively, with referrals to parents or safeguarding leads as appropriate. Staff are trained to manage disclosures and safeguarding concerns professionally.

Use of External Providers

External providers may be used to enhance RSE delivery. The school requires:

- Advance submission and review of lesson plans and materials.
- Assurance that providers have appropriate safeguarding training.
- Confirmation that content is age-appropriate, accurate, and unbiased.
- Retention of school responsibility for curriculum content and delivery.

Curriculum Development and Monitoring

The RSE curriculum is carefully sequenced to build knowledge and skills progressively, supporting pupils to navigate relationships and health positively and safely. The RSE lead collaborates with colleagues in related subjects to ensure complementarity and avoid duplication.

Monitoring includes:

- Regular pupil voice activities to gather feedback.
- Analysis of participation and outcomes for groups such as SEND, PP, and EAL pupils.
- Review of teaching quality and curriculum impact by senior leaders and curriculum coordinators.

Policy Approval and Review

This policy is approved by The Viaduct Federation Governing Board and reviewed annually or as needed in response to changes in statutory guidance or school context. The named RSE lead oversees implementation, monitoring, and review, ensuring the policy remains relevant and effective.

References

Department for Education. (2025). *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance*.
Equality Act 2010.