



# RELATIONSHIPS & SEX EDUCATION POLICY

AUTHOR	REVIEWED	NEXT REVIEW
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# Oulton Primary School

## Relationships and Sex Education Policy

### Living and Growing

#### Introduction

*'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.'* DfE guidance document (ref DfE 0116/2000)

At Oulton Primary School we believe high-quality, age-appropriate Relationship and Sex Education (RSE) is key for keeping children healthy and safe. We work to deliver a PSHE curriculum which will enable all pupils to develop and maintain the knowledge, skills and attributes they need to live healthy, happy lives, now and in the future. A key element of this, which we are now required to teach, is about Relationships Education and Health Education as laid out in the statutory guidance from the Department for Education (DfE).

Relationship and Sex education (RSE) at Oulton Primary is taught as part of the Personal, Social, Health and Economic education (PSHE) and Science curriculums. We aim to support children in developing the skills and self-confidence needed to manage healthy relationships and to prepare them for physical and emotional changes into adulthood.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 6 will receive stand-alone sex education lessons. Whilst some topics will be used to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility. We do not use RSE as a means of promoting any form of sexual orientation or sexual activity.

#### Definition

Relationships and Sex education (RSE) is about the emotional, social and cultural development of pupils and about the physical aspects of growing up. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

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.

- Sex and relationships education (SRE) for the 21<sup>st</sup> century (2014)

#### Aims



Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

#### Attitudes and values:

- Learn the importance of values and individual conscience and moral considerations.
- Learn the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Learn the value of respect, love and care.
- Explore, consider and understand moral dilemmas.
- Develop critical thinking as part of decision-making.

#### Personal and social skills:

- Learn to manage emotions and relationships confidently and sensitively.
- Develop feelings of self-respect, confidence and empathy.
- Learn to make choices based on an understanding of difference and with an absence of prejudice.
- Manage conflict.
- Learn how to recognise and avoid exploitation and abuse.

#### Knowledge and understanding:

- Learn the correct vocabulary to describe themselves and their bodies.
- Prepare for puberty by learning about physical development at different stages.
- Understand human reproduction, sexual health, emotions and relationships.
- Understand the importance of health and hygiene.

*Sex and Relationships Education Guidance DfE*

#### The aim of RSE is NOT to:

- Encourage pupils to become sexually active at a young age.
- Promote a particular sexual orientation or gender identity.
- Sexualise children.

#### **Development Process**

From September 2020 the law required primary schools to consult on their Relationships Education policy. Consultation must be carried out when the policy is formed and whenever it is updated. Parent/carers, staff and



Governors were consulted through sharing the policy, the RSE curriculum overview, accompanying documentation and frequently asked questions via the school website and electronically. Stakeholders were invited to complete a consultation form and a summary of responses and our actions were made public. Pupils were consulted through in class surveys.

*We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate progress:*

- *The content of the RSE curriculum is flexible and responsive to the pupils differing needs e.g. through the use of pupil perception data such as My Health My School Survey Data*
- *Children are receiving a Relationship Education curriculum in line with the DfE national statutory guidance and local guidance*
- *Children demonstrate good understanding of the RSE curriculum for their age*
- *Children's attitudes demonstrate the positive characteristics for building healthy relationships.*

### **Statutory requirements**

As a maintained school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

### **The Curriculum**

*“Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”*



At Oulton Primary School, we teach RSE as set out in this policy. We have a statutory duty to teach the following as part of the Science National Curriculum and the Relationship Education and Health Education Curriculum.

**STATUTORY aspects of the National Curriculum for Science:**

<p><b>Key stage 1:</b></p> <ul style="list-style-type: none"> <li>- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>- notice that animals, including humans, have offspring which grow into adults</li> <li>- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>- describe the differences in life cycles of a mammal, an amphibian, an insect and a bird</li> <li>- describe the life process of reproduction in some plants and animals</li> <li>- describe the changes as humans develop to old age</li> </ul> <p><i>Notes and guidance (NON-STATUTORY)</i>  <i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i></p>
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**STATUTORY aspects of Relationships Education by the end of year 6:**

<p><b>Families and people who care for me</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>
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	<ul style="list-style-type: none"> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>



	<ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

**STATUTORY aspects of Health Education (which apply to RSE) by the end of year 6:**

<b>Health and prevention</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**Delivery of RSE**



Pupils receive their entitlement for RSE through a spiral curriculum, in timetabled slots, which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- Designated RSE time
- Frequency of sessions
- Use of external agencies/services
- School ethos
- Small group work
- Cross curricular links e.g. Science and Computing

### **Relationship and Sex Education through PSHE**

Through PSHE, we aim to support and prepare pupils to achieve their academic potential and leave school equipped with skills they will need to manage opportunities, responsibilities and experiences in the present and later life. Relationship and Health Education is a key part of this.

We want to maximise the outcomes for every child, with a curriculum accessible to all, so that pupils know more, remember more and understand more through a curriculum designed to revisit and build upon learning from previous years teaching.

In Early Years, RSE is taught cross-curricular as laid out in Development Matters (2023).

In Key Stages 1 and 2, we follow the Leeds PSHE Scheme of Work to support our curriculum development.

### **Topics to be covered**

RSE needs to start early so that children learn about different kinds of relationships like families and friendships and so they can recognise if other people make them feel uncomfortable or unsafe. Lots of children start puberty before they leave primary school, so it is important that all pupils know what to expect before it happens. It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

### **Early Years Foundation Stage**

Children learn about relationships with a focus on friendships, growing and changing, caring for others and the building of self-esteem. Children will learn how families are all different and will be encouraged to think about what makes theirs special.

### **You, Me & PSHE Relationship and Health Education Content**

As it relates to the **Statutory** Relationship and Health Education Curriculum



<b>Year Group</b>	<b>Topic</b>	<b>Learning Intentions</b> <b>'Pupils will learn...'</b>
1/2	Keeping safe and managing risk: Feeling safe	<ul style="list-style-type: none"> <li>• safety in familiar situations</li> <li>• about personal safety</li> <li>• about people who help keep them safe outside the home</li> </ul>
1/2	Relationship and sex education: Boys and girls, families	<ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• everybody needs to be cared for and ways in which they care for others</li> <li>• about different types of family and how their home-life is special</li> </ul>
1/2	Relationship and sex education: Boys and girls, families	<ul style="list-style-type: none"> <li>• about the biological differences between male and female animals and their role in the life cycle</li> <li>• the biological differences between male and female children</li> <li>• about growing from young to old and that they are growing and changing</li> </ul>
1/2	Mental health and emotional wellbeing: Friendship	<ul style="list-style-type: none"> <li>• about the importance of special people in their lives</li> <li>• about making friends and who can help with friendships</li> <li>• about solving problems that might arise with friendships</li> </ul>
3	Relationship and sex education: Growing up and changing	<ul style="list-style-type: none"> <li>• about the way we grow and change throughout the human lifecycle</li> <li>• about the physical changes associated with puberty</li> <li>• about the impact of puberty in physical hygiene and strategies for managing this</li> <li>• strategies to deal with feelings in the context of relationships</li> <li>• to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> </ul>
3/4	Identity, society and equality: Celebrating difference	<ul style="list-style-type: none"> <li>• Pupils learn about valuing the similarities and differences between themselves and others</li> <li>• Pupils learn about what is meant by community</li> <li>• Pupils learn about belonging to groups</li> </ul>
3/4	Keeping safe and managing risk: Bullying – see it, say it, stop it and managing risk:	<ul style="list-style-type: none"> <li>• to recognise bullying and how it can make people feel</li> <li>• about different types of bullying and how to respond to incidents of bullying</li> <li>• about what to do if they witness bullying</li> </ul>



3/4	Keeping safe and managing risk: Playing safe	<ul style="list-style-type: none"> <li>• how to be safe in their computer gaming habits</li> </ul>
4	Relationship and sex education: Growing up and changing	<ul style="list-style-type: none"> <li>• about the physical changes associated with puberty</li> <li>• about menstruation and wet dreams</li> <li>• how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>• to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> </ul>
5/6	Keeping safe and managing risk: When things go wrong	<ul style="list-style-type: none"> <li>• about keeping safe online</li> <li>• that violence within relationships is not acceptable</li> <li>• about problems that can occur when someone goes missing from home</li> </ul>
5/6	Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)	<ul style="list-style-type: none"> <li>• about stereotyping, including gender stereotyping</li> <li>• about prejudice and discrimination and how this can make people feel</li> </ul>
5	Relationship and sex education: Healthy relationships / How a baby is made (covered in science)	<ul style="list-style-type: none"> <li>• about the changes that occur during puberty</li> <li>• to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>• what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>• how a baby is made and grows (conception and pregnancy)</li> </ul>
5/6	Keeping safe and managing risk: Keeping safe - out and about	<ul style="list-style-type: none"> <li>• about feelings of being out and about in the local area with increasing independence</li> <li>• about recognising and responding to peer pressure</li> </ul>
6	Relationship and sex education: Healthy relationships / How a baby is made	<ul style="list-style-type: none"> <li>• about human reproduction in the context of the human lifecycle</li> <li>• about roles and responsibilities of carers and parents</li> <li>• to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</li> <li>• the importance for girls to be protected against FGM</li> </ul>



### Key Vocabulary

Pupils will be taught the anatomical terms for body parts. Slang and everyday terms may be discussed; this will surround discussion about what is and isn't acceptable language to use.

Some words may be used as and when they are appropriate, regardless of age. A child there might be times when a child may use language which is not normally taught in their year. If needed staff may clarify or explain terms to avoid misconceptions.

	<b>Vocabulary that may arise:</b> We do not plan to teach but it may arise e.g.	<b>New Vocabulary:</b> that will be taught continuing from the previous year groups:
Reception	pregnancy, birth vagina, penis	love, relationships, family, marriage, support, caring, loving
Key Stage 1	pregnancy, birth, testicles, scrotum, gay, lesbian, bisexual, homophobic	vagina, vulva, penis, testicles, urethra, consent,



Year 3	pregnancy, birth, testicles, scrotum, transgender, gay, lesbian, bisexual, homophobic, biphobia, transphobic	cells,
Year 4	sperm, sperm ducts, disease, infection, transgender, homophobic, biphobia, transphobic	puberty, pregnancy, ovary, ovum, egg, fallopian tube, oestrogen, foreskin, testicles, scrotum, erection, gay, lesbian, bisexual, wet dreams, uterus, menstruation, period
Year 5	pleasure, disease, infection, transgender	conception, pregnancy, womb, uterus, menstruation, period, vulva, labia, clitoris, cervix, epididymis, sperm, wet dreams, sperm ducts, prostate gland, ejaculation, foetus, zygote, embryo, umbilical cord, amniotic fluid, placenta, amniotic sac, heterosexual, homophobic, biphobia, transphobic
Year 6	Masturbation, transgender, pride	birth, sexual intercourse, make love, pleasure, penetration, contractions, sexual disease, infection, Female Genital Mutilation (FGM), abuse, genitals, clitoris, cervix, ovaries, urethra, fallopian tube, womb

### Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE and throughout school community. The casual use of homophobic, biphobic and transphobic language in school will always be challenged and pupils will be made aware that using the word 'gay' to mean something is rubbish is wrong and will not be tolerated.

### Roles and responsibilities

- **The governing board** will approve the RSE policy and hold the headteacher to account for its implementation. The governing board has delegated the approval of this policy to Rebecca Allen.
- **The headteacher** is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components 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 and tailoring lessons to suit all pupils in their class.



- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE.
- Ensuring they are up to date with the school policy and requirements regarding RSE.
- Ensuring they are using the correct vocabulary for the age group/groups they are working with.
- Reporting back to the RSE co-ordinator on any areas of the schools RSE provision they feel is not adequately covered/resourced.
- Asking for support/further training from the school SEND or RSE lead should they need it

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 the headteacher.

The **UKS2 Phase Leader** will consult with all staff involved in the teaching of Year 5/6 RSE. Materials and language to be used will be shared alongside all planning. At this point, the logistics of other staff supporting when the classes are split, will be organised.

- **Pupils** are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Specific Responsibilities	Who - Role
Co-ordinating the RSE provision, ensuring a spiral curriculum	PSHE Lead – Amanda Ellis
Accessing and co-ordinating training and support for staff	PSHE Lead – Amanda Ellis
Policy Development and review; monitoring and assessing its effectiveness in practice	PSHE Lead – Amanda Ellis
Ensuring the curriculum is delivered in ways that are inclusive and accessible to all pupils including those with SEND	Class teachers with support from the SENCO
Link governor for RSE	Rebecca Allen
Managing child protection/safeguarding issues	Safeguarding team
Establishing and maintaining links with parents/carers	PSHE Lead/ SLT
Providing clear information for parents on subject content and their rights to withdraw.	PSHE Lead- Amanda Ellis
Ensuring subject is provided with resources to support teaching of the subjects	PSHE Lead – Amanda Ellis
Working with other subject leaders to ensure RSE and health curriculum complements and does not duplicate the content covered in the national curriculum.	PSHE Lead – Amanda Ellis

## Parents and carers



We recognise that the primary role in children's sex education lies with parents and carers. We aim to build a positive and supportive relationship with parents and carers through mutual understanding and co-operation.

Curriculum information about RSE is available through the school website which will detail when RSE will take place in different year groups and what will be covered. Where appropriate, a further letter will be sent out prior to potentially sensitive RSE lessons being taught with further details on what will be taught. Parents and carers will be invited into school to view the materials used and to give them the opportunity to discuss any questions or queries they have with teachers.

### **SEN and Differentiation and Language**

All pupils regardless of age, ability, race, religion, gender or those new to English are entitled to quality RSE that helps them build the confidence and skills to stay healthy and safe. Individual needs are considered when planning the delivery of RSE and lessons are carefully differentiated to ensure that all our pupils can achieve. The use of additional support is carefully planned to assist teachers with this.

### **Confidentiality and safeguarding**

Teaching staff will follow the RSE program with a sensitive manner and in confidence. All staff need to be aware that effective RSE throughout school, brings about understanding of what is and is not acceptable in a relationship, thus protecting children. It may also lead to disclosure of a child protection issue. Staff will inform a designated Child Protection Officer and follow procedures outlined in our Child Protection and Safeguarding policy.

Children will be made aware that anything that concerns the teacher will always be referred to an appropriate member of staff (i.e. the school's designated Child Protection Officers).

Some children's life experiences may mean that they find the subject content of some RSE lessons personally challenging. Phase leaders should liaise with a Child Protection Office so the appropriate support can be put in place for those individual children who require additional pastoral support.

### **Answering difficult questions**

We acknowledge that potentially sensitive or controversial issues will arise as pupils naturally share information and ask questions. Staff will establish clear ground rules about what is and is not appropriate to ask in a whole class setting. Staff may also choose to use 'Ask it Baskets' during lessons with particularly sensitive matters. This method allows pupils to submit written question and gives staff the opportunity to decide how and when best to answer.

### **Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child from statutory relationships education or statutory sex education content taught in the National Curriculum for science.



Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing to the Head Teacher. The Head Teacher will discuss this further with parents/carers to reach an agreement.

### **Use of visitors**

(for nurses, healthcare professionals, NSPCC)

When appropriate, visitors may be involved in the delivery of Sex and Relationship Education but will not be used as substitute to school provision.

### **Monitoring and evaluation**

The delivery of RSE is monitored by Amanda Ellis, PSHE Lead through, planning scrutinies, learning walks/dropping in to lessons, discussions with teaching staff and pupils.

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by Amanda Ellis, PSHE Lead, briefly every year and in full every 3 years.

This policy will be available to parents via the school website or through requesting a paper copy from the school office.

### **Relationship to other policies**

This policy supports/compliments the following policies:

- Anti-bullying
- Behaviour and Positive Relationship
- Oulton Safeguarding Child Protection
- Confidentiality – see relevant sections in Staff Handbook
- SEN/ Inclusion
- Teaching and Learning
- E-safety guides uploaded at <https://www.oulttonprimary.co.uk/e-safety/>

Documents that informed the school's RSE Policy include:

- [Education Act \(1996\)](#)
- [Equality Act \(2010\)](#)
- [Children and Social Work Act \(2017\)](#)
- [DfE: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers \(2025\)](#)
- [Keeping children safe in education \(KCSIE\) – statutory safeguarding guidance \(2025\)](#)

