



OAK LODGE PRIMARY SCHOOL

Relationship and Sex Education policy

Staff Responsible:

Head Teacher

Date of Review:

March 2026

Date of Next Review:

March 2028

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1. Aims

The aims of relationships and sex education (RSE) at Oak Lodge Primary School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.

RSE also supports the promotion of fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through RSE, pupils learn to develop respectful relationships, understand boundaries, recognise their rights and responsibilities, and appreciate diversity within modern British society.

2. Statutory requirements

At Oak Lodge Primary School, we teach RSE as set out in this policy.

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to 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.

At Oak Lodge Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and 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.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

Our RSE curriculum is written using the DfE guidance documents and broadly follow the scheme 'SCARF', which is provided by Coram Life Education. We have also developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

As identified, Oak Lodge Primary School use the scheme 'SCARF', provided by Coram Life Education (<https://www.coramlifeeducation.org.uk/scarf/>), which is a comprehensive programme of PSHE (including RSE) and provides accurate information about the body, puberty and reproduction. Oak Lodge Primary School does not teach contested or political views as fact. Any discussion of identity, difference or relationships is handled in an age-appropriate, factual and safeguarding-led manner. 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. It has been developed by teachers and is centred on an 'open-minded' approach. It helps to promote positive behaviours, mental health, wellbeing, tolerance, resilience and achievement, all values which are in line with our own ethos and core values. RSE lessons are delivered in a way that promotes mutual respect, tolerance, and understanding, in line with fundamental British values.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 5 and revisited in Year 6)
- How a baby is conceived and born (Year 6)

6.1 Inclusivity

Oak Lodge Primary School is committed to the provision of RSE to all of its pupils. The lessons are taught in a variety of ways, taking into account our students' learning needs, and many activities allow for a collaborative style, meaning children can work together to discuss and support one another. For children with SEND, quality-first teaching will ensure that additional support within lessons will support those where needed. Reasonable adjustments will be made in line with the SEND Code of Practice. This could include individual or small group lessons and an adaptation of resources to enable access. Parents may need to be consulted individually with regard to children with specific SEND.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2. Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)

- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

We will make sure that any materials used are appropriate and in line with our legal duties.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

An example of an outside provider that we may use to support the curriculum would be the **NSPCC**.

8. Roles and responsibilities

8.1 The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school; that staff are appropriately trained; for ensuring that resources and materials are made available to parents, and for managing requests to withdraw pupils from the non-science components

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, appropriate for each year group.

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of RSE.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Any disclosures or safeguarding concerns arising from RSE lessons will be handled in line with the school's Safeguarding and Child Protection Policy, reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) -Ms. Baron, Mrs. Allen, Mr. Grice, Mrs Jackson.

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, Georgina Baron and/or the Lead Teacher responsible for RSE, Andrew Barber.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

The school is required to teach the elements of sex education contained within the statutory science curriculum, and parents/carers do not have the right to withdraw their child from these lessons.

Parents/carers have the right to withdraw their child from the non-science components of sex education within RSE. This does not include statutory Relationships Education or Health Education, from which there is no right of withdrawal.

Parents are informed in advance of any lessons covering puberty or reproduction. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from the sex education lessons.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE when required.

11. Monitoring arrangements

The delivery of RSE is monitored by Georgina Baron and the Lead for RSE, Andrew Barber - through lesson observations, learning walks, work scrutiny and pupil voice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years unless DfE guidance changes and therefore policy and practice need to be updated. At every review, the policy will be approved by Local Governing Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Oak Lodge Primary School follows the SCARF (Coram Life Education) programme, which is fully aligned with DfE statutory guidance. Content is delivered through a spiral curriculum, revisiting key themes with increasing depth and maturity. (Detailed lesson plans and resources are available on request.)

YEAR GROUP	TERM	THEME	KEY LEARNING FOCUS
EYFS (Reception)	Autumn 1	Me and My Relationships	Self-identity, feelings, trusted adults, asking for help.
	Autumn 2	Valuing Difference	Similarities and differences, families, kindness and respect
	Summer 1	Being My Best	Healthy routines, growth mindset, resilience
	Spring 1	Keeping myself Safe	Safe and unsafe, following simple rules, identifying hazards
	Spring 2	Rights and Respect	Everyone is important, rights, fairness
	Summer 2	Growing and Changing	Life cycles, growing up, body awareness, privacy and safety
Year 1	Autumn 1	Me and My Relationships	Feelings, friendships, classroom rules, getting help
	Autumn 2	Valuing Difference	Respect, fairness, bullying awareness
	Spring 1	Keeping myself Safe	Body awareness, recognising risk, responsibilities
	Spring 2	Rights and Respect	Respect, differences, community
	Summer 1	Being My Best	Healthy choices, resilience, positive behaviour
	Summer 2	Growing and Changing	Body parts (penis/vulva), privacy, trusted adults
Year 2	Autumn 1	Me and My Relationships	Friendship skills, bullying, emotional regulation
	Autumn 2	Valuing Difference	Kindness, inclusion, listening to others

YEAR GROUP	TERM	THEME	KEY LEARNING FOCUS
	Spring 1	Keeping myself Safe	Boundaries, safe choices, risk management
	Spring 2	Rights and Respect	Consequences, equality, caring
	Summer 1	Being My Best	Looking after the body, hygiene, growth mindset
	Summer 2	Growing and Changing	Life cycles, loss and change, respecting privacy
Year 3	Autumn 1	Me and My Relationships	Cooperation, respectful friendships, problem-solving
	Autumn 2	Valuing Difference	Diversity, families, community, respect
	Spring 1	Keeping Myself Safe	Risk, online safety, medicines and substances
	Spring 2	Rights and Respect	Helping others, money basics, responsibility
	Summer 1	Being My Best	Healthy choices, strengths, self-esteem
	Summer 2	Growing and Changing	Body space, secrets, safety, awareness of body changes (no puberty detail)
Year 4	Autumn 1	Me and My Relationships	Assertiveness, recognising feelings, bullying
	Autumn 2	Valuing Difference	Stereotypes, cultural and religious diversity
	Spring 1	Keeping Myself Safe	Managing risk, medicines, online safety
	Spring 2	Rights and Respect	Rights, media influence, money decisions
	Summer 1	Being My Best	Health choices, environment, first aid

YEAR GROUP	TERM	THEME	KEY LEARNING FOCUS
	Summer 2	Growing and Changing	Preparing for puberty, emotions, relationships including marriage
Year 5	Autumn 1	Me and My Relationships	Healthy friendships, assertive communication
	Autumn 2	Valuing Difference	Identity, stereotypes, social media influence
	Spring 1	Keeping Myself Safe	Online safety, vaping, substances and risk
	Spring 2	Rights and Respect	Rights, responsibilities, money management
	Summer 1	Being My Best	Independence, leadership, first aid
	Summer 2	Growing and Changing	Puberty, menstruation, body changes (Whole class teaching followed by gender-group questions). FGM awareness.
Year 6	Autumn 1	Me and My Relationships	Assertiveness, cooperation, consent and boundaries
	Autumn 2	Valuing Difference	Prejudice-based bullying, bystander behaviour
	Spring 1	Keeping Myself Safe	Online safety, drugs and the law
	Spring 2	Rights and Respect	Media bias, democracy, money and work
	Summer 1	Being My Best	Aspirations, wellbeing, risk management
	Summer 2	Growing and Changing	Body image, self-esteem, reproduction (including IVF, surrogacy), sexual intercourse (non-statutory sex education)

Appendix 1a: Cross-Reference by Strand

Oak Lodge Primary School delivers Relationships Education and Health Education through the SCARF (Coram Life Education) programme. The table below shows how each strand meets statutory requirements set out in the DfE Relationships Education, Relationships and Sex Education and Health Education Guidance (2019).

1. Families and People Who Care for Me

DfE statutory requirements

Pupils should know:

- Families are important for love, security and stability
- Families may look different but are characterised by care
- How to seek help if family relationships make them feel unsafe

Where this is taught (SCARF strands):

- **Me and My Relationships**
- **Valuing Difference**
- **Growing and Changing**

Coverage by phase:

- **EYFS–KS1:** Family structures, trusted adults, who can help
- **Lower KS2:** Community, support networks, respect for difference
- **Upper KS2:** Marriage, long-term commitment, managing change and support

2. Caring Friendships

DfE statutory requirements

Pupils should know:

- How to make and maintain friendships
- That friendships may have ups and downs
- How to manage conflict and seek help

Where this is taught (SCARF strands):

- **Me and My Relationships**
- **Valuing Difference**

Coverage by phase:

- **EYFS–KS1:** Sharing, kindness, listening, turn-taking
- **Lower KS2:** Cooperation, empathy, problem-solving
- **Upper KS2:** Assertiveness, compromise, healthy vs unhealthy friendships

3. Respectful Relationships

DfE statutory requirements

Pupils should know:

- The importance of respect and boundaries
- How to challenge bullying and stereotypes
- The difference between assertive and controlling behaviour

Where this is taught (SCARF strands):

- **Me and My Relationships**
- **Valuing Difference**
- **Rights and Respect**

Coverage by phase:

- **EYFS–KS1:** Fairness, rules, recognising unkind behaviour
- **Lower KS2:** Bullying (including cyberbullying), stereotypes
- **Upper KS2:** Consent, boundaries, bystander behaviour, prejudice-based bullying

4. Online Relationships

DfE statutory requirements

Pupils should know:

- That online behaviour should reflect the same values as offline
- How to stay safe online
- How to report concerns

Where this is taught (SCARF strands):

- **Keeping Myself Safe**
- **Being My Best**

Coverage by phase:

- **KS1:** Asking for help, safe adults
- **Lower KS2:** Online risk, privacy, search skills
- **Upper KS2:** Social media pressure, image sharing, reporting concerns

5. Being Safe

DfE statutory requirements

Pupils should know:

- That their body belongs to them
- The difference between secrets and surprises
- How to report concerns and abuse

Where this is taught (SCARF strands):

- **Keeping Myself Safe**

- **Growing and Changing**

Coverage by phase:

- **EYFS–KS1:** NSPCC PANTS, trusted adults
- **Lower KS2:** Body space, personal boundaries
- **Upper KS2:** Consent, FGM awareness, staying safe online and offline

6. Physical Health and Mental Wellbeing (Health Education)

DfE statutory requirements

Pupils should know:

- How to keep physically and mentally healthy
- How to manage feelings and emotions
- The benefits of healthy routines

Where this is taught (SCARF strands):

- **Being My Best**
- **Keeping Myself Safe**

Coverage by phase:

- **EYFS–KS1:** Healthy eating, sleep, exercise
- **Lower KS2:** Emotional regulation, resilience
- **Upper KS2:** Body image, self-esteem, managing stress and change

7. Growing and Changing (Sex Education – Primary)

DfE position

- Statutory within **science**
- Additional sex education is **non-statutory and withdrawable**

Where this is taught (SCARF strand):

- **Growing and Changing**

Coverage by phase:

- **EYFS–KS1:** Life cycles, body awareness, correct anatomical terms (penis/vulva)
- **Lower KS2:** Awareness that bodies change, no detailed puberty
- **Upper KS2:** Puberty, menstruation, reproduction, IVF, surrogacy, sexual intercourse (Year 6 only)

Withdrawal note:

Parents/carers may withdraw pupils from **non-science sex education** elements

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage and civil partnerships represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • 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. • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How information and data is shared and used online. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

Appendix 3: Parent/carers form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

Appendix 4: Safeguarding, Sensitive Questions and Managing Disclosures in RSE

Purpose

At **Oak Lodge Primary School**, Relationships and Sex Education (RSE) is delivered in a safe, respectful and supportive environment. This appendix sets out how staff manage **sensitive questions, pupil wellbeing and disclosures** arising from RSE lessons, in line with the school's **Safeguarding and Child Protection Policy**.

1. Creating a Safe Learning Environment

All RSE lessons are underpinned by clear ground rules which are shared and revisited regularly. These include:

- Listening respectfully to others
- Using appropriate language
- Not sharing personal experiences or naming individuals
- Understanding that some questions may be addressed at a different time or with a trusted adult

Pupils are reminded that staff **cannot promise confidentiality** if a safeguarding concern is raised.

2. Responding to Questions

Staff use a consistent approach when responding to pupil questions:

- **Answer** – where questions are age-appropriate, factual and within the planned curriculum
- **Acknowledge and park** – where questions are valid but outside the scope of the lesson
- **Refer** – where a question indicates a safeguarding concern

Staff do not share personal information, provide explicit detail beyond age-appropriate expectations, or encourage pupils to discuss personal situations in a public setting.

3. Managing Disclosures

If a pupil makes a disclosure during or following an RSE lesson, staff will:

- Listen calmly and without judgement
- Reassure the pupil that they have done the right thing
- Avoid asking leading or investigative questions
- Not promise confidentiality
- Record the concern accurately and promptly

All concerns are reported immediately to the **Designated Safeguarding Lead (DSL)** or a **Deputy DSL**, in line with safeguarding procedures.

4. Supporting Pupil Wellbeing

Staff are alert to signs of distress and respond sensitively. Support may include:

- Reassurance or time out with an appropriate adult
- Follow-up pastoral support
- Liaison with parents/carers where appropriate and in line with safeguarding guidance

Reasonable adjustments are made for pupils with **SEND**, those who are **looked-after**, adopted, or who may have experienced trauma.

5. Staff Support and Professional Conduct

Staff delivering RSE:

- Follow agreed school guidance and approved resources
- Seek advice from the RSE Lead, DSL or senior leaders if unsure how to respond
- Are supported through training and professional discussion

Staff are not expected to have all the answers but are expected to act professionally and follow safeguarding procedures.

6. Review

This appendix is reviewed alongside the RSE Policy and the Safeguarding and Child Protection Policy, or sooner if statutory guidance changes.