The Buckinghamshire Primary Pupil Referral Unit

Perseverance Respect Understanding

THE BUCKINGHAMSHIRE PRIMARY PUPIL REFERRAL UNIT

Relationships and Sex Education Policy

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1 School Ethos and values statement

The aims of Relationships and Sex Education (RSE) at the PRU are to:

- Promote a culture of safeguarding so that pupils understand what positive relationships look like and what parts of their body are private
- 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

At the Buckinghamshire Pupil Referral Unit we are committed to providing a balanced and holistic approach to our curriculum which aims to support the academic, cultural, personal and social development of all of our pupils.

Statutory Relationships Education and Health Education will be part of the taught PSHE curriculum. PSHE is an essential part of a child's education. High quality PSHE significantly contributes to personal and academic success, supporting all pupils to become lifelong learners.

Our curriculum is an essential part of a child's education and will contribute to their personal and social development, and equipping them to develop the skills and understanding to live healthy and independent lives.

This policy has been revised to reflect the NEW Statutory RSHE guidance published by the DfE in July 2025.

The PRU will consider how best to deliver its RSE curriculum taking into account the needs of pupils who are placed with us on both a dual registered basis and those who are with us full time (for example because of a permanent exclusion) so that all essential areas are covered, taking into account any overlap with mainstream schools where a pupil is dual registered with the PRU.

2. The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationship/RSE education.
- Help parents and carers to understand Relationships Education/Sex Education and support them to work with their child to secure the very best outcomes for all pupils. Parents and carers may request to view teaching materials and discuss curriculum content with the PSHE Lead or Site Lead prior to teaching.
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education and non-statutory aspects of the PSHE curriculum.

3. Legal requirements

To comply with 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 compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (July 2025)

To comply with the requirements to have an up-to-date Relationships/RSE policy developed in consultation parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (July 2025)

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships /RSE teaching are identified and followed in accordance with the school safeguarding policy and to comply with current KCSIE statutory requirements.

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the new guidance, and science curriculum. (See appendix 1)

At the PRU we teach RSE as set out in this policy.

4. Policy development

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

1. Review – the PRU lead teacher for PSHE pulled together all the relevant information including local and national guidance, consulting with SLT and the PRU Operations Manager about policy development

2. Staff consultation - PRU staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and members of our Management Committee were invited to review the draft policy and offer comments

4. Ratification – once amendments were made, the policy was shared with the Management Committee and ratified

5. Advice from Buckinghamshire Lead for Public Health

Statutory Relationships Education and non-statutory sex education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum .The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives and support them to achieve, belong and thrive. We are committed to working in partnerships and welcome parents and carers to make an appointment to discuss any aspect of this policy, resources and RSE provision in the PRU.

5. Definition

RSE is lifelong learning about personal, emotional, social and cultural development of pupils. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is taught as both discrete lessons, in the wider context of the social and emotional development and as well as elements that are covered within our science curriculum.

RSE involves a combination of improving awareness, sharing information, and exploring issues and values. RSE is **not** about the promotion of sexual activity.

6. Curriculum principles at the PRU

At the PRU teaching is:

- age appropriate
- inclusive
- evidence based
- safeguarding focused
- trauma informed
- adapted to need
- based on accurate vocabulary
- responsive to local safeguarding issues

6. 1 Relationships Education Curriculum

Elements of Statutory Relationships Education is taught through the PSHE curriculum we use a range of resources to teach Relationships Education, a statutory aspect of PSHE. These include; Jigsaw/ School Nurse service and NSPCC.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to suit the needs of our pupils at the time. This is left to the discretion of the class teacher in consultation with the PSHE Lead and SLT.

Teaching at the PRU will be adapted to meet pupil's SEND, communication needs, cognition and learning profile whilst ensuring that pupils access the statutory curriculum.

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their own online and offline lives and how to report any concerns or abuse and where to access help when needed.

Online Safety

Relationships Education will include age-appropriate teaching about online risks including harmful online content, inappropriate sexual content, manipulated images, artificial intelligence, online coercion, harmful influencers, scams and the importance of reporting concerns to a trusted adult.

Violence against Women and Girls (VAWG)
Pupils will be taught that all forms of abuse, violence, harassment and controlling behaviour are unacceptable. Teaching will promote kindness, equality, empathy and respect for all people regardless of sex or gender.

Misogyny and harmful stereotypes
Teaching will challenge harmful gender stereotypes, prejudice and misogynistic attitudes in an age-appropriate manner and promote respectful behaviour between all pupils.

Mental wellbeing
At the PRU we support all our pupils with their emotional regulation this includes;

- emotional literacy
- self-regulation
- resilience
- identifying trusted adults
- asking for help

Why teach Relationships Education?
High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can cause them harm

Relationships education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE, will be taught at an age-appropriate level.
At the PRU we recognise that pupils develop at different rates and that many pupils accessing alternative provision have experienced adverse childhood experiences or trauma. Staff will use professional judgement to ensure learning is age-appropriate, developmentally appropriate and

responsive to individual need whilst maintaining high expectations and ensuring statutory content is taught.

The PRU can also suggest further reading and agencies to help parents with specific questions if it is deemed necessary for that pupil.

To ensure the content and delivery of Relationships Education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what, is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

7. Implementation of RSE within the PRU

At the PRU we believe that RSE is an integral part of the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE is delivered at an appropriate level for our pupils and the content, delivery and supporting material takes into account age, pupils with special needs and also recognise that pupils at the PRU have complex needs.

All RSE teaching at the PRU will be factual, evidence based, age appropriate and impartial. Staff will not promote personal beliefs or political views and will ensure that pupils receive accurate information that reflects current legislation and accepted scientific and medical evidence.

Discrete RSE lessons are taught by the PRU class teachers who provide appropriate and engaging activities which are set at an appropriate level for the child. Pupils are normally grouped according to key stage, but adjustments can be made when discussing what is appropriate for not only the age of the pupil, but the maturity and what that individual pupil requires to meet their need.

Biological aspect of puberty and the changes that are experienced throughout are taught within the science curriculum, but if it is deemed necessary for a group of pupils, then the curriculum will go above and beyond statutory parts of the biological curriculum and include primary sex education. These elements are also outlined in Appendix 1.

All RSE lessons are delivered sensitively, with opportunities for group discussion which will be led by the class teacher. Prior to the lessons, ground rules will be established to create a safe environment, taking into account pupils own possible experiences. Class teachers will use their knowledge of their class to ensure that questions are handled carefully and will protect their pupils' privacy in all ways possible by using distancing techniques, where this is relevant.

At the PRU we aim to deliver a positive and open view of relationships and sex education, supporting sexual self-acceptance. In line with our Equality Policy, we believe that our RSE curriculum should be empowering for all pupils regardless of gender, gender identity, sexuality, ethnicity, faith ability, cultural background and disability. It also must promote gender as well as LGBT equality and challenge all discrimination as well as ensure that our pupils understand that there are a variety of relationships and family patterns in the modern world.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including but not limited to:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Reciprocal relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

We recognise that from time-to-time sensitive issues will be raised by pupils. At the PRU we recognise that it is important that all PRU staff are aligned regarding their response. Parents and carers should be reassured that the personal beliefs of PRU staff will not influence the teaching of RSE. Such issues may include but not be limited to topics around abortion, safe sex, homophobic bullying and different family set ups. It is important to acknowledge that pupils will hear these terms and do need to be able to ask questions. Responses will be appropriate to the child's age, level of maturity and learning needs, and will be based upon factual information. Classroom staff will use their professional judgement as to whether the response is appropriate for a whole class, a small group or on an individual basis. Responses may also be deferred to give PRU staff opportunities to have discussions with parents, and other staff members about how best to reply, and allow parents the opportunity to deal with sensitive issues at home or at a later date. Detailed lesson planning will clearly state the content of lessons and the PRU lead learner and SLT can be consulted for advice as needed. Questions from pupils will always be treated with respect and PRU staff will use their knowledge about the child, and be sensitive to any underlying concerns.

We use – Materials and resources from Jigsaw, NSPCC and The School Nurse Service.

Sessions will be taught with two adults in the classroom.

During the Spring term we teach our Year 5 and 6 full time pupils about their changing bodies and puberty. This is a course of 4 sessions, arrangements for this include boys and girls being taught separately. Parents do not have the right to withdraw their children from these sessions as they are part of the Statutory requirement for RSE/Health Education.

8. Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DSL and share concerns with parents/carers according to the school's safeguarding procedures.

9. Roles and responsibilities

9.1 The Management Committee

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships/RSE policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

9.2 The Headteacher

The Executive headteacher is responsible for ensuring that RSE is taught consistently across the PRU and for managing requests to withdraw pupils from the non-statutory elements of the RSE curriculum.

9.3 Staff

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 statutory components of RSE curriculum in liaison with SLT
- Responding to the parents of those pupils who wish them to be withdrawn from the non-statutory components of RSE in liaison with SLT.

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 SLT. All teachers will have a responsibility to teach RSE. If training needs are identified, then teachers will be given the opportunity to attend suitable training, along with support from SLT and the PSHE lead.

9.4 Lead Learning

The Lead Learner for PSHE is responsible for leading and managing PSHE which includes statutory Relationships Education.

9.5 Pupils

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

10. Parents' right to withdraw

Parents and carers do not have the right to withdraw their children from relationships education.

However, parents and carers of pupils in Key stage 2 do have a right to withdraw their child from the non-statutory part of the RSE curriculum. The non-statutory parts are clearly outlined in Appendix 1. Any parent or carer who wishes to withdraw their child should, in the first instance, contact the PRU to discuss the matter. Requests for withdrawal should be put into writing using the form in Appendix 3 of this policy and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education by a parent or carer.

11. Working with outside agencies and visiting speakers.

We vet visitors by confirming their identity and DBS status. Regular visitors are added to our single central record.

12. Monitoring, evaluating and training

Staff are trained on the delivery of RSE as part of their professional development. Training may be through the PSHE lead, SLT or external providers.

If appropriate, SLT 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.

The delivery of RSE is monitored by the PSHE lead, senior teachers and SLT. The nominated member of the Management Committee will also monitor how PSHE is taught within the PRU. Arrangements include:

- Learning walks and observations
- Work sampling and teacher meetings
- Sharing of learning

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

The policy will be reviewed every three years, or sooner if statutory guidance changes.

Appendix 1: Curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Phase 1	**Relationships** Friendships What a good friendship looks like Working and playing co-operatively How to listen properly to peers Resolving problems Bullying Online Safety Uncomfortable physical contact Consent to touch How to respond if you feel uncomfortable Who to talk to if you don't feel safe Celebrating Difference Differences between people **Elements of the statutory science curriculum which may cross into RSE** Naming parts of the body Correct anatomical terms for the body including external genitalia Growth of humans Growing into an adult with reference to baby, toddler, child, teenager and adult	

Phase 2	**Relationships** Friendships Positive friendship-building Positive friendships and what that involves Changing friendships Resolving disputes Friendships that make you feel uncomfortable and what to do about them Bullying Online Safety Physical contact Acceptable and unacceptable physical contact Consensual touch Peer pressure Recognising pressure that is inappropriate Confidentiality and when that is acceptable and unacceptable Celebrating Difference Respecting differences and responding respectfully Discussions and debating topical issues	

	Elements of the statutory science curriculum which may cross into RSE *Year 5 and 6 only* Growth of humans Changes experienced in puberty Menstruation **Elements of non-statutory curriculum which may be taught to selected Year 6 pupils if it is deemed appropriate by PRU staff** Sexual intercourse Conception and the prevention of conception Risks of social media and youth produced sexual imagery (sexting)	

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 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

TOPIC	PUPILS SHOULD KNOW
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 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 Note: Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
Respectful relationships	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 Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness 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 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 What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults
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 How information and data is shared and used 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 form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	
Parent signature	
Teacher signature	