*Policy for Relationship and Sex Education*

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‘Your Word Is a Lamp To My Feet and Light Unto My Path’ Psalm 119

Within God’s family we nurture, teach and support each other, opening doors for all.

Our Christian values help us to flourish in school and in our community as beacons radiating the light of Jesus in all that we do.

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*Agreed by: Governing Body*

*Date: July 2025*

**Intent**

Every child will access a full and diverse curriculum which challenges and develops them to grow academically, personally and socially.

As spiritual beacons and through our curriculum we are all:

* Readers
* Believers
* Communicators
* Explorers

Through SRE we interweave these drivers in as many ways as possible.

For example:

**Reading** we encourage children to read new vocabulary, read information and symbols to keep them safe and read ideas and views of others to understand a bigger picture

**Believers** all children should believe in themselves, they should have the confidence to go out into the community around them as well as the wider world. They should believe that they are all different but if they develop strong relationships, a sense of safety and understanding of being healthy they should be confident and positive about themselves.

**Communicators** children will explore how to communicate their emotions in a range of ways. They will be given support to help share their feelings, their concerns and their opinions in an appropriate way

**Explorers** children will explore themselves and others and changing bodies and feelings. They will have an understanding of what makes them unique, what makes them feel happy and safe and what might make them feel worried.

With our Christian values and No Outsiders work underpinning our teaching across school we will aim to deliver the SRE curriculum with sensitivity and understanding and ensuring all children feel valued. Through these drivers and the delivery of the SRE curriculum we want our children to have clear understanding of themselves and the world around them. All children should know what is healthy (in a range of contexts including relationships) and how to keep themselves safe.

Our children will be taught the statutory aims of the Relationships Education and we will teach Sex Education in line with what our school community needs. We have taken steps to ensure that lessons and topics are taught in an age appropriate manner.

**Statutory Requirements**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Section 80A of the Education Act 2002
* Equality Act 2010
* Children and Social Work Act 2017
* The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
* DfE (2013) ‘Science programmes of study: key stages 1 and 2’
* DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’
* DfE (2021) ‘Teaching about relationships, sex and health’
* DfE (2023) ‘Keeping children safe in education 2024’

This policy has been developed in consultation with staff, pupils and parents. 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 intended scheme of works and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to a questionnaire on our curriculum
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. The policy was shared with governors and ratified

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

The policy and progression documents are reviewed annually and any changes within the curriculum plans for Sex Education will be made following a consultation period with all stakeholders.

The Scheme of Work that we use in school is available to be viewed on request. Appendix 1 outlines the Sex Education Curriculum that we deliver in Summer Term, most of the objectives fall within the National Curriculum for science. (Sexual intercourse, conception and fertilisation are not covered within the National Curriculum and are non-statutory)

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

Our Sex Education focuses on

* Puberty and changes to our bodies as we grow up
* Reproduction and how babies are made
* How to feel safe in a relationship

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).

**Implementation**

Scheme of Work and Progression

Having reviewed the guidance and feedback from stakeholders the scheme of work provided by Heart Smart is being used to provide our Relationships Education curriculum. It shows clear progression and key elements are revisited throughout school building on prior understanding. We have used Christopher Winters to supplement the Sex Education part of our curriculum as it clearly and sensitively sets out the areas that we wish our children to know.

Should issues arise that need addressing beyond the curriculum in place (e.g. FGM) the Senior Leadership Team and subject leader may choose to add additional lessons but parents would be informed of this before any lessons.

Planning

Planning will follow the planning guidelines in the schemes of work that we use. These maybe adapted to suit learners in the classroom and their needs. Through the teaching of SRE, there will always be questions and issues that children will raise that may not be on our curriculum. Teachers will always deal with these with sensitivity and when appropriate discuss with either the full class or the individuals themselves.

Teaching and Learning

Relationship Education will be taught approximately once per week and where possible will make links with our Christian Values and our No Outsiders. Throughout these lessons, we expect teachers and children to behave in a sensitive and understanding manner. We will endeavour to instil confidence in our children to feel safe to ask questions and share their feelings. Our Sex Education is taught during the Summer Term and parents are informed prior to the teaching of these objectives.

Inclusivity

All our children will be involved in SRE lessons (unless parents remove children from the SE elements of the curriculum). Lessons will be adapted to suit the age of learners and any needs within the class. The curriculum will be 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).

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Executive head or Head of School, parents will be invited in to discuss materials and share concerns. Alternative work will be given to pupils who are withdrawn from sex education.

Parents will be informed when and what non-statutory elements of the curriculum are being taught and will be given the opportunity to review any resources being used

Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school’s Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure.

Resources

Resources will be used in line with the scheme of work and will be monitored by the subject leader.

Role of the Subject Leader

Alongside the headteacher, the subject leader is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE .

The Subject Leader will also monitor that:

* Staff are delivering RSE in a sensitive way (learning walks, book scrutiny)
* Positive attitudes to RSE are modelled
* Progress is being made
* Needs of individual pupils are met
* Appropriate response is given to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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/subject leader.

Staff are trained on the delivery of RSE; it is included in our continuing professional development calendar. As well as this, new developments such as ‘sexting’ may need to be addressed.

Visitors from outside the school, such as school nurses or sexual health professionals may be invited in, to provide support and training to staff teaching RSE.

**Impact**

Assessment

Assessment will correspond with the scheme of work in place. No formal testing will take place but evidence will be gathered through teacher assessments carried out in a variety of ways: discussion, written work

Evidence of Work

A big book will be used to evidence work. A selection of discussions, questions, images will be used to present learning. There should be clear links to the schemes of work, progression of learning across classes and responses from all pupils within the book.

Impact on pupils

We will monitor the impact of the curriculum using pupil voice. The children should have a clear understanding of themselves, what keeps them healthy and keeps them safe. We want our children to be well prepared for their next steps in life.

**Appendix 1**

Sex and Relationships Education Objectives to be covered.

Most elements are covered through our HeartSmart Curriculum. Yellow highlights are objectives that need teaching from the Christopher Winters Project

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|  | Learning Intentions | Learning Outcomes |
| Reception | To recognise the importance of friendship  To recognise the importance of saying sorry and  forgiveness  To recognise that all families are different  To introduce PANTS from NSPCC | Know that friendships can make us feel happy  Know some ways that we can make new friends feel  welcome  Know that arguing with friends and then making up  can make friendships stronger  That resorting to violence is never right  Identify different members of the family  Understand how members of a family can help each  other |
|  | |
| Year 1 | To understand that we are all different but can still be friends  To discuss how children grow and change  To explore different types of families and who to ask for help  To identify who can help when families make us feel unhappy or  unsafe  To identify differences between males and females  To focus on sexual difference and name body parts (Taken from CW Year 2)  Build on PANTS work from NSPCC | Know that we can be friends with people who are different to us  Understand that babies need care and support  Know that older children can do more by themselves  Know there are different types of families  Know which people we can ask for help  Describe the physical differences between males and females  Name the different body parts  (Taken from CW Year 2) |
|  | |
| Year 2 | To introduce the concept of gender stereotypes  To identify differences between males and females  To focus on sexual difference and name body parts  To explore some of the differences between males and females and to understand how this is part of the lifecycle | Understand that some people have fixed ideas about what boys  and girls can do  Describe the difference between male and female babies  Describe the physical differences between males and females  Name the different body parts  Describe some differences between male and female animals  Understand that making a new life needs a male and a female |
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| Year 3 | To identify that people are unique and to respect those differences  To explore the differences between male and female bodies  To consider appropriate and inappropriate physical contact and consent  To explore different types of families and who to go to for help and support | Know and respect the body differences between ourselves and  others  Name male and female body parts using agreed words  Understand that each person’s body belongs to them  Understand personal space and unwanted touch  Understand that all families are different and have different family  members  Identify who to go to for help and support |
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| Year 4 | To explore the human lifecycle  To identify some basic facts about puberty  To explore respect in a range of relationships  To discuss the characteristics of healthy relationships | Understand that puberty is an important stage in the human  lifecycle  Know some changes that happen during puberty  Know about the physical and emotional changes that happen in puberty (periods will be mentioned)  Understand that children change into adults which allows them to have children  Know that respect is important in all relationships including online  Explain how friendships can make people feel unhappy or  uncomfortable. |
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| Year 5 | To explore / discuss the emotional and physical changes occurring in puberty  To explore the impact of puberty on the body and the  importance of physical hygiene  To explore ways to get support during puberty | Explain the main physical and emotional changes that  happen during puberty  Ask questions about puberty with confidence  Describe what happens during menstruation  production  Explain how to keep clean during puberty  Explain how emotions/relationships change during puberty  Know how to get help and support during puberty |
|  | |
| Year 6 | To explore positive and negative ways of communicating in a relationship  To consider different ways people might start a family  Exploring the importance of communication and respect in relationships  To consider puberty and reproduction | To have considered when it is appropriate to share  personal/private information in a relationship  To know how and where to get support if an online  relationship goes wrong  Describe the decisions that have to be made before  having children  Know some basic facts about conception and pregnancy  Explain differences between healthy and unhealthy relationships  Know that communication and permission seeking are important Describe how and why the body changes during  puberty in preparation for reproduction  Talk about puberty and reproduction with confidence |
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