



Relationships and Sex Education

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Approving Committee	Executive
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Policy Author	Kerry Kirkpatrick

Version Control			
Version No	Date Approved	Reviewed By	Changes
V1	2011	M Platt	New policy started
V2	2017	M Platt	
V3	May 2020	K Kirkpatrick M Platt	New updated RSE guidelines and requirements
V4	2024	K Kirkpatrick M Platt	Update on use of school nurse to deliver puberty lessons.
V5	2026	K Kirkpatrick M Platt	

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals.

Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons in years 5 and 6



What is RSE?

According to the DfE 'Sex and Relationship Education Guidance' 2000, RSE is 'Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

Where in the curriculum?

At St. Andrew's School we believe that RSE should not be delivered in isolation but should be firmly rooted in the framework for Personal, Social and Health Education (PSHE). Weekly lessons will be delivered in all year groups.

The content of RSE

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for 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.

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.



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- 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 physically or verbally aggressive behaviour 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.

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 granting 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.

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 and others.



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- 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.

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)

The **National Curriculum for Science** specifies some aspects of RSE that must be taught at each Key Stage. This is mainly focused on the biological aspects of RSE

At **Key Stage 1** pupils should be taught:

- That animals, including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and that these offspring grow into adults
- To recognise similarities and differences between themselves and others, and to treat others with sensitivity

At **Key Stage 2** pupils should be taught:

- That the life processes common to humans and other animals include nutrition, movement, growth and reproduction
- About the main stages of the human life cycle.

The organisation of RSE

The RSE Curriculum is to be delivered by the class teacher or a HLTA from Nursery to Year 6 inclusive. In Year 6 the class teacher is aided by the school nurse and they will deliver this jointly.

RSE will be delivered through the National Curriculum Science, PSHE, and outside visitors.

A variety of teaching methods will be used including whole class, group and individual teaching depending on the needs of the children and the subject matter.

It is the intention of the school to deliver RSE in mixed gender groups whenever possible.



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All resources to be used will be available for parents to view.

Specific Issues

Consideration will be given at all times to specific issues relating to religious and cultural differences.

Right to withdraw

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons

Parents have the right to withdraw their children from all or part of the sex education provided at school except for those parts included in the statutory National Curriculum for Science and RSE. Parents who wish to do so should make the necessary arrangements with the Head Teacher.

The school has separate policies for Child Protection, Behaviour, Anti-Bullying, Special Educational Needs and Equal Opportunities.

If difficult questions arise, they will be answered with sensitivity and regard to the age of the children.

The school will ensure that all visitors who are assisting in the delivery of RSE are made aware of the RSE policy.

Confidentiality

School will: -

- Reassure children that their best interests will be maintained;
- Encourage children to talk to their parents and give them support to do so;
- Ensure that children know that teachers cannot offer unconditional confidentiality;
- Reassure children that if confidentiality has to be broken they will be informed first and then supported as appropriate;
- Follow the school's child protection procedure if there is any possibility of abuse.

Monitoring and Evaluating

The implementation of the RSE/ Policy will be monitored and evaluated as part of the established routines and procedures in school.



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The Policy will be reviewed on a regular basis.

Dissemination of the Policy

The policy will be made available to parents/guardians via the school website.

This Policy has been written by the Head Teacher and PSHE Coordinator in consultation with teaching staff, parents and governors. This policy has been agreed by the staff and governing body. The implementation of this policy is the responsibility of all teaching staff.