

East Bridgford St Peter's C. of E. Academy Relationships Sex Education Policy

Spring term 2025



“Together in Achievement”

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Statutory Guidance

[Statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) Foreword by Secretary of State updated 13 September 2021.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and

inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Introduction

In this document, Relationships and Sex Education (RSE) is defined as learning about **physical, moral, and emotional development**. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love, and care. It also includes teaching about **sex, sexuality, and sexual health**.

At our school, sex education is part of the **Personal, Social, Health, and Economic Education (PSHE)** curriculum. While we use sex education to inform children about sexual issues, we approach it with sensitivity to matters of morality and individual responsibility, providing a space for children to ask questions and explore moral values. Sex education is not used as a means of promoting any specific sexual orientation.

Aims and Objectives

At **East Bridgford St Peter's C of E Academy**, we strive to provide a caring environment where every child can thrive and achieve their full potential. Our RSE policy aims to provide children with:

- **Age-appropriate information**
- Opportunities to **explore attitudes and values**
- Skills to make **positive decisions** about their health and relationships

We aim to address the **individual needs** of children, teaching them about relationships, emotions, and sexuality in a way that promotes **self-esteem, emotional development**, and the ability to form and maintain satisfying relationships.

Our objectives include:


- Empowering pupils to make responsible choices about their relationships and health
 - Helping pupils respect themselves and others as they transition confidently from childhood through adolescence into adulthood
 - Ensuring every child, regardless of **ethnicity, gender, religion, age, culture, disability, sexuality, or background**, is entitled to receive appropriate RSE
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Context

RSE is taught in the context of the school's **Christian values and aims**. While we provide factual information about sexual behaviour, we ensure this is underpinned by moral principles. Specifically, we teach that:

- RSE should be taught in the context of **loving relationships**
- It is part of a **wider social, personal, spiritual, and moral education process**
- Children should be taught to respect their **own bodies**

- Children should learn about **responsibility to others** and the consequences of their actions
- **Trust, respect, and diversity** are essential within all relationships

 Linking Take-Care to RSE & PSHE Statutory Guidance	
Ourselfs	Each other
<ul style="list-style-type: none"> • Building healthy positive relationships • What are relationships • What are friendships • Who takes care of them • Be able to take turns • Personal attributes: honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice • Permission giving • Personal privacy • Personal space • Understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact • Understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on • Relationships lead to happiness and security. • Online safety and appropriate behaviour • How information and data is shared and used in all contexts e.g. sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect • Families provide a nurturing environment for us • Friendships depend on positive personal attributes • Learning values, perseverance, resilience • Believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks • Self-respect and self-worth 	<ul style="list-style-type: none"> • Friendships Family relationships • Adults • What family means, love and care • Sharing time with our friends and family • Treat others with kindness, consideration and respect • Permission seeking • Understanding others' need for privacy • Personal space and boundaries • Understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact • Understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on • Features of a healthy friendship • Features of a healthy family relationship • Online safety and appropriate behaviour • How information and data is shared and used in all contexts e.g. sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect • Families are all different and care must be taken to ensure that there is not stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them • Positive relationships can support mental wellbeing

<ul style="list-style-type: none"> • Everyone has rights over their bodies and should know how to report concerns • Make sensible decisions over staying safe 	<ul style="list-style-type: none"> • Recognising who to trust and how to judge when a friendship is making them feel unhappy • How to manage conflict • Respect for others
<ul style="list-style-type: none"> • There should be planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely • Marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong • 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. • 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. 	

Delivery

At East Bridgford St Peter's C of E Academy, RSE is integrated across the curriculum, including through **PSHE** and **Science**. We follow the **1decision.co.uk** programme for PSHE and RSE.

Suggested for years 1 5-8 Resources	Suggested for years 2 5-8 Resources	Suggested for years 3 5-8 Resources	Suggested for year 4 8-11 Resources	Suggested for year 5 8-11 Resources	Suggested for year 6 8-11 Resources
KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE
Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative
KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY
Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS	GROWING AND CHANGING	GROWING AND CHANGING	GROWING AND CHANGING
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	Puberty Adults' & Children's Views	Conception Assessment - Summative
BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
Assessment - Baseline Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' & Children's Views	Stealing Assessment - Summative
FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment - Summative
COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
Assessment - Baseline Online Bullying	Image Sharing	Making Friends Online Computer Safety Documentary Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' & Children's Views	Making Friends Online Assessment - Summative
	MONEY MATTERS	MONEY MATTERS	THE WORKING WORLD	THE WORKING WORLD	THE WORKING WORLD
	Assessment - Baseline Money Matters	Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' & Children's Views	In-App Purchases Assessment - Summative
HAZARD WATCH This module is suggested for years 1-3 and can be delivered where suitable			A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT
Assessment - Baseline • Is it safe to eat or drink? • Is it safe to play with? Assessment - Summative			Assessment - Baseline Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views	British Values Assessment - Summative

Key delivery details:

- RSE is primarily taught by class teachers in mixed groups, with single-sex group teaching when appropriate.
- **Experienced visitors**, such as the NSPCC (Speak Out, Stay Safe), may contribute to RSE delivery under staff supervision.
- A variety of age-appropriate teaching methods are used, including videos, role play, puppets, discussions, social stories, and written work.

Where RSE fits into the Science Curriculum

Key Stage 1:

- Notice that animals, including humans, have offspring which grow into adults
- Understand the stages of growth (baby, toddler, child, teenager, adult)

Key Stage 2:

- Describe the life process of reproduction in plants and animals
- Learn about sexual and asexual reproduction
- Describe changes as humans develop, including **puberty** and its effects

Rationale

RSE is not an isolated topic but is an integral part of the curriculum. It provides children with the tools to:

- Build and maintain positive relationships
- Develop emotional intelligence and assertiveness to resist unwelcome pressure
- Navigate conflicting messages about relationships and sexuality in today's media-driven world

By providing accurate information and opportunities to make responsible choices, we aim to protect children from ignorance, confusion, and inappropriate behaviours.

The Role of Parents

We recognise that parents and carers play the **primary role** in children's sex education. We aim to foster a **positive and supportive partnership** with parents by:

- Sharing our RSE policy and practices via letters, texts, and the school website
- Addressing any questions or concerns parents may have
- Consulting with parents and inviting feedback on the policy

Parents have the **right to withdraw** their child from specific aspects of RSE (excluding the relationships/health education components of the Science curriculum). To discuss this, parents should contact the Head Teacher.

Confidentiality and Safeguarding

Staff conduct RSE lessons with **sensitivity and confidentiality**, while adhering to safeguarding guidelines:

- Staff cannot promise absolute confidentiality.
 - Concerns about a child's safety will be referred to the **Designated Safeguarding Lead (DSL)**: Mr. Tomlinson, or Deputy DSL: Mrs. Gibbens.
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Sensitive Issues

Pupils may raise sensitive questions through external influences or media. Staff respond appropriately based on the child's **age and maturity**, ensuring discussions occur in the right

setting (class, small group, or individually). If topics arise that are not age-appropriate, children will be directed to discuss them with parents/carers.

The Role of the Head Teacher

The Head Teacher ensures:

- Staff and parents are informed about the RSE policy
- The policy is implemented effectively
- External agencies comply with the school's approach to RSE

The Head Teacher also monitors and evaluates the policy regularly and reports to the Governing Body as required.

Training and Support

The school ensures that staff, governors, and the wider community have access to RSE-related training and support to facilitate effective delivery.

Named Contacts:

- RSE Lead: Head Teacher and Deputy Head Teacher
- Chair of Governors: Mrs. J. Johnson
- Safeguarding Governor: Rev. Ruth Colby

For any questions, please contact the school office.

Dissemination of the Policy

This policy is shared with the Governing Body, staff, and parents. It is accessible on the school website: [School Policies](#). A hard copy can be requested via the school office.

Monitoring and Reviewing

The governing body will review this policy in line with other policies.

Signed

[Name] _____
Mr R Tomlinson (**Head Teacher**)

Date

Signed

[Name] _____
Mrs J Johnson (**Chair of Governors**)

Date