

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

September 2026

**Parent consultation window**

**16 – 26 June 2026**

**Respond to the office with comments**



**“Together in Achievement”**

|                         |                 |
|-------------------------|-----------------|
| Date Governor Approved: |                 |
| Review Date:            | 2028 or earlier |

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### **Statutory Guidance – updated in readiness for September 2026**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

*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 Health Education (RSHE) 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.

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## 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 RSHE 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 RSHE
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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:

- RSHE 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

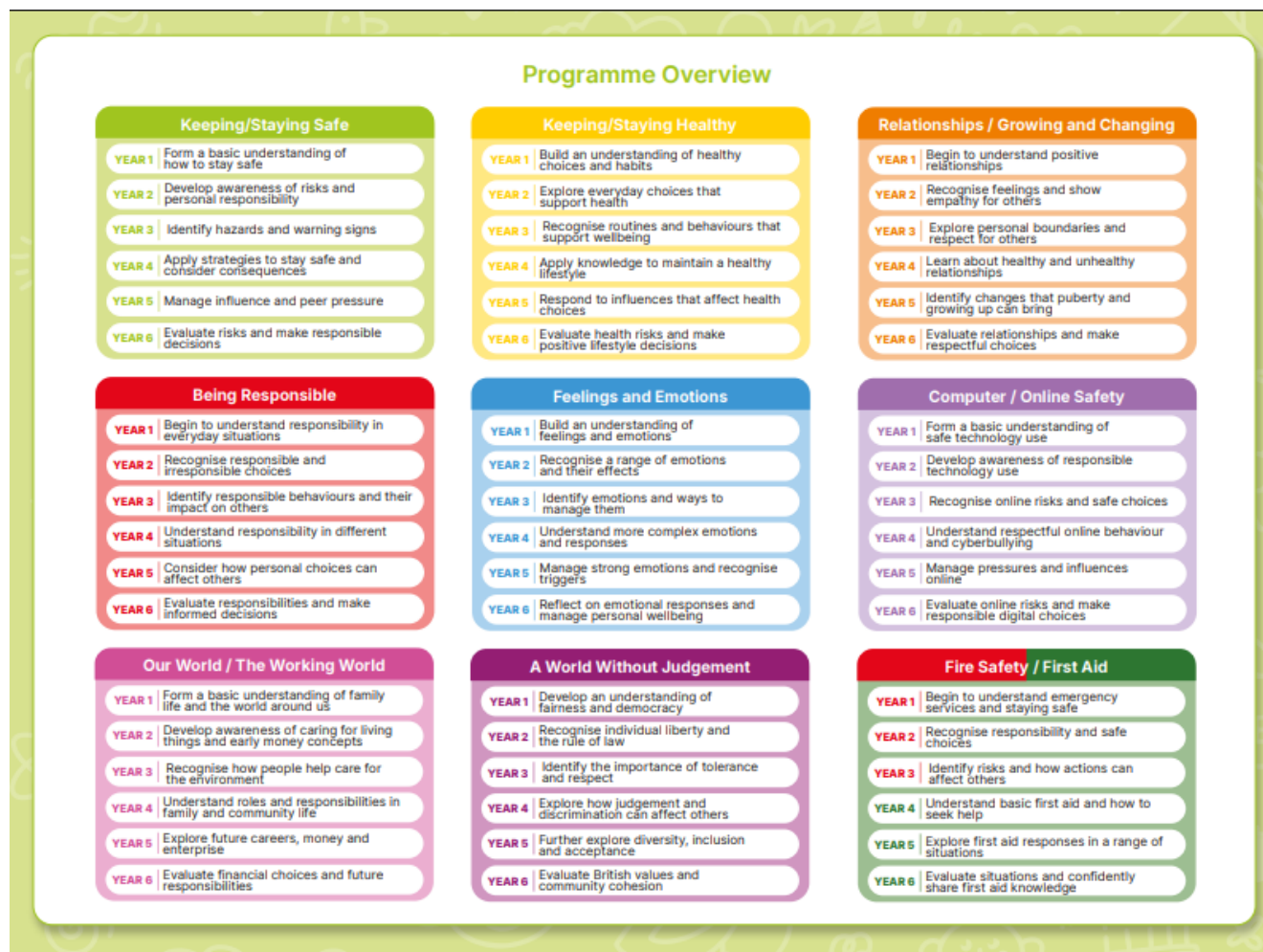
|  Linking Take-Care to RSHE & PSHE Statutory Guidance   |   |
|---|---|
| Ourselves   | Each other  |
| <ul style="list-style-type: none"> <li>• Building healthy positive relationships</li> <li>• What are relationships</li> <li>• What are friendships</li> <li>• Who takes care of them</li> <li>• Be able to take turns</li> <li>• Personal attributes: honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice</li> <li>• Permission giving</li> <li>• Personal privacy</li> <li>• Personal space</li> <li>• Understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• Understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on</li> <li>• Relationships lead to happiness and security.</li> <li>• Online safety and appropriate behaviour</li> <li>• 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</li> <li>• Families provide a nurturing environment for us</li> <li>• Friendships depend on positive personal attributes</li> <li>• Learning values, perseverance, resilience</li> <li>• Believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks</li> <li>• Self-respect and self-worth</li> </ul> | <ul style="list-style-type: none"> <li>• Friendships Family relationships</li> <li>• Adults</li> <li>• What family means, love and care</li> <li>• Sharing time with our friends and family</li> <li>• Treat others with kindness, consideration and respect</li> <li>• Permission seeking</li> <li>• Understanding others' need for privacy</li> <li>• Personal space and boundaries</li> <li>• Understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• Understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on</li> <li>• Features of a healthy friendship</li> <li>• Features of a healthy family relationship</li> <li>• Online safety and appropriate behaviour</li> <li>• 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</li> <li>• 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</li> <li>• Positive relationships can support mental wellbeing</li> </ul> |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Everyone has rights over their bodies and should know how to report concerns</li> <li>• Make sensible decisions over staying safe</li> </ul>  | <ul style="list-style-type: none"> <li>• Recognising who to trust and how to judge when a friendship is making them feel unhappy</li> <li>• How to manage conflict</li> <li>• Respect for others</li> </ul> |
| <ul style="list-style-type: none"> <li>• There should be planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely</li> <li>• Marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online.</li> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul> |   |

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## 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 [www.1decision.co.uk](http://www.1decision.co.uk) programme for PSHE and RSE.



*\*see at the end of this document an example of the expanded **Relationship** module*

### Key delivery details:

- RSHE 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 RSHE 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
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## Rationale

RSHE 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.

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## 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 RSHE 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 RSHE (excluding the relationships/health education components of the Science curriculum). To discuss this, parents should contact the Headteacher.

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## Confidentiality and Safeguarding

Staff conduct RSHE 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 Leads (DSL)**: Mr. Tomlinson, Mrs. Gibbens. Mrs Williams (SEND), Mrs Johnson (Chair of Governors).
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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.

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### **The Role of the Headteacher**

The Headteacher ensures:

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

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

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### **Training and Support**

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

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### **Named Contacts:**

- RSHE Lead: Headteacher
- Chair of Governors / Safeguarding Governor: Mrs. J. Johnson

For any questions, please contact the school office.

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### **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 \_\_\_\_\_

## 1 Decision Knowledge and Skills Mapping - Relationships Module for years 1-3

| YR     | Year Intent  | Topic            | Knowledge Gained & Skills Progression   | Curriculum Links  |
|--------|--|------------------|---|---|
| Year 1 | In Year 1, children begin to develop an early understanding of positive relationships in everyday life. They explore their ideas about how people show care, kindness and respect at home and at school. Children begin to recognise behaviours that help build positive relationships and those that may upset others. They learn simple ways to treat others kindly and begin to understand how trusted adults can help when they need support with friendships or feelings.   | What I Know Now  | <ul style="list-style-type: none"> <li>share their existing ideas about how people can treat others kindly and respectfully</li> <li>begin to recognise behaviours that help build positive relationships</li> <li>identify kind and unkind behaviours in everyday situations</li> <li>suggest simple ways they can show kindness and respect to others</li> </ul>  | RSHE DfE Links - Families and people who care for me; Caring friendships; Respectful, kind relationships  |
|        |  | Friendship       | <ul style="list-style-type: none"> <li>explain how to be a good friend</li> <li>recognise kind and thoughtful behaviours</li> <li>understand the importance of caring about other people's feelings</li> <li>be able to see a situation from another person's point of view</li> </ul>  | RSHE DfE Links - Caring friendships; Respectful, kind relationships; Being safe   |
| Year 2 | In Year 2, children deepen their understanding of positive relationships by exploring emotions and how they influence the way people treat one another. They learn to recognise and name a range of feelings and understand that emotions can be expressed through words and actions. Pupils develop empathy by considering situations from another person's point of view and why it is important to care about others' feelings. They also begin to recognise bullying behaviours and explore ways to respond and seek help. | Bullying         | <ul style="list-style-type: none"> <li>name a range of feelings</li> <li>understand why we should care about other people's feelings</li> <li>be able to see and understand bullying behaviours</li> <li>know how to cope with these bullying behaviours</li> </ul>   | RSHE DfE Links - Caring friendships; Respectful, kind relationships; Being safe; General wellbeing  |
|        |  | Body Language    | <ul style="list-style-type: none"> <li>recognise and name a range of feelings</li> <li>understand that feelings can be shown without words</li> <li>be able to see a situation from another person's point of view</li> <li>explain why it is important to care about other people's feelings</li> </ul>  | RSHE DfE Links - General wellbeing; Caring friendships; Respectful, kind relationships  |
| Year 3 | In Year 3, children broaden their understanding of positive relationships by exploring respect, personal boundaries and how their actions affect others. They learn the importance of caring about other people's feelings and how empathy supports healthy relationships. Pupils develop their understanding of appropriate and inappropriate touch, personal boundaries and body autonomy. They also learn the correct names for body parts and understand who they can ask for help if they feel worried or uncomfortable.  | Touch            | <ul style="list-style-type: none"> <li>recognise the difference between appropriate and inappropriate touch</li> <li>know why it is important to care about other people's feelings</li> <li>understand personal boundaries</li> <li>know who and how to ask for help</li> <li>name human body parts</li> </ul>   | RSHE DfE Links - Developing bodies; Caring friendships; Being safe; Respectful, kind relationships; Families and people who care for me                     |
|        |  | What I've Learnt | <ul style="list-style-type: none"> <li>confidently demonstrate behaviours that help build positive and respectful relationships with others</li> <li>recognise and respond appropriately to behaviours that may hurt or upset others</li> <li>apply strategies to maintain positive relationships at home, at school and in the wider community</li> <li>clearly explain the difference between kind, respectful and unkind behaviours</li> </ul> | RSHE DfE Links - Respectful, kind relationships; Families and people who care for me; Caring friendships; Being safe; General wellbeing; Developing bodies; |

## 1decision Knowledge and Skills Mapping - Growing and Changing Module for years 4-6

| YR     | Year Intent   | Topic                                    | Knowledge Gained & Skills Progression  | Curriculum Links   |
|--------|---|--|--|--|
| Year 4 | In Year 4, children re-establish what they already know about positive relationships before building on this through more complex learning. They revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow. Pupils explore different types of relationships, including families, and consider how people support one another. They also develop their understanding of healthy and unhealthy relationships and learn how to ask for help from trusted people.         | <b>What I Know Now</b>                   | <ul style="list-style-type: none"> <li>share and reflect on their understanding of positive relationships as they begin to explore more complex relationship topics</li> <li>recognise behaviours and situations that may affect relationships or cause others to feel upset</li> <li>identify trusted people and support who can help them manage relationship difficulties or worries</li> <li>suggest and explain ways to show respect, kindness and consideration in everyday relationships</li> </ul>   | RSHE DfE Links - Developing bodies; Respectful, kind relationships; Being safe; Families and people who care for me                      |
|        |   | <b>Appropriate Touch (Relationships)</b> | <ul style="list-style-type: none"> <li>recognise the different types of relationships we can have and describe how these can change as we grow</li> <li>explain how our families support us and how we can support our families</li> <li>identify how relationships can be healthy or unhealthy</li> <li>explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>   | RSHE DfE Links - Families and people who care for me; Caring friendships; Respectful, kind relationships; General wellbeing; Being safe; |
| Year 5 | In Year 5, children further develop their understanding of relationships by exploring the changes that occur during puberty and how these can affect their bodies, emotions and interactions with others. They learn about the importance of respect, privacy and personal boundaries as they grow. Pupils also revisit a range of relationship topics, reflecting on the views of adults and children beyond the school setting through discussion and activities about respectful and healthy relationships.                        | <b>Puberty</b>                           | <ul style="list-style-type: none"> <li>explain what puberty means</li> <li>describe the changes that boys and girls may go through during puberty</li> <li>identify why our bodies go through puberty</li> <li>develop coping strategies to help with the different stages of puberty</li> <li>identify who and what can help us during puberty</li> </ul>   | RSHE DfE Links - Developing bodies; Families and people who care for me  |
|        |   | <b>Adults' &amp; Children's Views</b>    | <ul style="list-style-type: none"> <li>listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed</li> <li>identify key ideas and strategies shared by others that help people build and maintain healthy relationships</li> <li>reflect on and build their own understanding of relationships using information gathered from discussions and observations</li> <li>share their ideas and learning with peers, contributing thoughtfully to discussions about respectful and healthy relationships</li> </ul> | RSHE DfE Links - Caring friendships; Respectful, kind relationships; Families and people who care for me; General wellbeing;             |
| Year 6 | In Year 6, children consolidate and extend their understanding of respectful and healthy relationships as they prepare for greater independence. They explore how relationships may change as people grow and recognise behaviours that support positive interactions. Pupils evaluate situations that may affect relationships and develop strategies to respond responsibly and seek support when needed. Where schools choose to deliver sex education, pupils will also learn about human reproduction and how conception occurs. | <b>Conception</b>                        | <ul style="list-style-type: none"> <li>explain the terms 'conception' and 'reproduction'</li> <li>describe the function of the female and male reproductive systems</li> <li>identify the various ways adults can have a child</li> <li>explore various different stages of pregnancy</li> <li>understand the laws around consent</li> </ul>   | RSHE DfE Links - Developing bodies; Non-statutory Sex Education  |
|        |   | <b>What I've Learnt</b>                  | <ul style="list-style-type: none"> <li>confidently demonstrate and justify behaviours that support positive, respectful and healthy relationships</li> <li>evaluate situations and respond responsibly when relationships or interactions may cause upset, discomfort or harm</li> <li>clearly explain and justify the difference between healthy and unhealthy relationship behaviours</li> <li>take increasing responsibility for maintaining respectful relationships and supporting the wellbeing of themselves and others</li> </ul>  | RSHE DfE Links - Developing bodies; Caring friendships; Respectful, kind relationships   |