



LIFE ACADEMIES TRUST

LEARN • INNOVATE • FLOURISH • EXCEL

Relationships & Sex Education

Document Detail	
Approved	October 2025
Approved by	Trust Board
Next Review date	October 2026
Version	4

Summary of Changes

Date	Version	Changes Made
Sept 2020	2	Section 1 – Sex Relationships Education (SRE) changed to Relationships and Sex Education (RSE). Addition of last bullet point. Section 2 – Legislation replaces Health & Wellbeing, relationships and living in the wider world. This becomes section 3 and is renamed The 3 elements of RSE. Addition of last bullet point. Section 4 – Programme of study renamed Curriculum Design. Addition of 1st section and all bullet points. Change to all Early Years, Key Stage 1 and Key Stage 2 bullet points. Section 5 – Addition of first paragraph and last 4 bullet points Section 8 – Leader of PSHCEE/Leader of ‘Understanding Ourselves and Others’ replaced with ‘Leader of Education for Life’. Section 11 – ‘Understanding ourselves and others replaced with RSE’ All refers to Trust replaced with Academy. Removal of references to settings.
Nov 2023	3	Section 4 - Early Years and Key Stage One curriculum summaries separated. Science content added. Section 5 - Slight rewording or curriculum statements. Section 10 - Updated in line with the RSE Government bulletin 17.04.23
Oct 2025	4	Section 3 - additional statements added to knowledge and understanding Section 5 - Removed to reflect Primary Status - alternation of numbered sections. Section 7 - Removal of pregnancy advice. Added reference to Safeguarding and child protection policy

Contents

1.	Introduction	3
2.	Legislation (statutory regulations and guidance)	3
3.	Three Elements of RSE	3
	Knowledge and understanding	3
	Attitudes and values	3
	Personal and social skills	3
4.	Curriculum Design	4
	At Early Years and Key Stage One	4
	At Key Stage Two	5
5.	Learning and Teaching	6
6.	Ground rules and distancing techniques	6
7.	Answering difficult questions	6
8.	Confidentiality and Child Protection	7
9.	Parental Involvement	7
10.	Parental right to withdraw children	7
11.	Complaints	7

1. Introduction

We believe that Relationships and Sex Education (RSE) is an important part in each pupil's personal and social development through childhood and in preparation for adulthood. It is also an educational entitlement of all pupils. Through both implicit and explicit learning experiences we aim to effectively:

- encourage personal responsibility in all forms of behaviour and relationships
- encourage self-esteem and promote the development of personal and social skills
- encourage respect and consideration for others
- provide personalised support and information for pupils and their parents/carers
- ensure pupils have the ability to accept their own and others' sexuality
- generate an atmosphere where questions and discussions on sexual matters can occur without embarrassment
- encourage exploration and clarification of values and attitudes
- prepare pupils for life management in a responsible, independent and healthy way
- present the RSE programme within a moral framework of family love, of loving relationships and mutual respect
- foster an understanding of gender equality and LGBT+

2. Legislation (statutory regulations and guidance)

We are required to teach relationships education/RSE as part of the Revised Department for Education's statutory guidance which states that from September 2020, all schools must deliver relationships education in primary schools and relationships and sex education in secondary schools. RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

3. Three Elements of RSE

Knowledge and understanding

- Learning and understanding physical and emotional development at appropriate stages: To be able to make good decisions about their own health and wellbeing, understanding the links between physical and mental health.
- Understanding human sexuality, emotions and relationships.
- Understanding their role of living in the wider world to become kind, caring adults who have respect for others and who know how to keep themselves and others safe.
- To give pupils the skills and knowledge that form the building blocks of positive relationships.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse, including FGM.

4. Curriculum Design

RSE is taught within the school's Personal, Social, Health and Economic (PSHE) Education curriculum. Biological aspects of RSE are taught within the Science curriculum and online safety aspects are taught within RSE and the Computing Curriculum.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.
- Discussion and group work.

In the Early Years

Provision for pupils, with explicit adult teaching when needed, will be planned and provided through the three Prime Area strands of Personal, Social and Emotional Development: Self- Regulation, Managing Self, Building Relationships.

Pupils will have learning opportunities which support progress and allow them to demonstrate an understanding of:

- their own feelings and those of others, including regulating their behaviour.
- the fact that people, including themselves, grow and change.
- keeping themselves and others safe in the school environment.
- feelings and emotions both for themselves and others.
- what it means to be a friend and how to develop a friendly relationship.
- the similarities and differences in life (this could be cultural, physical or environmental).
- independence and responsibility, such as understanding right and wrong.

Key Stage One

Pupils will be taught through the three strands of Health and Wellbeing, Relationships and Living in the Wider World, with some aspects supported and delivered through the Science curriculum.

They will:

- Understand how to maintain a healthy lifestyle, including healthy feelings.
- Understand how they grow and change physically, mentally and emotionally.

- Understand how to keep themselves and others safe.
- Develop their understanding of feelings and emotions both for themselves and others.
- Understand how to establish and maintain healthy relationships.
- Understanding and valuing differences in themselves and others.
- Understand that they have rights and responsibilities at home, school and the wider world.
- Begin to develop an understanding of money.
- Understand the importance of being safe online and developing an awareness of the risks.

Through the Science curriculum, they will:

- Identify, name, draw and label the basic parts of the human body (using scientific terms) and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults.

(Non statutory note: Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.)

Key Stage Two

Pupils will be taught through the three strands of Health and Wellbeing, Relationships and Living in the Wider World, with some aspects supported and delivered through the Science curriculum.

They will:

- Understand the factors that can impact a healthy lifestyle both positively and negatively, including personal hygiene.
- Continue to prepare for puberty through discussions and teaching.
- Develop an awareness and understanding for the need to protect themselves and ask for help and support.
- Understand the importance of keeping safe in a range of situations including online safety.
- Be taught basic first aid.
- Develop their understanding of feelings and emotions in a range of situations.
- Understand what constitutes a healthy relationship and how to maintain these.
- Value differences in themselves and other people.
- Understand the different types of relationships and families.
- Continue to develop their understanding of finances.
- Understand their rights and responsibilities at school, home and as part of the wider global community.
- Enable pupils to develop honesty and respect for themselves and others
- Be able to make good decisions about their own health and wellbeing, to understand the links between physical and mental health.

Through the Science curriculum, they will:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Learn about the changes experienced in puberty.
- Learn about the life processes common to humans include nutrition, growth and reproduction.
- Learn the main stages of the human life cycle.

(Non statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.)

5. Learning and Teaching

Pupils will be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. The Academy respects and values the learning that occurs in the community and in the home, believing that these links, together with the programme of study, are essential dimensions of RSE. Wherever possible, parents should be involved and must be informed. Parents do have the right to withdraw their child from outside the requirements of the National Curriculum Science.

Sex and Relationship Education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant. Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques. Pupils are not put on the spot or expected to discuss their own personal issues in class without clear guidance. In circle time activities, when personal issues arise, confidentiality is always explained.

6. Ground rules and distancing techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

7. Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. Individual teachers must use their skill and discretion in these situations and refer to the Leader of Education 4 Life if concerned.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Child Protection Officer should be informed and the usual child protection procedures followed.

8. Confidentiality and Child Protection

Pupils will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made, certain actions will ensue in line with other Academy policies:

Disclosure or suspicion of possible abuse

- The Academy's child protection procedures will be invoked (see the Safeguarding and Child Protection Policy & Procedures).
- Staff are advised to seek the support of the Safeguarding Team, using Cpoms to record concerns (as stated in the Safeguarding and Child Protection Policy & Procedures).

9. Parental Involvement

The Academy will keep parents well informed about the policy and consult informally with parents on any change to the substance of the policy. We understand that parents are able to view (but not veto) curriculum materials, including materials from external agencies. Parents will be kept informed of curriculum delivery, through the Learning Posters shared termly.

10. Parental right to withdraw children

Under the Education Act 1993, parents have the right to withdraw their children from all or part of the sex education programme outside of the Science curriculum. Parents wishing to exercise that right are asked to apply in writing and make an appointment to see the Leader of Education 4 Life RSE to discuss the issues. Once a child has been withdrawn they cannot take part in later sex relationship education without parental approval. The parent who withdraws the child must be the same parent who revokes that decision.

There is no right to withdraw from Relationships Education at either primary or secondary level as the government believes that the contents of these subjects are important for all children to be taught.

11. Complaints

Any complaints about the sex education programme should be made in accordance with the Academy's usual complaints procedure.