



Relationships and Sex Education Policy

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Author	Claire Gray
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1. Application of this Policy

The policy is applicable to all employees (permanent and temporary) of Grace Schools. Where applicable, it is also applicable to all Volunteers supporting Grace Schools.

2. Associated Policies and Documents

[RSE and Health Education 2025](#)

[Children and Social Work Bill 2017.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

3. Background

The [DfE Relationship Education Guidance](#) (paras 73-74) is clear that all schools may teach about different faith perspectives on matters associated with Relationships Education and that the religious (or non-religious) backgrounds of the children should be taken into account. Schools with a particular faith characteristic may teach the distinctive faith perspective on relationships, perhaps by offering a religious basis for acting kindly, caring for others, standing up to bullying and respect for everyone, however different to them they may seem. In all schools, teaching should reflect the law and prepare children for adult life in modern Britain.

The Church of England Education Office (National Society) supports the approach taken by the government, including recommending an age-appropriate provision of sex education at primary level. The National Society has issued documents with accompanying guidance to support Church of England schools as they develop policy in this area, links can be found below. In their policy development, schools should make reference to the principles established by the Church of England's Pastoral Advisory Group which has set out some [principles for living well together with difference and diversity](#) and in [Valuing All God's Children](#).



4. Context

4.1 Relationships Education

Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables children to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips children with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help children to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. Relationships Education enables children to explore their own attitudes and those of others respectfully.

Consistent with the statutory Church School Ethos Statement, Relationships Education is based upon the premise that all life is from God, and we are created in the image of God. We are called to love, as God is love. The Christian values of trust, honesty, forgiveness and loving and caring for one another are lived out in a church school's everyday life. Children's personal, social, health and emotional development are all promoted in the supportive Christian ethos of a church school, where all are respected, valued, encouraged and are based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness. Relationships Education is sensitive to the circumstances of all children, mindful of the variety of expressions of family life in our culture and upholds Christian values regarding relationships and marriage.

The Relationships Education curriculum is relevant to the needs of children, both now and in the future. It enables children to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

The Church of England Education Office's faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education (collectively known as RSHE) is underpinned by key biblical passages:

- *So, God created humankind in his image, in the image of God he created them.*
(Genesis 1:27, NRSV)



- *I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)*
- *There is one body, but it has many parts. But all its many parts make up one body. (1 Corinthians 12:12)*
- *Everyone will be treated with dignity and respect as all people are made in the image of God and loved equally by God.*

All adults in school will work towards achieving these aims for Relationships Education and seek to enable children to:

- develop interpersonal and communication skills.
- develop positive, personal values and a moral framework that will guide their decisions and behaviour.
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust.
- develop their ability to keep themselves and others safe, physically and emotionally, both on and offline
- develop their understanding of a variety of families and how families are central to the wellbeing of children.
- recognise and avoid coercive and exploitative relationships.
- explore relationships in ways appropriate to their age and stage of development.
- value, care for and respect their bodies.
- build confidence in accessing additional advice and support for themselves and others.

4.2 Context of Wider PSHCE

Relationships Education is delivered as part of wider provision of Personal, Social, Health and Citizenship Education (PSHCE). The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities.

5. Development of the Policy

This policy has been developed in consultation with children, staff, parents/carers and Trustees. The consultation period followed the provision of information about



the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

Consultation did not give a veto to individual members of the community. The final decision on policy and delivery has been made by the Trust, having listened to the needs and views of the school communities.

5.1. Consulting

Parents/carers, children and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs, to consider the suitability of the school's aims for Relationships Education and teaching of non-statutory sex education (i.e. teaching about human conception and birth) These views have been considered.

Further consultation with parents/carers and children will be carried out when the policy is reviewed, which happens every 3 years.

5.2. Involving the whole school community

5.2.1. Working with Staff

It is recognised that every adult has different personal beliefs and attitudes, but all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum, and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. Where appropriate, leaders will arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education.

5.2.2. Engaging with Children

Opportunities to discuss children's views about the content of their PSHCE lessons and RSE curriculum will take place throughout the year as part of both formal and informal monitoring of the curriculum.

5.2.3. Working with Governance

This policy has been developed with those responsible for governance across the Trust, to ensure statutory duties have been met. In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of each Regional School Board meetings to ensure that the quality of provision is subject to regular and effective self-evaluation.

5.2.4. Communicating with Parents/Carers

It is recognised that many children receive information about relationships from their parents/carers in addition to their learning in school. Therefore, partnerships are sought with parents/carers when planning and delivering Relationships Education. This partnership is developed through a combination of the following activities:

- Sharing details of the curriculum on websites
- Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education units e.g. Personal Safety, Anti-bullying and RSE
- Inviting parents to learn more about the approach used in Relationships Education and RSE
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

6. Implementation

6.1 Inclusion

The Relationships Education programme provides for those with additional needs. Children with SEND are often more vulnerable to sexual harassment and abuse therefore this policy seeks to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. Staff will consider the following points in relation to these children.

- their level of vulnerability to coercion and pressure

- their previous experience of negative behaviours in child-child or child-adult relationships
- their need to learn and demonstrate appropriate behaviour.
- their need to develop self-esteem and positive body image.
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training.
- the management of personal care
- clarity about sources of support for children.

6.2 Equality

Under the provisions of the Equality Act, schools must not unlawfully discriminate against children because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

Schools will ensure that Relationships Education is not only equally accessible and inclusive for all children with protected characteristics, or who have family members with protected characteristics, but also reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- It will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- It will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence is explained in age-appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, it will share these to ensure children see their family views represented.
- It will accept and celebrate differences and enable children to develop skills to do the same.
- It will, as appropriate, ensure that a variety of views and beliefs are reflected back to children.
- In order to build positive communication skills and empathy, children will be taught in mixed-sex groups wherever possible. Small single-sex groups where cultural or religious views make children and their families feel uncomfortable in mixed-sex groups, will be offered. Where teaching in

single-sex groups is requested, the needs and wishes of non-binary children will be taken into account.

- It will encourage respect and discourage abusive and exploitative relationships.
- Children will not be asked to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.
- Children will be supported to develop their knowledge about and attitudes towards diversity throughout units of work including:
 - Diversity and Communities
 - Family and Friends
 - Beginning and Belonging

6.3 Safeguarding

A high-quality Relationships Education is important in fulfilling statutory safeguarding duties. Relationship Education enables children to understand mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables the statutory duty to prevent 'child-on-child' abuse to be met.

In the case of RSE and Personal Safety, effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil the duty to prevent Female Genital Mutilation (FGM).

Sexually Active Children: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the Designated Safeguarding Lead (DSL).



7. Curriculum organisation

7.1 Curriculum aims

The Relationships Education Curriculum is consistent with the DfE statutory requirements for Relationships Education and Health Education (2025), National Curriculum (2014), other DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Relationships Education is a continuous process of learning, which begins before the children enter school and continues into adulthood. The curriculum is appropriate to each age group where children revisit and build knowledge and concepts as they progress through school. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online relationships
- Being safe

The PSHCE unit structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. Units are delivered which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The units where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities.

Relationship Education will be taught in:

- PSHCE (e.g. designated lessons, focused events)



- Other curriculum areas (e.g. science, English, RE, PE, computing)
- Enrichment activities (e.g. visitors, visits, trips, residential)

Children learn about relationships and their growing and changing bodies at home and at school. A partnership between home and school is the most supportive environment for learning in this area. At school children primarily learn about RSE units through planned lessons, but also through wider provision and the inclusive school environment.

In addition to the stated aims for Relationships Education, in lessons on Relationships and Sex Education the aims are to:

- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe.
- be prepared for puberty and the emotional and physical effects of body changes, including menstruation understand the attitudes and skills needed to maintain personal hygiene.

7.2 Delivery of Relationships and Sex Education (RSE)

RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and developing bodies: This combination offers the best location for the provision of non-statutory sex education. Some elements of the RSE unit are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, sexual reproduction and the spread of viruses).

Relationships Education lessons are not simply opportunities to give information, but to build relationship skills, reflect on our needs and views, explore other people's perspectives and develop possible solutions through discussion and interaction. Teachers are encouraged to ensure that debate, respecting other people's viewpoints and working together are practised in all PSHCE lessons.

Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in



addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- when information might be shared outside the lesson, in accordance with safeguarding duties
- strategies for checking or accessing information.

Children usually receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. The age at which puberty is introduced is dependent on the needs of each cohort. Parents/carers will be informed about any additional teaching being offered at Y4 and will be asked to reflect on the needs of their child.

At times, children will benefit from varying methods of delivering the RSE curriculum. For example, single-sex groups or small group teaching may be used where this will meet the needs of particular children more effectively.

7.3 Anti-bullying and Friends and Family

Children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. The school ethos, wider enrichment opportunities and the interventions and support offered, all contribute to the development of these skills.

These two units contain the main location for our teaching on the statutory content from the 'Families and People who Care for me' and 'Caring Friendships' sections of the DfE statutory guidance for Relationships Education.

In addition to broad aims for Relationships Education, in Anti-bullying and Family and Friends lessons the aim is to ensure that children:

- Learn skills for developing and sustaining healthy friendships.
- Are able to apply principles of mutuality, equality, respect and loyalty across different types of relationships.



- Are able to identify coercion, manipulation and power imbalance across different types of relationships.
- Learn that empathy, communication skills, emotional literacy and positive mental health all contribute to healthy relationships.
- Learn about the breadth of different family structures, lifestyles, religions and cultures and understand how to show respect and celebrate difference.
- Are able to ask for support and support others when relationships are tough.

7.4 Curriculum Materials and Resources

The Cambridgeshire Primary Personal Development Programme forms the core part of the RSE curriculum. Teaching resources will be reviewed by the RSE lead (usually the PSHCE lead) thoroughly before using them. All resources must:

- be consistent with the curriculum for Relationships Education
- relate to the aims and objectives of this policy
- be suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- be up to date in factual content
- be produced by a reputable organisation
- not show unfair bias e.g., towards a commercial product, religious viewpoint.
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- conform to the statutory requirements for Relationships Education.

7.5 Respectful, Kind Relationships

This area of the statutory content is delivered in a variety of different units but is key in 'Diversity and Community'.

Diversity and Community

We recognise that children learn about diversity in a variety of different ways and from a variety of sometimes contradictory sources. We will carry out our responsibilities under the Public Sector Equalities Duty to reduce discrimination,



advance equality of opportunity and encourage good relations between different groups. The unit 'Diversity and Community' will support children to prepare for the opportunities, responsibilities and experiences of later life in modern Britain (Education Act 2020/Academies Act 2010) where they will meet a wide range of diverse people with different characteristics, including the protected characteristics: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, and sexual orientation.

This unit includes content taken from the 'Respectful, kind relationships' sections of the DfE statutory guidance for Relationships Education and supports us in teaching children about the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It also provides a vehicle for schools to carry out our responsibilities to prevent child on child abuse (KCSIE 2025) particularly in the context of prejudiced language or behaviours and prejudiced related bullying.

In addition to the broad aims for Relationships Education, in the planned lessons on Diversity and Community we aim to ensure that children:

- develop their understanding that they and others should be treated with respect, including those who are different from them (physically, in character, in personality or background) or who make different choices or preferences or have different beliefs.
- build a strong sense of their own identities and the different and changing facets that contribute to these.
- understand stereotypes, and how to identify and challenge them.
- understand the benefits for them and others of engaging in a range of ways in their immediate and wider communities.

LGBT Content

We note the DfE's encouragement that primary schools should teach about 'healthy, loving relationships' (DfE RSHE paras 67-72). We teach about same sex relationships in the context of a wide range of family structures, in



age-appropriate ways that will be familiar to our children, so that they understand that their peers' families might not be the same as theirs.

We understand that there is significant, current debate about the concept of gender identity, that parents/carers will have different views and that children will have heard some of these. We will enable children to reflect on differing views with empathy and respect. We will teach children to identify and challenge stereotypes based on gender and any negative behaviours that stem from sexism or misogyny. We will ensure that children are aware that those with the protected characteristic of gender reassignment or sexual orientation must be treated kindly, with respect and without prejudice.

Religion and belief

We recognise that parents/carers in our school community may hold differing religious views and beliefs, even if they follow the same religion. We encourage parents/carers to share their views so that we can 'reflect them back' to the children, in our lessons. We may use phrases such as 'Some people believe X, some people believe Y.' We are clear when delivering content that reflects religious belief. Children are not asked to explain their family's religious perspective on a topic, unless they choose to do so. We make it clear when we are teaching about the law or medical fact.

Being Safe

This area of the statutory content is delivered in a variety of different units in our programme. A key unit for delivering this content is 'Being Safe'.

A culture of safeguarding runs through everything we do in school. In this unit we aim to proactively teach skills and attitudes which will enable children to keep themselves safer.

This unit includes content taken from the 'Being safe' section of the DfE statutory guidance for Relationships Education and supports us in fulfilling our duties (KCSIE 2025) to prevent child on child abuse and to enable children to report concerns and abuse, both on and offline.



In addition to our broad aims for Relationships Education, in our planned lessons on 'Being Safe' we aim to ensure that children:

- understand about boundaries in peer and child/adult relationships and how to communicate about these.
- understand concepts of bodily autonomy and privacy.
- recognise when a relationship is harmful or abusive and be able to report abuse or concerns about behaviour on or offline.
- develop skills to communicate concerns and to be persistent with trusted adults.

Our School Context

Children learn a broad range of safeguarding skills and strategies which are exemplified and reinforced through our teaching content and through everyday practice and consistent adult role modelling and support. In line with our safeguarding policies, all adults are trained to respond to any behaviour or concern that might indicate a safeguarding need.

Online Safety and Awareness

This area of the statutory content is delivered in a variety of different units in our programme. A key unit for delivering content is 'Digital Lifestyles'.

Digital Lifestyles

In this unit we aim to proactively teach skills and attitudes which will enable children to reap the benefits of the increased technological connectivity, whilst ensuring that they and their parents/carers are aware of the skills and actions they should take to keep themselves safer.

This unit includes content taken from the 'Online Safety and Awareness' section of the DfE statutory guidance for Relationships Education. It should be noted however that many elements of 'Online Safety and Awareness' are addressed in other units such as 'Family and Friends' and 'Anti-bullying'.



In addition to our broad aims for Relationships Education, in our planned lessons on 'Digital Lifestyles' we aim to ensure that children:

- understand how to show the same levels of respect in online interactions as in those which are face to face.
- develop critical thinking skills about the information they see online and the interactions they have.
- develop understanding that some content online is not appropriate for children and build skills to report and ask for help, when they encounter it.
- recognise the benefits and risks of sharing information online and how to seek help.

We work in partnership with parents and inform them about the risks to their child's health and wellbeing of unrestricted or poorly supervised online activity. We recognise that our Safeguarding duties extend to the online world, not just in protecting children from predatory adults, but from children's interpersonal difficulties which may be caused and/or exacerbated by the use of technology. We are aware of our duties in KCSIE to keep children safe online and to prevent child on child abuse.

7.5 Safe and Effective Practice

Sensitive and complex issues will arise in Relationships Education, as children will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. Questions relating to areas beyond the planned curriculum for that age group or below, will be addressed within the curriculum plan (YR-Y6), in a sensitive and age-appropriate way only to the pupil/s who have asked the question. Teachers may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question which goes beyond the planned content for that age group, or indeed whether they wish to answer it, they will seek guidance from the PSHCE lead/Designated Safeguarding Lead, or member of SLT. In some cases, the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

7.6 Assessment, Recording, Reporting

Relationships Education will be assessed in line with our Education principles.

8. Sex Education

8.1 Definition of Sex Education

We define Sex Education is defined as learning about human conception and birth.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

8.2 Consultation about Sex Education

Content of Sex Education

The content of the Sex Education programme will be gradually developed in an age-appropriate way. The children will not learn detailed biological information about human sexual reproduction until Y5/6. They will learn about sexual intercourse in the context of sexual reproduction.

- Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc). This learning is part of the Science curriculum and parents/carers do not have the right to withdraw their child. It is included here as it is the beginning of a progression of learning.
- Y3/4 will learn that every human begins when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.
- Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age-appropriate biological detail. They will learn about vaginal birth and caesarean section in age-appropriate ways, reflecting the experiences of children and families they know. The



children will learn of the existence of contraception, reflecting their awareness levels. They will be taught where to obtain it or how to use it. This learning is classed as Sex Education and parents have the right to withdraw.

8.3 Delivery of the Sex Education Curriculum

Sex Education will be delivered as a unit called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the children.

Parents/carers will be informed by letter/email/via the school website about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

8.4 Right to be withdrawn from Sex Education

Ref DfE RSHE paras 16–23. Parents/carers have the right to request that their child be withdrawn from some or all of Sex Education: Before granting any such request the Head Teacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the purpose of the curriculum to enhance safety and wellbeing. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. The discussion and outcomes will be recorded and placed upon the pupil's file. (Ref DfE RSHE paras 16–23).

Compromise arrangements will be identified which will enable the child to receive Sex Education at school. If a pupil is excused from Sex Education, the school will ensure that the pupil receives appropriate, purposeful education linked to other areas of RHE during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

9. Monitoring, review and evaluation

Review of the Trust-wide policy is the responsibility of the Trust leader with responsibility for RSE. Headteachers are responsible for the day-to-day implementation, monitoring, evaluation and review of this policy to inform judgements about effectiveness and impact. The policy will be comprehensively reviewed every three years, or sooner if an issue or incident occurs which warrants it.

10. Appendices – Our Charter: Working Together in RSE

All staff are committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs.
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs.
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time.
- Know where and how to access information, support and local services.
- Be informed about confidentiality and how it affects them.
- Have their views and ideas received in a respectful and non-judgemental manner.
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE.



- Contribute their views and ideas in support of the development of RSE for their children.
- Professional guidance and support.
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way.
- A safe learning environment for their children.
- Information on how and when their children are taught RSE.
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right.
- Have their views and needs listened to in a respectful, non-judgemental manner.