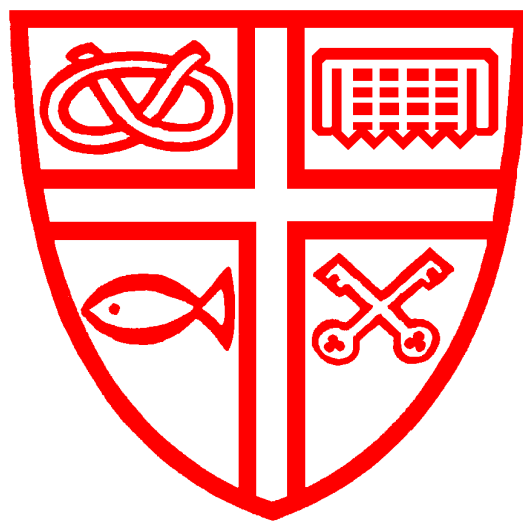


St. Peter's CE Primary School Caverswall

Love Christ
Love Learning
Love One Another



Relationship, Sex
Education Policy
January 2026-2027

RELATIONSHIPS EDUCATION POLICY

Love Christ, Love Learning, Love One Another

This policy should be considered as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Rationale

At St Peter's, we believe that effective Relationship Education (RSE) is essential if our pupils, as they grow, are able to make responsible and well informed decisions about their lives.

During the children's time at primary school, we present RSE as part of the Personal, Social, Health Education (PSHE) element of the curriculum. This enables us to present RSE as part of a child's full and rounded development.

Moral and Values Framework

Relationship education will reflect the values of our Church school ethos and the PSHE curriculum. RSE will be taught in the context of relationships.

In addition RSE will promote self-esteem and emotional health & well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community and wider world.

Process for Policy Development

The policy has been developed in consultation with parents/carers, teaching staff, non-teaching staff and governors. It is our aim to build a positive and supporting relationship with our parents through mutual understanding, trust and co-operation. The school's RSE policy is shared with parents via the school's website. We aim to respond sensitively to any comments or questions should they arise.

Aims and Objectives for Relationship and Sex Education

The aim of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils to develop feelings of self-respect, confidence and empathy children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- To understand the characteristics of a positive relationship with reference to friendships, family relationships and other relationships;
- To know what respect means and how to show respect to others;
- To provide the knowledge and information to which all pupils are entitled;

- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop and use communication skills to cope with the influences of their peers and the media;
- To know how to stay safe online how to behave appropriately when using the internet and the importance of limiting screen time;
- To understand how information and data is shared online;
- To respect and care for their bodies;
To understand that good physical health contributes to good mental health and vice versa;
- To understand the importance of daily exercise, good nutrition and sufficient sleep;
- To understand what factors contribute to our health and wellbeing and what strategies we can use to self-regulate our lives.

The teaching programme for Relationships Education Legal Requirements

The new Relationship Education RSE is compulsory for all children.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs or disadvantage. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

Statutory Requirements

At St. Peters C of E (VA) primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

We teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, parents and pupils. All have been invited to read and comment adding to this policy of what is needed and wanted from the RSE curriculum. Once amended, this policy has been shared and ratified by the governors.

Definition

RSE is about the emotional, social and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values, it is NOT about the promotion of sexual activity.

Curriculum

RSE content is taught through our myhappyminds programme. Our RSE Curriculum is planned carefully, but will be adapted as and when necessary, it will consider the age, developmental stage, needs and feelings of our pupils. If pupils ask questions out of the scope of the policy, staff will respond in an appropriate manner so pupils are fully informed and don't seek information from online.

Early Years Foundation Stage

In ongoing PSHE work, they are taught to develop skills to: form friendships, develop their understanding of themselves and positive relationships with others within the family and beyond.

Key Stage 1

Through work in Science children learn about life cycles of some animals. They learn that all living things reproduce and that making a new life needs a male and a female. They understand the idea of growing from young to old. They learn about the importance of personal hygiene, diet and exercise to maintain good health in their topic Sports Camp. In RE and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Lower Key Stage 2

In RE and PSHE, they continue to develop an understanding of relationships within a family, and different kinds of families. They discuss relationships between friends and the community and see that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They look again at life-cycles and begin to learn about changes that happen as we grow up. They will recognise that becoming more independent can also mean having more responsibility for looking after themselves.

Upper Key Stage 2

In PSHE children will learn about how the media and peers can influence them. They will learn how to develop the skills needed to resist pressure and negative influences.

A focus on both emotional and physical changes during puberty will prepare them for this phase in their life. They will learn about the importance of good personal hygiene and how they can practise this.

They will know when it is and isn't appropriate to share personal information and where and how to access support if an online experience causes them concern.

In all year groups the children are following the MyHappyMinds programme which focuses on building relationships with other as a core module.

The Primary Sex Education will focus on:

Preparing boys and girls for the changes that adolescence brings.

How a baby is conceived and born.

Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic education curriculum as well as through science, RE, PSHE, literacy activities, circle and reflection times and collective worship. Relationship and sex education is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse. 'Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teachers' responsibility to plan the curriculum and lessons.' (*The Relationship Education, RSE and Health Education DfE Statutory Guidance*).

A range of teaching methods which involve children's full participation are used to teach Relationship Education. These include use of media clips, discussion, drama and role-play. Sex and relationship education is usually delivered in both single and mixed gender groups, depending on the focus.

Relationships education focuses on the teaching the fundamental building blocks and characteristics of positive relationships including:

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

Sex education is delivered to the children in the higher years of Key Stage 2 depending on the needs of the class cohort. This, as stated above, has a focus of:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

The areas of learning are taught within the context of family life, ensuring there is no stigmatisation of children based on their circumstances, there will be sensitivity for all support structures within families, whatever that may be.

We will teach being mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, violent actions, criminal damage, hate crime, terrorism or the illegal use of drugs.

Inclusivity

The topics will be taught in a manner that: Considers how a diverse range of pupils will relate to them. Shows sensitivity to all pupils and their experiences. During lessons will make pupils feel safe, supported and able to engage with the key messages. Pupils will learn about these topics in an environment that is most appropriate. For example, in:

- A whole class setting
- Small groups or targeted sessions
- 1 to 1 discussion
- Digital formats
- Considering individual needs

Resources

Any resources to be used will be given the upmost careful consideration

If we decide to use an outside agency like the school nurse we will ensure they use appropriate materials, relevant to the outcomes for the part of the curriculum and all is in line with legal duties.

Speakers, tools and resources should follow the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Working with parents/carers and child withdrawal procedures

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality. Discussing individual concerns and helping parents and carers support the needs of their children.

Parents/carers have the right to withdraw their children from the non science/ non statutory components of sex education within RSE. This means that parents and carers cannot withdraw their children from RSE aspects of the science national curriculum.

If a parent wishes to withdraw their child from the RSE curriculum, please complete the form in Appendix 3 and arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do in another class.

Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly and sensitively by staff.

Child Protection / Confidentiality

Teachers are aware that effective Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Headteacher /Designated Child Protection person in line with the LA procedures for child protection.

Child protection concerns would override all other consideration including confidentiality.

Links with other policies

This policy is linked with the following policies:

- PSHE
- Equality Duty
- Confidentiality
- Safeguarding
- Behaviour incl. Anti-Bullying
- E-safety

Teachers endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Children with Special Needs

Teaching and resources are differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships Education.

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher and named governor.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required. This may include activities such as lesson observations, book/planning scrutinies, pupil discussions or looking at children's work.

Any change to the policy at any time will be reflected in the school prospectus.

RSE issues will be included in the induction programme for all new members of staff.

The person responsible for Relationships, Sexual Education at St. Peter's is:

Mrs Sharon Mannering

PSHE and RSE subject leader

Policy discussed and agreed by Governors January 2025

Signed: _____ Chair of Governors

Date _____

Policy to be reviewed January 2025