



***Relationship and Sex Education Policy***  
***For Primary Schools***

The policy will be promoted and implemented throughout the trust.

<b>Version:</b>	3.1
<b>Last reviewed:</b>	October 2024
<b>Ratified by:</b>	Executive Team
<b>Date ratified:</b>	5 <sup>th</sup> November 2024
<b>Review date:</b>	This policy is scheduled for review during the 2025–2026 academic year and will include a formal consultation process. Following this, the updated policy will be finalised and implemented from September 2026.

**Revision History:**

Version	Date	Author	Summary of changes
3.1	Nov 2024	ACU	Policy reviewed and no changes made at this time. Relationships and Sex Education Guidance is expected to be revised by the DfE following a public consultation. This policy will be reviewed in line with the revised guidance when available.
3.0	Nov 2022	ACU	Updated Appendices Inclusion of LGBT section
2.0	Jan 2020	TMET	To update in line with revised legislation in place- Sep 2020
1.0	Mar 2018	TMET	New Trust Policy Template

**Relationships and Sex Education Policy**

**1. Introduction**

The aims of relationships and sex education (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 develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a primary school, we must provide relationships and sex education (RSE) to all pupils as per section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

The Trust's funding agreements require it to have regard to RSE guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996, when teaching RSE.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to review the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE (only where this was deemed age appropriate and beneficial)
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is based on the Christopher Winter Project-The **Christopher Winter Project** highlights several key aspects of the **Relationships and Sex Education (RSE)** curriculum,

particularly through the lens of **creative, inclusive, and age-appropriate resources** for schools and the National curriculum (The statutory requirements from the national curriculum are set out in Appendix 1).

The curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

If significant or repeated issues occur within the academy or its community these will be addressed through the curriculum.

Primary sex education will focus on:

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

For more information about our curriculum, please ask your child's class teacher.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on 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

For more information about our RSE curriculum, you will need to discuss with your child's class teacher.

## **7. Lesbian, Gay, Bisexual and Transgender (LGBT)**

TMET Schools will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools will ensure that they comply with the relevant provisions of the Equality Act 2010 and The Equality Act 2010: advice for schools, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching will be sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, this content will be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson.

Inclusion of Lesbian, Gay, Bisexual and Transgender within the context of family life will be carefully planned, taking care to ensure that there is no stigmatisation of children based on their home circumstances, recognising that there is a wide variety of different family types and parenting arrangements.

## **8. Roles and responsibilities**

### **8.1 The Board of Trustees**

The Board will approve the RSE policy and hold the Principal to account for its implementation.

### **8.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory / non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

### **8.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others

with respect and sensitivity.

## **9. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should initially be shared on Class Dojo to your child's classroom teacher. Following this, you must sign and agree in writing to opt your child out. These will be passed on approved by the Principal. The opt out form can be found in Appendix 2 of this policy.

Alternative work will be given to pupils who are withdrawn from sex education.

## 10. Training

Staff are trained on the delivery of RSE, and it is included in our continuing professional development

calendar. Should staff need further support, the Principal will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

The delivery of RSE at Rowlatts Mead Primary Academy is monitored by SLT and the PSHE leader through yearly updates, book looks and policy checks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by TMET every three years or when legislation changes. At every review, the policy will be approved by the Board of Trustees.

## Appendix 1: National Curriculum

By the end of primary school: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li></ul> <p>21</p> <ul style="list-style-type: none"><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,</li></ul>

	<p>sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <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> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <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</li> </ul>

	<p>encounter (in all contexts, including online) whom they do not know.</p> <ul style="list-style-type: none"> <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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## **Appendix 2:**

**Withdrawal form to be completed by parents to withdraw pupils from the non-statutory section of of RSE:**

**Parents may wish to use the form below. All requests should include: the name of the child, the child's class or tutor group, the name and signature of the parent requesting withdrawal, the date that the request was submitted and the reason for withdrawal.**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	