



All Saints'



family, faith, flourish

"God gave you that gift... Now let it flourish, as a small flame grows into a fire" (2 Timothy 1:6 – ICB)

Relationships and Sex Education (RSE)

Review: Annually

Version	Date	Narrative	Minute No.	Review Date
1	19.11.2019	New curriculum policy developed following consultation with parents, staff and governors	FGB/1920/191119/11	November 2020
1	24.11.2020	No amendments. We are planning to teach RSE in March 2021	FGB/2021/241120/8	November 2021
2	13.07.2021	Updated: <ul style="list-style-type: none"> • Section 1: added legal framework • Section 2: revised guidance following COVID pandemic • Section 5: Equalities information 	FGB/2021/130721/9	July 2022
2	12.07.2022	New logo added	FGB/2122/120722/8	July 2023
3	22.11.2024	Updated sections: <ul style="list-style-type: none"> • Additional details in section 1 (curriculum) on online safety. • Behaviour • Dealing with difficult questions 	LAC/2425/140125	September 2025

Signed	Date
	14/01/2025
Headteacher	
	14/01/2025
Chair of Governors / Committee	

Contents:

1. Statement of intent
2. Legal Framework
3. Background
4. What is Relationships and Sex Education?
5. Teaching and Learning
6. Behaviour
7. Equality and accessibility
8. Dealing with difficult questions
9. Withdrawal
10. Assessment
11. Monitoring and review
12. Complaints

1. Statement of intent

Relationships education focusses on giving all of our children the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures they can talk to a trusted adult if there is anything worrying them. By providing a progressive curriculum, which enables all of children to know more about positive relationships (including friendships, family relationships and relationships with adults and children), we hope that they will be enabled to:

- Be more resilient;
- Believe in themselves;
- Persevere with tasks;
- Work towards long term rewards
- Continue despite setbacks

At All Saints', we aim to provide a curriculum which enables our children to: know more, experience more, remember more and do more.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'
- [KCSIE 2024](#)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Online Safety Policy
- [Child-on-child Abuse Policy](#)
- [\[New\] School Improvement Plan \(SIP\)](#)

3. Background

From September 2020, every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's [PSHE curriculum](#).

For the purpose of this policy:

"Relationships education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

"Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

"Sex education" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and

health curricula, that will be determined in response to the needs of the relevant cohort. Whilst it is not compulsory for primary schools to deliver sex education, at All Saints' Federation, we have chosen to teach this in an age-appropriate and sensitive manner. A survey completed in April 2019, found that 95.3% of parent respondents were happy for their child being taught this '*in a sensitive and age-appropriate way*'.

We have developed this policy, and our curriculum following a number of consultations with all members of the school community, including parents and teachers, to ensure that it is sensitive to the needs and wishes of all.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings (both in person and offered online)
- Training sessions
- Newsletters and letters

The policy covers our school's approach to Relationship and Sex Education and has been made available to all members of the school community.

4. What is Relationships and Sex Education?

Relationships Education will become a compulsory subject in September 2020. This means that by law, we are required to develop and deliver an accessible Relationship Education curriculum.

Relationships Education has been defined by the Department for Education (2019) as 'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults'.

Additionally, we believe Relationships Education should equip our children with the ability to develop a positive sense of self-worth and build skills of resilience, which can be used throughout their lives.

We believe our curriculum will enable children to make sense of, and develop skills, which can be used in both the offline and online worlds.

Whilst sex education is not currently compulsory in primary schools, it is natural for children to have questions about their changing bodies. We hope that our lessons will provide a safe space for children to ask questions and gain an appropriate understanding.

During lessons, children will explore the parts of the body: their names, functions and how to keep them clean, pregnancy and parenthood and puberty.

5. Teaching and Learning

The teaching of RSE in school will be the responsibility of the class teacher. They will ensure our agreed spiral curriculum is delivered and resourced appropriately, meeting the strengths and needs of their class. Teachers must ensure they have a sound awareness of children's individual experiences and circumstances when planning and delivering RSE. This will ensure no child is triggered or feels isolated at any point. Teachers should liaise with parents/carers where necessary.

In accordance with the Equality Act (2010) all children, regardless of special educational needs, race or gender, will fully access RSE lessons. Differentiated work will be provided where needed to ensure a deep understanding of content is developed and religious background will be considered.

RSE will be delivered alongside PSHE and science lessons, using our spiral curriculum, which covers a range of learning under the following objectives:

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

Parents will be informed when sex education lessons are to take place. Sex Education objectives can also be found in the curriculum and are highlighted in yellow. In contrast to previous years, objectives are woven throughout the primary phase and not taught exclusively in Year 5.

It is natural that children have questions about their changing bodies and emotions. We hope to provide an open environment where children feel safe and confident to share any worries or thoughts. We also hope that this responsibility is shared with parents and carers so that children also feel able to continue discussions at home if needed.

We recognise that the internet and social media have other important characteristics which our children should be aware of. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. We teach our children to be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising). As part of RSE curriculum, we plan age-appropriate teaching of these subjects and consider the overlap with the wider curriculum to ensure children know how to keep themselves and their personal information safe.

6. Behaviour

All Saints' aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RSE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will follow the schools Anti-Bullying Policy and Behaviour Policy: with involvement of SLT when appropriate.

7. Equality and accessibility

All Saints' understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

All Saints' is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. All Saints' understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our schools to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

All Saints' understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

8. Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from children, by providing regular staff training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSE is so important.

Teachers will stop full class discussions if children begin to reveal personal or private information related to sensitive issues. If teachers feel concerned about anything shared by a child, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all children, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise children based on their protected characteristics.

9. Withdrawal

- a. As Relationships Education is a compulsory subject, it is not possible to withdraw your child from these lessons. Similarly, parents cannot withdraw children from the compulsory teaching within science lessons.
- b. Parents can request for their child to be withdrawn from Sex Education lessons. Should this be desired, we will ensure children are given alternative work.
- c. Before making the decision to withdraw your child from any SE lessons, we would encourage you to speak to their class teacher regarding curriculum content and delivery. The class teacher will be able to explain the content which will be covered, and any resources used.
- d. Our spiral curriculum has been created after consultations with all members of the school community to ensure it is age appropriate and meets the needs and wishes of all.

10. Assessment

- a. Teachers will use their knowledge of the curriculum to ensure learning meets the needs of all children and is enabling them to know more, do more and experience more.
- b. By the time children leave Year 6, we expect them to have achieved and gained an understanding of all of the agreed national expectations. These can be found at the start of the curriculum document.

11. Monitoring and review

- a. The effectiveness of this policy will be monitored continually by the head teacher and subject lead. Feedback from all members of the school community will be considered.
- b. This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

12. Complaints

- a. Any complaints in relation to the Relationship and Sex Education curriculum at All Saints' CE Federation should be made in accordance to our complaints procedure. This can be found on the school website.