



## Policy for Relationship and Sex Education (RSE)

Our vision, rooted in the words of Jesus (Matthew 19:14), "***Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.***" is to provide a safe, happy and caring environment where all pupils are nurtured and valued within a Christian ethos.

To achieve our vision we:

- provide inspirational and enjoyable learning experiences through a curriculum that is broad, balanced and based on the needs of our children
- work hard to reach our full potential
- share each other's success
- promote a sense of belonging to our school, local and Church community
- foster high self-esteem and nurture high aspirations
- ensure pupils become more confident independent learners
- provide a safe, warm and welcoming Christian environment within which everyone feels valued and respected
- develop spirituality, a moral ethos and an appreciation for Christian values
- enable everyone to grow and blossom into responsible and successful citizens through the firm Christian foundations we provide and an appreciation of national and global communities.

We are a strong team of proud pupils, parents, staff, governors, the Church and the local community.

Our Christian faith gives rise to our service to God and to the community. Our core principles are friendship, forgiveness, hope, trust and courage. These give rise to justice, wisdom and thankfulness.

June 2025

Accepted by Governors

March 2026

Date for Review

## **1. Aims**

Through our carefully tailored and delivered RSE curriculum, children at Christ Church CE Academy are supported in achieving a happy and productive experience at school, giving them firm foundations to build upon in their next phase of education.

The aims of relationships and sex education (RSE) at Christ Church CE Academy 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

The RSE policy supports/complements the following policies and publications:

- RSHE policy
- RE policy
- Safeguarding policy
- Inclusion policy
- SEND Policy
- Behaviour Policy
- Anti-bullying policy
- Valuing All God's Children (Church of England, Summer 2019)

## **2. Statutory requirements**

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

At Christ Church CE Academy, we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

As a primary academy, we must provide relationships education 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.

Christ Church CE Academy has committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Christ Church CE Academy we teach RSE as set out in this policy.

## **3. How this Policy was developed**

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

- **Review:** Following the guidance from our chosen programme SCARF, the RSE Leader created an overview of the RSE content as outlined in the SCARF scheme of learning.
- **Consultation:** a letter, including the overview of the RSE content was made available to all staff, parents, carers and the Local Governing Body. A consultation period of 2 weeks was set where all key stakeholders were given the opportunity to look at the policy and make recommendations. Parents and carers were invited to complete a parent questionnaire to express their understanding and views of the RSE curriculum.
- **Pupil consultation:** we met with pupil representatives through school to determine what exactly pupils wanted from their RSE.
- **Ratification:** once amendments were made, the policy was ratified a full Governors meeting.

#### **4. What is Relationships (and Sex) Education?**

At Christ Church CE Academy, the **Relationships and Sex Education** (RSE) is an integral part of the **Personal, Social, Health and Economic** (PSHE) education curriculum.

RSE is about the emotional, social and cultural development of pupils and involves learning about the physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Some aspects are taught in Science, and others are taught as part of PSHE education. RSE provides children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It also provides accurate information about the body, reproduction, sex and sexual health.

At Christ Church CE Academy, we have adopted SCARF as a scheme of learning that supports the teaching of RSE. We offer a structured programme within a safe, comfortable atmosphere of mutual respect and trust. The programme is set within a moral framework and matched to the pupils' level of maturity.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) and a differentiated programme will be provided where necessary. We recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. We ensure that all young people have equal access to our RSE programme.

#### **5. Curriculum**

We have developed the curriculum in consultation with parents, pupils and staff to ensure that it is relevant, purposeful and inclusive for all our pupils. Amendments made to the curriculum take account of the needs of boys and girls, are sensitive to differing sexual orientations and acknowledge cultural, ethnic and religious views and attitudes. Such circumstances will be considered and addressed on an individual basis to ensure that the delivery of RSE takes account of the different needs of individuals. Adaptations will be made to the curriculum as necessary to support the learning needs of pupils with Special Educational needs and disabilities in line with the provision detailed in their My Support Plans (MSP) or Education, Health and Care Plan (EHCP).

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

#### **6. Delivery of RSE**

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

Following the SCARF scheme of learning in RSHE, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Me and My Relationships
- valuing Difference
- Keeping Safe
- rights and Respect
- Being my Best

The relationships and sex education part of RSE is taught in the Summer term as part of the SCARF unit, Growing and Changing.

EYFS- Cycles, Life stages, Girls and boys – similarities and difference

Y1- Getting help, becoming independent, my body parts, taking care of self and others

Y2- Life cycle, dealing with loss, being supportive, growing and changing, privacy

Y3- Relationships, changing bodies and puberty, keeping safe, safe and unsafe secrets

Y4- Body changes during puberty, managing difficult feelings, relationships including marriage

Y5- Managing difficult feelings, managing change, how my feelings help keeping safe, getting help

Y6- Coping with changes, keeping safe, body Image, sex education, self-esteem

As mentioned in Section 2, Christ Church CE Academy has committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education.

## **7. Roles and responsibilities**

### **The Governing Body**

The Local Governing Body will approve the RSE policy and hold the Head Teacher/Head of School to account for its implementation.

### **RSHE Education Leader**

The RSHE Education Leader will be responsible for monitoring and evaluating the effectiveness of RSE throughout school and ensuring that the curriculum is taught by qualified teachers and/or health education professionals commissioned to work with us to support with our sex education programme (for example, school nursing service and NSPCC).

### **The Executive Head Teacher/Head of School**

The Executive Head Teacher/Head of School are responsible for:

- ensuring that the policy is implemented effectively and taught consistently across the school.
- reporting to governors on its effectiveness through Curriculum and Standards Local Governing Body meetings.

- managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).
- ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- monitoring this policy on a regular basis in consultation with the PSHE education leader.

### **Class Teachers**

Teachers 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 Executive Head Teacher/Head of School.

### **Pupils**

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

### **Role of Parents and Carers**

Parents and carers play a primary role in their children's RSE. We endeavour to build positive, open and supportive relationships with our parents: To support this we will:

- involve parents and carers in developing and updating the RSE policy,
- keep parents and carers informed about the school's RSE policy and practice.
- answer any questions that parents and carers may have about the RSE of their child.
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- provide parents and carers with the opportunity to find out about and discuss the school's programme through RSE curriculum/policy meetings, parents' evening, communication home, in policy development and through the school's website.
- invite parents and carers in to school to discuss issues with the school staff in a positive, sensitive and proactive manner.

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

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Executive Head Teacher/Head of School. The Executive Head Teacher/Head of School will then explore any concerns and discuss any impact that withdrawal may have on the child.

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

Parents are informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values
- prepare children and young people for the challenges, opportunities and responsibilities of adult life.

## **9. Monitoring RSE**

The delivery of RSE is monitored by the RSHE Leader through planning/book scrutinies, learning walks, and pupil interviews.

Pupils' development in RSE is monitored by class teachers; tracking children's understanding and progress through formative and summative assessments as part of our internal assessment systems. They use a range of strategies appropriate to the topic being taught and the children's age and abilities.

This policy will be reviewed by the Executive Head Teacher and Head of School in consultation with the RSHE Leader **every year**. At every review, the policy will be approved by the Local Governing Body.

## **10. Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about RSE education be required, please contact the RSHE education lead , **Kerry Morgan**.

## **11. Sources of Further Information**

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019)



**Appendix 1: Withdrawal form from sex education within RSE**

<b>TO BE COMPLETED BY PARENTS</b>			
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			
<b>TO BE COMPLETED BY THE SCHOOL</b>			
Agreed actions from discussion with parents			



**Appendix Parent form: withdrawal from sex education within RSE**