

ULEY C OF E PRIMARY SCHOOL



RELATIONSHIP AND SEX EDUCATION POLICY

AUTUMN 2025

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

Ethos Statement

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

INTRODUCTION

This Relationship and Sex Education policy has been written by the PSHE leads at Uley School in consultation with the Headteacher, staff and governor body. The content of the policy and curriculum have been amended in order to include the new DfE requirements for Primary Relationships Education, which becomes statutory from the summer term 2021.

The policy will be available to read on our school website and a hard copy will be available, on request, from the school office.

TEACHING RELATIONSHIP AND SEX EDUCATION IN A CHURCH SCHOOL

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) is underpinned by two 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)

At Uley School, everyone will be treated with dignity as all people are made in the image of God and loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Uley School has adopted the Church of England's principles for living well together and accommodating difference and diversity, especially in relation to LGBTI+. We want to ensure that our curriculum protects, informs and nurtures all pupils. We will differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework

We want to ensure that our children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others.

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We aim to provide children with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions.

All schools and academies are required to act within the requirements of the law, including the Equality Act of 2010. We will approach RSE in a faith-sensitive and inclusive way. We will seek to understand and appreciate differences within and across the teachings of the faith and other communities our school serves. We will afford dignity and worth to the

views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in our school.

See appendix 1 to see THE CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION,

WHAT IS RELATIONSHIPS AND SEX EDUCATION?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health.

The purpose of RSE is to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships. This will help them to go on beyond primary school, to take responsibility for their sexual health and wellbeing.

In line with the DfE 2019 guidance, the focus at Uley School will be on providing the fundamental building blocks for positive and safe relationships, including with family, friends and online. This will sit alongside our focus on healthy lifestyles and positive mental health.

The key elements of RSE are divided into 5 sections:

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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

AIMS OF RSE

Our aim for all children at Uley School is that they grow up healthy, happy, safe and able to manage challenges and opportunities in modern Britain. Our curriculum is designed to equip our pupils with the knowledge to make informed decisions about their wellbeing, health and relationships, as well as preparing them for a successful adult life.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be discerning in their relationships and sexual behaviours and are also more likely to have healthy, safe and fulfilling relationships.

All adults at Uley School will work towards achieving these aims for RSE in our school.

STATUTORY REQUIREMENTS

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from the summer term 2021. Sex education is not compulsory in primary schools, however, puberty is covered in the RSE content and the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils.

In addition, the National Curriculum for science includes content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. At Uley School we will make links between this science work and our PSHE curriculum and all questions will be responded to in an age appropriate manner.

Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of a broad and balanced curriculum. Our RSE curriculum is key to this provision. This may include covering relevant issues through RSE and through PSHE. Our computing curriculum and online safety policy provide more specific details about our approach to teaching our pupils about staying safe online.

Under the statutory guidance, parents cannot withdraw their child from RSE. Parents may only withdraw their child from sex education beyond the national curriculum for science. Should any parent wish to withdraw their child from sex education beyond the national curriculum for science, we will uphold that right. We would, however, welcome a discussion around any concerns before a parent makes a final decision.

EQUAL OPPORTUNITIES

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs. At Uley School, we are committed to ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. With regard to sexuality, it is important that our pupils are taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and will cover LGBTQ content when teaching about different types of families.

In order to ensure the RSE Curriculum meets the needs of all:

- we will not promote one particular lifestyle over another
- we will not seek to gain consensus, but will accept and celebrate difference
- we will encourage respect and discourage abuse and exploitation

- we will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- 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 carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

WHOLE SCHOOL APPROACH

The roles and responsibilities for our RSE curriculum and policy are:

PSHE Leads

The PSHE leads are responsible for reviewing and evaluating RSE at our school and will report to the Headteacher in this role. The PSHE lead will assist staff in their planning and delivery of the RSE curriculum. The PSHE lead will liaise with PSHE advisors, plan INSET to meet staff training needs and liaise with external visitors who support the RSE curriculum.

Teaching staff

Teaching staff are all involved in the school's RSE provision. As well as delivering the curriculum, they all play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE. They will be assisted in their work by provision of relevant resources, background information and access to appropriate training, support and advice from other members of staff.

Non-teaching staff

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important pastoral support role with pupils. They will have access to information about the RSE programme and will be supported in their pastoral role.

Governors

Governors have responsibility for school policies. They will be consulted about the RSE provision and policy and will be assisted in monitoring its implementation by the PSHE lead, Headteacher and staff.

Parents /carers

Parents/carers have a legal right to have information about the school's RSE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons and to view the resources used. However, under the new statutory guidance, parents cannot withdraw their child from RSE. As noted above, parents may only withdraw their child from sex education beyond the national curriculum

for science. The school will, however, seek and take account of parent/carer views and aims to develop a strong partnership approach to RSE.

Pupils

Pupils have an entitlement to RSE and pastoral support appropriate to their age and circumstances and will be consulted through questionnaires about their perceptions as to how well they are supported with relationship education.

Outside agencies

Outside agencies and speakers may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are appropriate to the pupils' needs. Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE lead or class teacher beforehand.

THE TEACHING OF RSE

We follow the Gloucestershire Healthy Living and Learning (GHLL) Primary RSE scheme of work, which is a graduated age-appropriate programme. There are four key lessons in each year group from Reception to Year 5, with five lessons in Year 6. Some additional elements of RSE are taught through other elements of the PSHE programme and some are taught through science.

The four key lessons in each year group are delivered as a discrete unit within our PSHE curriculum.

The main RSE programme will be primarily delivered by the class teacher. We understand that, at times, children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of the children more effectively. We will use team teaching where this enables us to best use teacher expertise. We will always ensure there are positive educational reasons for each method of delivery.

Early years Foundation Stage

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

By the end of KS1 pupils will:

- know the basic rules for keeping themselves safe and healthy
- understand about safe places to be and safe people to be with
- know why families and carers are special for caring and sharing
- be able to recognise and compare the main external parts of human bodies
- know the names of the main external parts of the body, including agreed names for reproductive organs
- know and understand the ways they are similar and different to others
- know and understand that they have control over their actions and bodies
- recognise the pressure of unwanted physical contact and know ways of resisting it

By the end of KS2 pupils will:

- be able to recognise and compare the main external parts of male and female human bodies, including agreed names for reproductive organs
- know the names of the main internal parts of the body including agreed names for reproductive organs
- know about the physical changes that take place at puberty, why they happen and how to manage them
- understand why it is important to know how to keep themselves clean
- understand that safe routines can stop the spread of viruses
- understand genetic inheritance
- understand there are different types of families to theirs
- be able to challenge gender stereotyping
- be able to identify the adults they can trust and ask for help
- be self-confident in a wide range of situations
- recognise their own worth
- be able to discuss moral questions
- recognise the pressure of unwanted physical contact and know ways of resisting it
- know how to keep themselves safe when involved in risky situations, including online

Ground rules

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. These rules will ensure that:

- no one will be expected to answer a personal question
- no one will be forced to take part in a discussion; everyone has the right to opt out
- only the correct names for body parts will be used
- the meanings of words will be explained in a sensible and factual way
- everyone will listen and respect each other
- other people's secrets are not ours to share

Pupil questions

Teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting. They will also set the tone by speaking in a matter of fact way and

ensure that pupils discuss issues in a manner which discourages any giggling or silliness. We acknowledge that sensitive and complex issues will arise in RSE, 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 for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE lead or a senior leader.

During or after sessions, pupils will be encouraged to write down questions, anonymously if they so wish, and place these in a class question box, which allows the teacher time to prepare age appropriate answers before the next session. Teachers will respond to all questions that they reasonably can, as we need to consider that pupils will most likely try and find answers online to any unanswered queries and may become misinformed.

When answering questions, we shall ensure that sharing personal information by adults, children or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection, in line with school Safeguarding and Child Protection policy.

RESOURCES

We use the Gloucestershire Healthy Living and Learning lessons and recommended resources within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our curriculum for RSE
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE

CONFIDENTIALITY

All teachers conduct RSE lessons in a sensitive manner and in confidence, within the realms of our school confidentiality policy. In our school we have a clear and explicit confidentiality policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers on the school website. The policy states that:

- staff are unable to offer absolute confidentiality if approached by a pupil for help
- we will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm
- children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support

Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Sexually Active Pupils

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

STAFF TRAINING

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. Teaching staff will attend high quality training from the GHLL and have time to study the lessons and familiarise themselves with the resources available to support the delivery of these lessons. We will continue to discuss relevant issues and, where appropriate, arrange additional training to enable staff members to feel confident in delivering the curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors and attend training courses.

WORKING WITH PARENTS/CARERS AND OUR SCHOOL COMMUNITY

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- informing parents and carers by letter or leaflet of forthcoming RSE topics
- inviting parents to information events where they will have an opportunity to see the resources being used
- informing parents that we are willing to share the scheme of work and individual lessons with them, should they wish to have this information
- gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- informing parents and carers about the RSE programme as their child joins the school through the school website
- providing supportive information about parents' role in RSE
- inviting parents to discuss their views and concerns about RSE on an informal basis

Parents and carers will be given access to this on the school website. It is also available, on request, from the school office.

As noted above, under the new statutory guidance, parents cannot withdraw their child from RSE. Parents may only withdraw their child from sex education beyond the national curriculum for science. The school will make alternative arrangements for children whose parents or carers withdraw them, which will include supporting parents in finding ways to deliver the content at home.

Any parent or carer who wishes to withdraw their child from non-statutory elements of RSE should, in the first instance, contact the Headteacher to discuss this further. An initial discussion will focus on which areas of RSE are currently statutory and non-statutory and we will aim to develop a clearer understanding of the learning objectives and approaches taken. Parents or carers will be asked to reconfirm their decision to withdraw each time RSE is planned for their child's class/year group.

MONITORING, EVALUATING AND REVIEWING OUR RSE POLICY

Monitoring and evaluation of this policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, the PSHE lead, staff, pupils and parents to inform judgements about effectiveness.

The Policy will be formally reviewed every two years.

LINKS TO OTHER POLICIES

This policy is linked to and is delivered in the context of the following policies/curriculum areas:

- Accessibility
- Anti-Bullying
- Positive Behaviour
- Confidentiality
- Equality and Diversity
- Mental Health and Wellbeing
- Health and Safety
- Online safety
- Safeguarding and Child Protection
- Spiritual, moral, social and cultural development
- SEN/Inclusion
- Science
- PSHE

Appendix 1

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

At Uley School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.