St. Andrew's School

Relationships and Sex Education Policy

Maintenance

Policy Written By	**Sarah Fox**
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Approved by The Director of Schools, Deborah Leek-Bailey – 01/09/2026

Relationships and Sex Education Policy

Aims and Objectives

The aims of Relationships and Sex Education (RSE) at St Andrew's School are to:

- Establish the fundamental building blocks of healthy, respectful relationships, including friendships and family relationships, in all contexts, including online.
- Support pupils in understanding how to maintain positive relationships and stay physically and emotionally healthy.
- Promote respect, kindness, integrity, responsibility, generosity and honesty as core personal values.
- Develop pupils' self-respect, confidence and empathy towards others.
- Foster resilience, emotional wellbeing and character development, supporting pupils to become happy, successful and responsible members of society.
- Provide a safe framework in which sensitive issues can be discussed appropriately and confidently.
- Prepare pupils for puberty and the associated physical, emotional and social changes.
- Ensure pupils understand the importance of personal hygiene and health.
- Develop a positive and respectful culture around relationships, including friendships, families and identity.
- Teach pupils the correct vocabulary to describe themselves and their bodies in an age-appropriate way.
- Promote safeguarding awareness, including recognising unsafe situations, online risks and inappropriate behaviour.
- Promote respect for consent, personal boundaries and the rights of others from an early age.

Statutory requirements

As a primary school, we are required to provide relationships education to all pupils as set out in section 34 of the Children and Social Work Act 2017. We must have full regard to the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025) as required under section 403 of the Education Act 1996.

As an independent school, we are not required to follow the National Curriculum; however, we deliver a curriculum which includes statutory science requirements, including content relating to human development and reproduction. We also cover puberty in Year 4 as part of our PSCHE curriculum. As the average age of the onset of menstruation is twelve, but periods can start at eight, puberty (menstrual cycle) is taught before girls' periods start to help and support them in understanding what to expect and avoid distress.

Policy development

This policy has been developed through consultation with staff, pupils and parents to ensure it reflects the needs of the school community.
The development process included:

- **Review:** The school's SMSC and enrichment lead reviewed relevant statutory guidance and best practice.
- **Staff consultation:** All staff were given the opportunity to review and comment on the draft policy.
- **Parent consultation:** Parents were invited to provide feedback and raise questions.
- **Pupil needs review:** Staff considered the developmental needs of pupils in each year group.
- **Ratification:** The policy was reviewed and ratified by Education Development Trust.

This policy is published on the school website and is available as a printed copy on request.

Definition
Relationships and Sex Education (RSE) is lifelong learning about physical, moral, emotional and social development.
It involves learning about:

- Relationships and family life
- Friendship and social skills
- Emotional wellbeing and mental health
- Personal identity and respect for others
- Physical development and health
- Sexual health (age-appropriate and limited to Year 6 additional provision)

RSE is not about encouraging sexual activity. It is designed to help pupils make safe, informed and responsible decisions and to develop respect for themselves and others.

Curriculum
RSE is delivered through the school's PSHE programme using the **3D PSHE scheme**. It is delivered through:

- Weekly PSHE lessons
- Science curriculum (biological aspects)
- Elements of Religious Education (relationships and values)
- Online safety within Computing lessons
- Enrichment activities, including visits and visitors

Teaching Principles
We ensure that:

- Content is age-appropriate and carefully sequenced
- Pupils are taught in a safe and supportive environment
- Teaching reflects the needs, maturity and understanding of pupils
- Sensitive questions are handled appropriately and professionally
- Pupils are not exposed to inappropriate material

Sex Education Provision

Sex education beyond the statutory science curriculum is not compulsory in primary schools.
At St. Andrew's School, additional age-appropriate sex education is taught only in Year 6. Parents are informed in advance and invited to review the content before it is delivered. They have the right to withdraw their child from all or part of these additional sex education lessons.

Prior to the lessons, Year 6 parents will receive full details of the content to be taught, how it will be delivered and the resources that will be used. This enables parents to understand the programme fully, ask any questions before the lessons begin, and, if they wish, support and reinforce their child's learning at home.

In Year 6, pupils are taught:

- Puberty and physical development (in addition to what is covered in Year 4 with menstrual cycles)
- Emotional changes during adolescence
- Basic human reproduction (within age-appropriate limits)
- Personal hygiene and body changes (In addition to what is covered in Year 1 to 5)
- Respectful relationships during transition to secondary school
- Gender issues including transgender people

This policy reflects current Department for Education expectations, including updated guidance on online safety, safeguarding against harmful sexual behaviour and ensuring inclusive teaching.

Delivery of RSE

RSE is taught within the personal, social, citizenship, health and economic (PSCHE) 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, kind relationships
- Online safety and awareness
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, same-sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (e.g. looked after children or young carers).

We are bound by and uphold the Equality Act and will seek to make RSE, like all aspects of PSCHE and education at St. Andrew's equal and representative of our diverse community. To ensure the delivery of the content is accessible to all pupils, including those with SEND, we will adapt information, where necessary, to ensure all pupils have the opportunity to learn and make progress in understanding.

Although suicide prevention is not taught directly in primary school, we promote emotional literacy, resilience and help-seeking behaviours from an early age. We have trained pastoral staff and safeguarding pathways in place to support mental health needs.

Inclusion and Equality

St Andrew's School complies with the Equality Act 2010.
We ensure that:

- RSE is inclusive and accessible to all pupils
- Teaching avoids stereotyping and discrimination
- All protected characteristics are respected
- Reasonable adjustments are made for pupils with SEND
- Learning is adapted to meet individual needs

We present factual, age-appropriate teaching regarding sex and protected characteristics, ensuring neutrality and compliance with statutory expectations.

Safeguarding and Child Protection

Safeguarding is central to RSE.
Pupils are taught to:

- Recognise unsafe behaviour
- Understand appropriate and inappropriate touch
- Identify trusted adults
- Understand online risks, including exposure to harmful content
- Report concerns confidently

Staff are trained to respond appropriately to disclosures and follow safeguarding procedures in line with Keeping Children Safe in Education (KCSIE).

The curriculum also supports awareness of:

- Online harms, including exposure to misogynistic content
- Respectful behaviour online and offline
- Healthy relationships and boundaries

SEND Provision
RSE is accessible to all pupils, including those with special educational needs and disabilities.
We ensure:

- Adapted/differentiated teaching approaches
- Visual, practical and supported learning strategies
- Use of simplified language where appropriate
- Individual support where required

Roles and responsibilities

Education Development Trust

- Approves the RSE policy
- Monitors its implementation

Principal and SMSC and Enrichment Lead

- Ensure effective delivery of RSE
- Oversee staff training
- Manage parental communication and withdrawal requests

Staff
Staff are responsible for:

- Delivering RSE appropriately and sensitively
- Modelling respectful behaviour
- Supporting pupil understanding
- Following safeguarding procedures
- Reporting concerns

Staff do not have the right to opt out of delivering RSE. Any concerns must be raised with the Principal.

Pupils
Pupils are expected to:

- Participate respectfully in lessons
- Listen to others' views
- Treat sensitive topics appropriately

Parents' Right to Withdraw
Parents do not have the right to withdraw their child from relationships education.
Parents do not have the right to withdraw from sex education delivered within the statutory science curriculum.

When notified, in Year 6, when sex education lessons are being delivered, parents should email the Office if they would like for their child to be withdrawn.

Training
All staff receive training on:

- Delivery of RSE content
- Safeguarding and child protection
- Responding to sensitive questions
- Identifying and responding to harmful sexual behaviour
- Online safety and exposure to harmful content
- Supporting emotional wellbeing

Training is reviewed regularly and updated in line with statutory guidance.

Monitoring arrangements
The quality and effectiveness of RSE is monitored through:

- Lesson observations
- Planning reviews
- Learning walks
- Pupil voice interviews
- All speakers will be thoroughly checked and their material discussed prior to any presentations to pupils.
- Staff feedback
- Safeguarding trend ana

Impact is reviewed to ensure pupils develop knowledge, skills, and attitudes appropriate to their age and stage of development.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Policy Review
This policy is reviewed annually or sooner if statutory guidance changes.

Mrs S. Fox
SMSC and Enrichment Leader
St. Andrew's School

Policy Date: 1st September 2026
Review Date: September 2027

Appendix 1

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as 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. • That the families of other children, 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. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	PUPILS SHOULD KNOW
Online Safety and Awareness	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.