



Two Rivers Federation

Relationships and Sex Education Policy

Introduction

This policy considers the schools approach to Relationships and Sex Education (RSE) including elements of the previous Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DfE Relationship and Sex Education Guidance updated September 2026.

Aims:

- Develop confidence, self-worth, self-esteem, independence, and resilience, valuing themselves and others.
- Understand and form respectful, caring relationships, including friendships and family relationships.
- Learn about their bodies, name body parts correctly, understand how bodies change over time, and be prepared for the physical and emotional changes of puberty.
- Understand the importance of personal boundaries, privacy, consent (age-appropriate), and respect within relationships.
- Encourage children about healthy loving relationships and include same-sex parents when discussing families.
- Explain the idea behind gender identity.
- Make informed, responsible decisions that support healthy lifestyles, including personal hygiene, routines that reduce the spread of viruses, and choices that promote physical and mental health.
- Develop effective communication skills, including listening, empathy, and the ability to express feelings appropriately and to express needs and boundaries.
- Develop respect for diversity and equality
- Build the skills needed to manage emotions, cope with challenges, and maintain positive mental wellbeing and difference, and understand the importance of inclusion and challenging stereotypes.
- Understand the influence of media and online content on attitudes, expectations, and behaviour, and develop critical thinking skills.
- Recognise unsafe situations, including online and offline risks, understand the consequences of actions, and know how to seek help and support from trusted adults and services.
- Understand how to keep safe online avoiding online financial harm, gaming, scams, fraud and social media.
- Be encouraged to make informed choices, including responsible financial decisions such as saving and managing money appropriately.
- Take increasing responsibility for their own learning and behaviour, developing independence and a sense of personal responsibility.
- Understand and uphold fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- Understand and recognise risks in the context of fire and travel safety, around water, roads and railways.
- Recognise that bereavement can bring a range of feelings and everyone grieves differently.

As part of RSE, pupils will be taught about the nature and importance of relationships. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We aim to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

We teach RSE throughout different aspects of the curriculum, including science, and R.E key stage assemblies and have standalone lessons that support the subject.

The scheme of work for RSE at both schools maps out a grid of lessons/units for each class which progresses and returns to themes as children move through the school

We also teach RSE through Science, PE and R.E., where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage children learn about life cycles.

Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others. In Key Stage 1 children learn:

- Animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

From Year 5 we place a particular emphasis on RSE, as many children can experience puberty from this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their

bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy)

Online Safety and Media Literacy

Children learn about safe and responsible use of technology, respectful communication and how to seek help when worried. Age-appropriate teaching includes safer use of social platforms, recognising misinformation, understanding how algorithms influence content, and early awareness of harmful online influence such as toxic role models or manipulated/AI generated images.

Personal Safety

Children are taught how to recognise risk in real-life situations such as near roads, railways, water and public spaces. They learn strategies for staying safe, assessing danger and knowing when and how to seek help.

Respect, Equality and Antibullying

Children explore fairness, equality, stereotypes, discrimination and respectful behaviour. We actively challenge sexist language and encourage pupils to speak up when they witness unkindness or harassment.

Mental Wellbeing

RSHE supports pupils in understanding feelings, recognising early signs of worries, and learning about coping strategies. It includes topics such as managing friendships, dealing with change, and understanding grief and loneliness.

The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents 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.
- If parents/carers request for their child be removed from non-statutory lessons, then that child will be provided with alternative work, linked with the RSE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

The Role of the Head of School

It is the responsibility of the Headteacher to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. We encourage other valued members of the community to work with us to provide advice and support to the children regarding health education. We can contact the locality team if we need support or advice.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of RSE education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching. Pupils' Questions Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of RSE education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered. If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use 'slang' terms as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

Visiting speakers.

Any visiting speakers to the school should be familiar with the school's Policy on Relationships and Sex Education and be cleared by the Head of School. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

Advising Parents/Carers

Parents/Carers views were sought prior to the introduction of this policy. The RSE curriculum and policy will be made available on the school website and paper copies are available from the school office. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials if they wish.

Confidentiality/Safeguarding

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a

victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated safeguarding lead.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Monitoring and Evaluation

This policy and scheme of work will be regularly reviewed by Governors and any feedback from teachers, parents/carers and pupils will be considered.

Appendix A - Scheme of work

Overview of all PSHE topics covered using the 1Decision scheme and Jigsaw scheme, within which class/year group they will be taught and at what time during the school year. Health Education including: personal safety, personal hygiene, physical and sexual development, growth and change, puberty, human reproduction and pregnancy. Personal and social development: including relationships with family and friends, self-esteem, emotional development, gender roles, stereotyping and online safety.