Relationship & Sex Education Policy

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Relationship & Sex Education Policy 2026

Date Produced: *September 2025*

This document details the Christ Church Academy policy for provision of Relationship Education (RE) and Relationship and Sex Education (RSE) in line with the guidance produced by the Department of Education July 2025 (Statutory from September 2026)

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Introduction

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidenced based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life and promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. (Para1)

1.1 Subject Definitions

Our definition of Relationships Education (RE) is as follows:

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Our definition of Sex Education (SE) is as follows:

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as Relationship and Sex Education (RSE).

1.2 School's Legal Duty

The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2025, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education and topics taught under the science curriculum relating to puberty and sexual reproduction compulsory for all pupils receiving primary education in England. (Para 21)

1.3 Distribution of this Policy

This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to

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parents through the school website, and a copy is available through the school office. (Para 12)

2.0 RSE in Practice:

2.1 Curriculum Overview

• The focus for primary relationship education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

• Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary.

• Schools should be sensitive to pupils' circumstances recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same sex families, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers.

● Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy and children's right over their own bodies and personal information. Pupils should be able to recognise emotional and sexual abuse.

• Pupils should know how to report concerns and seek advice.

• Primary children should be introduced to protective and preventative content in a way that doesn't cause unreasonable alarm and does not appear to normalise risky behaviours and activities.

• Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. 2.2 Subject Curriculum

• Please see the BTE Primary School RSE Curriculum 2025 document (appendix 1).

• Special note: Within our school we use the scientific language for the genitals from the outset. Whilst children may call these areas something else at home, at school we use the proper scientific words.

2.3 Delivery of RE & RSE

Our school works with BigTalk Education (BTE), an award-winning team of specialist RSE facilitators, who have been successfully delivering age appropriate RSE in over 250 schools nationwide for over 20 years. BTE deliver to each class within school, for more details please see details in BTE Primary RSE Curriculum 2025 (Appendix 1).

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Our teaching staff are present in all of the sessions and observe the BTE staff. This forms part of their CPD programme and ensures they can reinforce the lesson content and answer any follow up questions throughout the academic year.

In addition to this RE & RSE topics will be included in Collective Worship, circle time, PSHE lesson and science lessons.

2.4 School Values

All content in the RSE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society. In particular our Christian Values – compassion, justice, wisdom, hope, endurance, friendship, service and trust

2.5 External Provider Values

The BigTalk Education (BTE); Growing Up Safe programme has no religious association and is taught in both faith and non-denominational schools across the UK. It is a gentle programme that adheres to the values listed below:

• Equality is not always about treating everyone the same – it is about treating people in such a way that the outcome for each pupil can be the same.

• Tolerance is understanding that not everybody is the same and having the willingness to accept this.

• Honesty is being truthful and open at an age appropriate level, that allows pupils to learn and understand.

• Support is to work together with pupils' families to provide guidance and care for children.

• Respect is valuing each person as an individual of importance, as well as the beliefs of their family and community,

• Empower is equip children with knowledge to keep them safe, healthy and happy.

• Sensitivity is having an awareness of the feelings of others and responding accordingly.

• Trust is ensuring children have a safe space to learn and discuss.

• Empathy is the ability to identify and understand the feelings of others and offer them support.

These values aid us in ensuring a safe and positive place for children to learn.

2.6 Equality

The governing body has wider responsibilities under the Equalities Act 2010, to ensure that no pupil(s) are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief,

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nationality, ethnic or national origin, pregnancy, maternity or home circumstances (e.g. looked after children).

The Growing Up Safe programme is autism friendly and has been designed to be inclusive and accessible to most children including those whose first language is not English. During these lessons any pupils with additional needs will be identified by their teacher and every provision made to help them join in during the RE/RSE lessons. If a pupil is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their ability level. Up to and including year 4, all lessons will be co-educational, however in Years 5 and 6 these will be separated by gender (please note that lesson content is the same). BTE can also provide specific resources for pupils who have special educational needs and those from the Gypsy Roma Traveller Community. School will keep a record of individual provision of RE/RSE for pupils who are absent on the day of the GUS programme delivery, our alternative provision will be:

teaching staff will review the missed lesson content using BigTalk Education's Growing Up Safe Cards, Bodies Babies Bellybuttons or other resources with the child on their return to school.

2.7 Children's Questions

In order to promote a healthy, positive atmosphere for RSE, the school wants to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. School believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme. During GUS sessions, the BTE team will answer questions asked by pupils.

Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children, of illegal activity or other doubtful, dubious or harmful activity. In this instance the facilitator may answer the question separate from the rest of the class. Any questions of this nature will be reported to school staff directly and followed up in writing (please see Causes for Concern and Disclosures section below). Teaching staff will be familiar with the content and resources of the GUS programme through shadow training, therefore should be equipped to answer questions resulting from the GUS sessions. Should questions of concern arise that teaching staff are uncertain how to answer, support can be sought from the RSE/PSHE Coordinator or BTE in order to give an age-appropriate answer. Where a child has been withdrawn from the lesson and asks subsequent questions, teachers are to refer the pupil to their parent or carer at home.

3.0 Parental/Carer Engagement

As part of the Growing Up Safe programme BigTalk Education provide online presentations accessible to all parents, carers, school staff and governors. These include an introduction to BTE and cover all the topics and resources used with each

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specific year group. Pupils will be encouraged to speak to their parents/carers about what they have learnt and to continue the learning at home. It provides a foundation on which they can build upon and they may wish to introduce their own family values and beliefs.

3.1 Parents' Rights to Request Withdrawal from Sex Education.

As the school is legally obligated to provide pupils with Relationship Education (RE), parents do not have a right to withdraw their children from Relationship Education and topics taught under the science curriculum relating to puberty and sexual reproduction. This is applicable to all pupils receiving primary education in England. (Para 21) Our school chooses to teach RSE from year 4, this provides pupils with factual age appropriate information on puberty and reproduction. Effective teaching will support prevention of harms by helping children and young people understand and identify when things are not right. (Para 1)

Having viewed the resources made available from school parents and carers may request a meeting with the Head Teacher to discuss this further.

4.0 Confidentiality

All governors, all teachers, all support staff and all parents must be made aware of this policy, particularly how it relates to issues of privacy and confidentiality. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in all matters. For example, they must report those which are illegal or abusive to others (e.g. parents, headteacher etc.) but the pupil will always be informed first.

5.0 Causes for Concern and Disclosures

All BTE staff have up to date enhanced DBS checks. BTE have a statutory duty to report any causes for concerns or disclosures received from children in school. These will be fed back immediately to staff in school face to face and followed up in writing to school detailing the action taken on the day. If a child was ever to accuse or implicate a member of school staff, then BTE would liaise directly with the Head Teacher/Board of Governors/Trustees.

Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the school's safeguarding policy and immediately inform the designated member of staff responsible. Our school designated safeguarding lead is **Jenna Martin.**

6.0 Monitoring and Evaluation

Feedback and suggestions from staff and parents on BTE's provision will be gathered by BTE and returned to school to aid the review process. Questions asked during lessons in year 4, 5 and 6 will be collected and kept for reference to ensure pupils' needs are being met. A list of the questions will be produced and sent to school as part of the evidence package.

7.0 School Roles Relating to RSE

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7.1 Governors

Governors are responsible for:

• Establishing the RSE Policy, in consultation with teachers and parents.

• Ensuring this policy is made available to parents and carers.

• Ensuring this policy is in line with other school policies e.g. SEN, Safeguarding etc.

• Ensuring that parents know the statutory parts of the curriculum.

• Establishing a link governor to share in the monitoring and evaluation of the programme.

• Ensuring that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the setting of RSE within PSHE.

7.2 The Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, appropriate agencies, BDAT and the Local Education Authority.

7.3 PSHE/RSE Coordinator

The coordinator along with the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE.

7.4 All Staff

Our approach to RSE is that of a Whole School Approach. Appropriate training will be given for all staff teaching RSE. All staff members (including Teaching Assistants/TA's) will be encouraged to observe delivery to the children in one of the classes.

8.0 Additional Policy Information

8.1 Policy Production & Review This policy was written in conjunction with BigTalk Education Ltd, a social enterprise who work with schools across England supporting the delivery of RE and RSE. BTE review the curriculum on an annual basis to ensure that any new developments in RSE and best practice, emerging risks or other safeguarding dangers are reflected in the education provided to children to keep them safe, healthy and happy. Full details of current curriculum can be viewed at

https://www.bigtalkeducation.co.uk/

This policy will be reviewed by school annually, to be reviewed next in October 2026

8.2 Linked Policies This policy is linked to our Safeguarding policy

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