



**Gamston St Peter's CofE
Primary School**

**Relationships & Sex Education
(RSE) Policy**

Last Updated: October 2025

Summary of Key Changes Made

1. **Updated statutory references to July 2025 guidance** ensuring compliance with the latest requirements.
2. **Explicit parental engagement and transparency** added, including advance notification of curriculum content and access to materials.
3. **Clarified parental rights and withdrawal process**, including pupil opt-in rights from age 16 and documentation of withdrawal discussions.
4. **Inclusion of LGBTQ+ relationships** and diversity language to reflect statutory equality requirements.
5. **Stronger links to whole school policies** such as safeguarding, behaviour, and anti-bullying to reflect a whole school approach.
6. **Clearer curriculum sequencing and accessibility statements**, especially for SEND pupils.
7. **Enhanced assessment and reporting clarity**, linking formative assessment to curriculum development.
8. **Ground rules and confidentiality** sections updated to align with safeguarding and best practice.
9. **Visitor use clarified** with school responsibility for content and ethos maintained.

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Gamston St Peter's Church of England Primary School, our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other, whether within a friendship, family relationship, or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Aims

The aims of relationship and sex education at Gamston St Peter's CofE Primary School are to:

- Ensure Sex and Relationships Education is part of a child's broad, balanced curriculum and integral to all-round development.
- Enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationships.
- Prepare children for healthy relationships in an online world.
- Understand how to stay safe, know the importance of boundaries, and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Ensure respect for others and acceptance of differences, while challenging behaviours and attitudes that exploit others and do not reflect Christian values.
- Know how to 'love your neighbour' even when we might disagree.

Statutory Requirements

This school complies with the Equality Act 2010, the Public Sector Equality Duty, and the statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education (updated July 2025).

[Statutory Guidance Link](#)

Relationships Education is compulsory in all primary schools. Sex Education is not compulsory in primary schools but is recommended in Years 5 and 6 alongside the

science curriculum. Parents have the right to withdraw their child from sex education (excluding science content).

Policy Development and Review

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

1. Review of national, diocesan, and local guidance by a Local Governing Body member, Executive Headteacher, and PSHE leader.
2. Staff consultation for feedback and recommendations.
3. Parent and stakeholder consultation through meetings and questionnaires, with transparent communication about curriculum content and parental rights.
4. Pupil consultation to understand their needs and views.
5. Ratification by the Governing Board.

This policy will be reviewed every two years, or sooner if required, with ongoing engagement from the school community.

Definitions

- **Relationships Education:** Covers all types of relationships including online, peer-to-peer, family, and carer relationships, respect for others, and staying safe.
- **Sex Education:** Covers romantic relationships, sexual health, and contraception (taught in Years 5 and 6).
- **Personal, Social and Health Education (PSHE):** Includes puberty, physical health, mental wellbeing, drugs, alcohol, and tobacco.
- **Science Curriculum:** Covers human reproduction, puberty, and related biological facts.

Parental Engagement and Right to Withdraw

- Parents are proactively engaged and informed about RSE content in advance, with all curriculum materials available on request and published on the school website.
- Parents have the right to request withdrawal of their child from sex education (non-science content) by writing to the headteacher. The headteacher will discuss the request with parents and, where appropriate, the child, explaining the benefits of RSE and potential impacts of withdrawal. This process is documented.
- Pupils can opt back into sex education from three terms before their 16th birthday.
- Parents cannot withdraw pupils from Relationships Education or Health Education, nor from science curriculum content related to puberty or reproduction.
- Alternative purposeful education is provided during any withdrawal period.

Curriculum Delivery

- RSE is delivered through discrete PSHE lessons, cross-curricular links (Science, RE), and school activities.
- Content is carefully sequenced and age-appropriate, with adaptations for pupils with SEND.
- The curriculum includes teaching about diverse family and relationship types, including LGBTQ+ relationships, promoting respect and inclusion.
- Visitors with appropriate expertise may be invited, but the school retains responsibility for content and delivery.

Resources

- Resources from the PSHE Association and Family Planning Association are used and regularly reviewed.
- All materials are age-appropriate, unbiased, and reflect the school's Christian ethos and statutory requirements.

Moral Framework and Equal Opportunities

- RSE is taught within a framework promoting honesty, respect, tolerance, positive attitudes towards stable relationships, and understanding diversity in religion, culture, and sexual orientation.
- The programme is inclusive and free from cultural bias and gender stereotyping.

Learning and Teaching

- Active learning methods such as Circle Time, Games, Role Play, and Discussions are used.
- Worksheets are discouraged in favour of experiential learning to build positive self-esteem.
- Ground rules are established in lessons to ensure a safe, respectful environment.

Assessment and Reporting

- Assessment is formative, including self-assessment, peer assessment, presentations, and teacher observations.
- Assessment outcomes inform curriculum development and pupil support.
- Reporting focuses on pupil skills and attitudes, with no formal grading.

Handling Difficult Questions and Safeguarding

- Pupils' questions are answered honestly and age-appropriately; some sensitive topics may be deferred or discussed privately with parents.
- 'Ask-it' baskets provide a confidential way for pupils to ask questions.

- Safeguarding procedures are followed if a question indicates risk or harm.
- Confidentiality is limited; safeguarding takes precedence.

Roles and Responsibilities

- **Governing Board:** Approves the policy and holds the headteacher accountable.
- **Headteacher:** Ensures RSE is taught in a sequenced way, manages withdrawal requests, and supports staff.
- **Staff:** Deliver RSE sensitively, model positive attitudes, respond to pupil needs, and engage with training.
- **Pupils:** Engage respectfully and sensitively in RSE lessons.

Support and Training

- Ongoing staff training is provided by the PSHE leader and external specialists.
- New staff and NQTs receive additional support in RSE delivery.

Monitoring and Evaluation

- The PSHE subject leader monitors delivery through planning reviews, learning walks, pupil discussions, and evaluation of pupil work.
- Feedback informs ongoing curriculum development.

Confidentiality and Personal Beliefs

- Teachers do not promise confidentiality where safeguarding concerns arise.
- Personal beliefs do not influence RSE teaching.
- Ground rules ensure respectful and clear communication.

Whole School Approach

- RSE is part of a broader approach to wellbeing and positive relationships, linked with behaviour, safeguarding, and anti-bullying policies.

Policy Review

This policy was ratified by the Governing Body in November 2025 and will be reviewed within 12 months or sooner if required.

Signed:

(Headteacher)

(Chair of Governors)

Appendix 1: Whole School Curriculum Overview

TOPICS	HEALTHY LIFESTYLES	GROWING AND CHANGING	KEEPING SAFE	FEELINGS AND EMOTIONS	HEALTHY RELATIONSHIPS	VALUING DIFFERENCE	RIGHTS AND RESPONSIBILITIES	ENVIRONMENT	MONEY
YEAR 1	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe around household products; how to ask for help if worried about something	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives ★	Respecting similarities and differences in others; sharing views and ideas ★	Group and class rules; everybody is unique in some ways and the same in others ★	Looking after the local environment (Cross year-group project with year 2)	Where money comes from; how to use money - saving and spending money
YEAR 2	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia) ★	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts ★	Behaviour; bodies and feelings can be hurt ★	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying ★	Respecting similarities and differences in others; sharing views and ideas ★	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment (Cross year-group project with year 1)	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
YEAR 3	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively ★	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (Cross year-group project with year 6)
YEAR 4	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. ★ Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers ★	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan
YEAR 5	What positively and negatively affects health and well-being; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. ★ Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving difference	Different rights; responsibilities and duties ★	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax
YEAR 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. ★ Acceptable and unacceptable physical touch; personal boundaries and the right to privacy ★	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying ★	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise (Cross year-group project with year 3)