

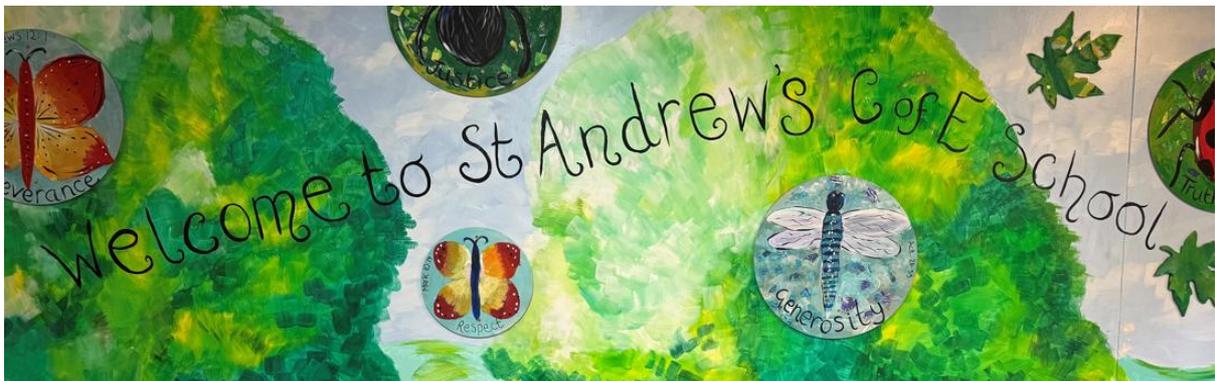
St Andrew's CE School and Nursery

RSE Policy September 2025



'May the God of hope fill you with all joy and peace as you trust in Him' Romans 15:13

At St Andrew's CE School and Nursery, our vision is for everyone in our community to learn and flourish. We grow together through perseverance, friendship and respect creating a supportive environment where we find hope, joy, and peace.



Perseverance

*By persevering, we grow
in **hope** for the future*

Friendship

*Through friendship and
connection, we find **joy***

Respect

*By living with respect, we
find **peace***

Our Christian values underpin our ethos. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum.

We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Aims and outcomes of RSE in the curriculum

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RSE provides opportunities for pupils to:

- Better understand the nature of human relationships
- Learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- Consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- Use the correct vocabulary to describe themselves and their bodies
- Understand how a baby is conceived and born
- Reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

For more information about our curriculum, see Appendices 1 and 2.

Definition of Relationship and Sex Education

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE is not about the promotion of sexual activity.

Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Roles and Responsibilities

1. The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

2. The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory Science components of RSE.

3. Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory Science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The RSE curriculum is taught by class teachers and HLTAs.

4. Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Inclusion

The RSE policy reflects and is in line with the schools' equal opportunities policy and the schools ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support.

Confidentiality and child protection issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. RSE discussions may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy.

Answering difficult questions and sensitive issues

Staff members are aware that views around RSE are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In PSHE lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

How the relationships and sex education programme is monitored, evaluated and assessed

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through formative and summative processes, including pupil voice.

Professional development for staff

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school except for those parts included in statutory National Curriculum Science. They cannot withdraw their child from Relationship Education. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the Sex Education programme until the request for withdrawal has been removed. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Working with parents and carers

Parents/carers are invited to drop in sessions prior to RSE lessons to explore the content their child will be exposed to. Parents/carers are also given information leaflets which outline the RSE curriculum.

The government guidance on RSE emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children from any school Sex Education taught outside National Curriculum Science (Education Act 1996).

Parents/carers have a legal right to see the school RSE policy and to be given a copy of it. Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Appendix 1: Curriculum map

St Andrew's CE First School RSE Curriculum (including Health Education)

Year Group	Healthy Me	Relationships	Changing Me (including Sex Education)
Reception	<ul style="list-style-type: none"> • To understand that I need to exercise to keep my body healthy • To understand how moving and resting are good for my body • To know which foods are healthy and not so healthy and can make healthy eating choices • To know how to help myself go to sleep and understand why sleep is good for me • To wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • To know what a stranger is and how to stay safe if a stranger approaches me 	<ul style="list-style-type: none"> • To identify some of the jobs I do in my family and how I feel like I belong • To know how to make friends to stop myself from feeling lonely <ul style="list-style-type: none"> • To think of ways to solve problems and stay friends • To start to understand the impact of unkind words • To use Calm Me time to manage my feelings <ul style="list-style-type: none"> • To know how to be a good friend 	<ul style="list-style-type: none"> • To name parts of the body • To tell you some things I can do and foods I can eat to be healthy <ul style="list-style-type: none"> • To understand that we all grow from babies to adults • To express how I feel about moving to Year 1 • To talk about my worries and/or the things I am looking forward to about being in Year 1 • To share my memories of the best bits of this year in Reception
Year 1	<ul style="list-style-type: none"> • To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • To know how to make healthy lifestyle choices • To know how to keep myself clean and healthy, and understand how germs cause disease/illness 	<ul style="list-style-type: none"> • To identify the members of my family and understand that there are lots of different types of families • To identify what being a good friend means to me • To know appropriate ways of physical contact to greet my friends and know which ways I prefer 	<ul style="list-style-type: none"> • To start to understand the life cycles of animals and humans • To tell you some things about me that have changed and some things about me that have stayed the same • To tell you how my body has changed since I was a baby • To identify the parts of the body that make boys different

	<ul style="list-style-type: none"> • To know that all household products including medicines can be harmful if not used properly • To understand that medicines can help me if I feel poorly and I know how to use them safely • To know how to keep safe when crossing the road, and about people who can help me to stay safe • To can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy 	<ul style="list-style-type: none"> • To know who can help me in my school community • To recognise my qualities as person and a friend • To tell you why I appreciate someone who is special to me 	<p>to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p> <ul style="list-style-type: none"> • To understand that every time I learn something new I change a little bit • To tell you about changes that have happened in my life
Year 2	<ul style="list-style-type: none"> • To know what I need to keep my body healthy • To show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • To understand how medicines work in my body and how important it is to use them safely • To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy • To make some healthy snacks and explain why they are good for my body • To decide which foods to eat to give my body energy 	<ul style="list-style-type: none"> • To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate • To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • To identify some of the things that cause conflict with my friends • To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • To express my appreciation for the people in my special relationships 	<ul style="list-style-type: none"> • To recognise cycles of life in nature • To tell you about the natural process of growing from young to old and understand that this is not in my control • To recognise how my body has changed since I was a baby and where I am on the continuum from young to old • To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private • To understand there are different types of touch and can tell you which ones I like and don't like

			<ul style="list-style-type: none"> To identify what I am looking forward to when I move to my next class
Year 3	<ul style="list-style-type: none"> To understand how exercise affects my body and know why my heart and lungs are such important organs To tell you my knowledge and attitude towards drugs To identify things, people and places that I need to keep safe from To know some strategies for keeping myself safe, who to go to for help and how to call emergency services To identify when something feels safe or unsafe To understand how complex my body is and how important it is to take care of it 	<ul style="list-style-type: none"> To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females To identify and put into practice some of the skills of friendship eg. taking turns, being a good listener To know and can use some strategies for keeping myself safe online To explain how some of the actions and work of people around the world help and influence my life To understand how my needs and rights are shared by children around the world and can identify how our lives may be different. To know how to express my appreciation to my friends and family 	<ul style="list-style-type: none"> To understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby To understand how babies grow and develop in the mother's uterus To understand what a baby needs to live and grow To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies To can identify how boys' and girls' bodies change on the outside during this growing up process To identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up <ul style="list-style-type: none"> To start to recognise stereotypical ideas I might have about parenting and family roles To identify what I am looking forward to when I move to my next class

Year 4	<ul style="list-style-type: none"> • To recognise how different friendship groups are formed, how I fit into them and the friends I value the most • To understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations • To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke • To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • To recognise when people are putting me under pressure and can explain ways to resist this when I want • To know myself well enough to have a clear picture of what I believe is right and wrong 	<ul style="list-style-type: none"> • To recognise situations which can cause jealousy in relationships • To identify someone I love and can express why they are special to me • To tell you about someone I know that I no longer see • To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older • To know how to show love and appreciation to the people and animals who are special to me 	<ul style="list-style-type: none"> • To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm • To correctly label the internal and external parts of male and female bodies that are necessary for making a baby • To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • To know how the circle of change works and can apply it to changes I want to make in my life • To identify changes that have been and may continue to be outside of my control that I learnt to accept • To identify what I am looking forward to when I move to a new class
Year 5	<ul style="list-style-type: none"> • To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart 	<ul style="list-style-type: none"> • To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • To understand that belonging to an online community can have positive and negative consequences 	<ul style="list-style-type: none"> • To be aware of my own self-image and how my body image fits into that • To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally

	<ul style="list-style-type: none"> • To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • To understand how the media, social media and celebrity culture promotes certain body types • To describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures • To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy 	<ul style="list-style-type: none"> • To understand there are rights and responsibilities in an online community or social network • To know there are rights and responsibilities when playing a game online <ul style="list-style-type: none"> • To recognise when I am spending too much time using devices (screen time) • To explain how to stay safe when using technology to communicate with my friends 	<ul style="list-style-type: none"> • To describe how boys' and girls' bodies change during puberty • To understand that sexual intercourse can lead to conception and that is how babies are usually made <ul style="list-style-type: none"> • To understand that sometimes people need IVF to help them have a baby • To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • To identify what I am looking forward to when I move to middle school
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents 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	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it 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 physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>