

Relationship and Sex Education Policy and Guidelines



Introduction

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

This policy is formed by:-

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfEE, 2025)
- The National Curriculum, (2014)

We base our Sex and Relationships Education Policy on the DfES, Relationship and Sex Education Guidance. We define Relationship and Sex Education as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.

We use Relationships and Sex Education as a positive opportunity to inform children about sexual issues. We believe this should always be done with regard to morality and individual responsibility and in a way that allows pupils to ask and explore moral questions. We do not use Relationships and Sex Education as a means of promoting any form of sexual orientation.

This policy should be read in conjunction with the PSHE Policy.

Rationale:

We acknowledge the importance of a whole school approach to Relationships and Sex Education.

We recognise that Relationships Education is most effective when taught within the context of PSHE and that Sex Education be covered through the Science curriculum with the enhancement of the school nurses resources for teachers to deliver puberty talks.

PSHE plays a vital role in supporting pupils to make responsible and well-informed decisions about their lives. It is actively concerned with supporting our pupils to acquire and extend knowledge, explore attitudes and develop skills which will enable pupils to have a positive regard for their own health, and to contribute to the health of the community in which they live.

We will teach Relationships and Sex Education in the belief that:

- It is important to build positive relationships with others, involving trust and respect and to learn skills to create kind and caring friendships
- It is important to learn ways to manage emotions and to recognise abusive behaviour and to know boundaries.
- Children should develop confidence, communication and resilience
- Children should know how to talk to trusted adults and to seek advice and report wrong behaviours on and offline.
- Families of many forms provide a nurturing environment
- Sex education is part of a wider social, personal, spiritual and moral education process

Aims & Objectives

The aim of Relationships and Sex Education is to meet the needs of all pupils through the provision of a balanced, comprehensive, and co-ordinated curriculum, within which the teaching about personal relationships and sexual issues can occur.

We will provide accurate information that is appropriate to every pupil's stage of development, with consideration for the broader emotional, ethical and moral dimensions of sexual attitudes.

Specifically we will teach pupils about:-

- The physical development of their bodies as they grow into adults
- Keeping themselves and their bodies safe – using the NSPCC underpants rule
- The importance of family life and different family structures
- The nature of relationships and the responsibilities of the individual
- Respect for the views of other people and managing conflict
- Personal boundaries and privacy
- Hygiene and puberty (including correct terminology)
- The vital importance of good health and a healthy lifestyle (diet, exercise, sleep)
- The necessity of developing a sense of worth and well being
- Recognising unhealthy or unsafe relationships
- How to manage conflict and that resorting to violence is never right
- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media.
- Bereavement and change
- Social media age restrictions and online risks
- We aim to generate an atmosphere where questions can be asked and answered openly and honestly and without embarrassment

Entitlement

All pupils at this school have an equal entitlement to a Relationships and Sex Education programme, irrespective of ability, gender, ethnicity or background.

CURRICULUM GUIDELINES

Organisation

RSE is delivered in a variety of ways by both Teachers and Teaching assistants:-

- Through other subjects and curriculum areas, such as Science and PE. We believe these subjects contribute significantly to pupil's knowledge and understanding of his or her own body and how it changes and develops.
- In PSHE we teach pupils about Relationships and about what constitutes healthy and unhealthy relationships
- Through Science and PSHE we teach children about the parts of the body and how they work and in KS2, we explain to them what will happen during puberty. We follow the guidelines and materials in the national scheme of work for science as well as resources from the school nurse. We encourage pupils to ask for help if they need it.
- In Year 5 and 6 special emphasis is placed on health education through utilising the support of outside agencies e.g. School Nurse for puberty talks.

Teaching and Learning Styles

All the staff will support pupils to develop confidence in talking, listening and thinking about Relationships and Sex Education. To do this effectively we use a range of teaching and learning styles including:-

- Establishing ground rules. We believe that it is vital that teachers create a safe and supportive environment that enables all pupils to feel safe, comfortable and supported.
- We place particular emphasis on active learning by involving pupils in discussion, group work, investigations and problem solving activities. We offer the children the opportunity to hear visiting speakers such as the school nurse and any other health workers that we invite into the school.
- Other effective techniques are role – play, case studies and videos. They are particularly helpful in avoiding embarrassment by depersonalising issues.

Teachers/Teaching assistants will establish clear parameters of what is appropriate and inappropriate in a class setting. Establishing ground rules is an important part of this whole process. They will also be following the PSHE Association scheme of work and their resources as a basis as well as 1decision's scheme of work.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named member of staff responsible for Safeguarding, who may confer with the headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Consulting Parents

We value close partnerships with our parents, guardians and carers. We believe that the primary role in a child's Relationships and Sex Education lies with the parents and believe that parents need to know that the school's Relationships and Sex Education programme will complement and support their role as parents/guardians. We wish to build positive and supportive relationships with parents through mutual trust, understanding and co-operation. In promoting this we will:-

- Inform parents/guardians about the school's Relationships and Sex Education policy and practice.

- Invite parents to view any of the videos that their child may be shown as part of Relationships and Sex Education.
- Answer any questions that parents/guardians may have about the Relationships and Sex Education of their child.
- Fully consider any issues that parents/guardians raise with teachers or governors about this policy or the arrangement for Relationships and Sex Education in the school.
- Involve parents in reviewing the school policy by sending the policy to them, with an accompanying letter, asking for any feedback.

Parents/guardians can exercise the right to withdraw their child from Sex Education. In such a situation, alternative work would be provided. Parents/guardians do not however, have the right to withdraw their children from those aspects of Relationships and Sex Education that arise in science lessons as part of the National Curriculum.

If a parent/guardian wishes to withdraw their child from Relationships and Sex Education lessons, they must discuss this with the Head Teacher and make it clear which aspects of the programme they do not wish their child to participate in.

We will always comply with the wishes of the parents/guardians in this regard.

The Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals give us valuable support with our Relationships and Sex Education programme.

Staff Training

We recognise that Relationships and Sex Education can be a difficult area to teach effectively and that teachers may not always be comfortable. Support and training will be provided if needed.

The Head Teacher

The Head Teacher will ensure;

- Staff and parents are informed about the school's Relationships and Sex Education policy and that it is implemented effectively.
- Teachers are given sufficient training when available, so that they can handle effectively any difficult issues that may arise.
- All visitors who work with pupils are aware of the policy and that they work within its framework.

The Head teacher will also:

- Oversee any liaison with external agencies regarding the schools Relationships and Sex Education programme.
- Monitor this policy on a regular basis and report to the governors when requested on the effectiveness of this policy.

Agreed: Summer 2026

Review Date: Spring 2027