



Relationships and Sex Education (RSE) Policy

Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity.

Colossians 3:12-14

Date: May 2026

Review Date: May 2028

School Vision

With thankful hearts, we trust in God as we grow in his love which shines through us. We aim to live our faith and grow in wisdom.

But the wisdom from above is pure first of all; it is also peaceful, gentle, and friendly; it is full of compassion and produces a harvest of good deeds; it is free from prejudice and hypocrisy. (James 3:17)

And Jesus grew in wisdom and stature, and in favour with God and people. (Luke 2:52)

What Is Relationship and Education at Whitegate?

When we look at Relationships and Sex, we aim to develop an understanding that love is not just a physical, sexual construct. As we see in the lives of David and Jonathan, deep and meaningful relationships are crafted within the love of God. With God as our guide, we journey with our children through the often confusing and challenging world of friendships and relationships. With Jesus as our role model, we will help demonstrate to the children that friendships and relationships are created through:

- encouraging one another and build each other up (1 Thessalonians 5:11)
- treating others as we wish to be treated (Matthew 7:12 and 1 Corinthians 15:33)
- show respect, understanding and forgiveness to each other (Colossians 3:13)

RSE is lifelong learning about physical, moral, emotional and spiritual development. It is about understanding the importance for family life, of stable loving relationships, life-long marriage, mutual respect, love and care for others. It is also about the teaching of basic puberty and personal hygiene. It is **not** about the promotion of sexual orientation or sexual activity, this would be **inappropriate** teaching.

Introduction

Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE contributes to this duty. Ofsted carries out subject inspections for PSHE and draws attention to the correlation between outstanding schools and effective PSHE programmes.

The National Curriculum Framework Document (2013) states that: 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.'

Key areas explored within our RSE curriculum include:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

This policy:

- Has been developed through a process of consultation with the relevant professionals.
- Developed with consultation of the Governors.

Defining RSE

The term Relationship and Sex Education – RSE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information. Instead, it focuses on clarifying attitudes and values, developing self-esteem and the skills to manage relationships. This reflects our Christian ethos.

Our School's Defining Faith

Under the RSE statutory guidance of 2020, all schools may teach about faith perspectives. As the school vision states, we teach the children that trusting in God brings about wisdom and allows us all to let His love shine through. It is from the distinct Christian perspective on how relationships are grown and developed that our approach to RSE is created.

Acting within the requirements of the Equality Act of 2010, we will explore, with the children what the Christian faith has to say about relationships and sexual relationships whilst ensuring that any contentious topics are covered within the confines of a safe, balanced debate that is sensitive to all.

Church of England guidelines

As a Christian school with Jesus at the center of all we do, we follow the Church of England Guidelines which state that RSE should be based on the following principles:

- Children need to learn the importance of protecting themselves and of self-control.
- Children should be made aware of God's forgiveness and that there is always a way back.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.
- The sanctity of marriage is an important belief in Christian teaching and practice.

- Children should learn the importance of marriage and families as key building blocks of community and society.
- Sex education includes learning about physical and emotional development.
- Children will be taught the cultural and religious differences about matters of sexuality.
- Sex education is part of the wider social, personal, moral and spiritual development.
- Children should be made aware of the way in which advertising and the media influence their views about sexuality.
- Children should be made more aware of the spiritual dimensions and the joys of intimacy.
- Children should be taught to have respect for their own and others peoples' bodies.

Focus on Relationships

As our Relationships Policy lays out, we believe that all are made in the image of God and that we, therefore should treat each other with love, respect and dignity. Whilst we explicitly teach the children about the role of relationships within their lives, we know that the best learning comes from the everyday interactions with those around us. Our staff consistently model the attitude that are key to developing positive relationships and this, in part, is how our children develop their understanding of relationships.

Proposed Curriculum Content

We use a range of different resources to help support our children with understanding RSE. This includes the below, as well as other resources.

- Lovewise
 - This focuses concepts based around: family, caring and respectful friendships, online relationships and staying physically healthy and safe.
- Christopher Winter Teaching SRE with Confidence in Primary Schools
 - With this resource, we focus on personal hygiene, physical differences between male and female bodies and puberty and the physical and emotional changes associated with this.
- No Outsiders
 - These units are based around respectful and caring relationships.
- My Fertility Matters (MFM)
 - This program is delivered with external teachers to year 5 and 6 pupils. It focuses on the changes that happen in the male and female bodies during puberty, what happens during periods and the effects of testosterone.

Sex Education and the National Curriculum

Parents/carers **do** have a legal right to withdraw their children from dedicated 'sex education' lessons. They **do not** have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. Our approach to teaching

about sex is explored within the My Fertility Matters program. For staff and parents/carers who wish to learn more about this program, a session for parents is offered before the sessions are delivered. In addition to this, parents/carers can request to see resources and planning for any of our curriculum programs. This will be shared, in school, in a meeting with the SRE lead. The science National Curriculum objectives are outlined below:

Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans and reproduce.
f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) about the main stages of the human life cycle.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

RSE and Statutory Duties in school

We recognise that RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. We understand that we have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38) and endeavour to follow government safeguarding guidance such as 'Keeping Children Safe in Education'. Staff in our school are also alert to signs that young girls may be at risk of female genital mutilation (FGM). (Further information on this, if required can be found in the government's Multi-Agency Practice Guidelines: Female Genital Mutilation (2014) which includes a section for schools.)

The teaching of RSHE has clear links with other policies aimed at promoting pupils' spiritual, moral, social and cultural development. These include:

- Anti-Bullying Policy
- Relationships Policy
- Health and Safety Policy
- ICT Policy and E-Safety Policy
- SEND Policy
- RE Policy

- Collective Worship Policy
- Safeguarding Policy
- Spirituality Policy

Dealing with tricky questions

Questioning is encouraged. Without independent thought, children are unable to learn to think for themselves or think critically. Within the discreet sessions, if a child asks a difficult question, staff will often discuss with the children the possible answers. This kind of 'balanced debate' is encouraged and supported within the DfE RSE guidance. We feel passionately that no child or member of staff should feel scared or concerned about sharing their ideas. Teachers will use this as opportunities to develop understanding which will in turn lead to wisdom and respect.

Teachers will ensure that their answers are age related to the children's maturity and understanding. Answers will also remain scientific, fact based and within the school's Christian vision and character, rather than based on personal belief, political ideology or opinion.

As well as this approach, teachers use the question box approach. (That is, a question box will be provided for questions that need time to answer.) Question box answers will be decided along with programme of study and the maturity of the children.

Equality

All schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are heterosexual, lesbian, gay, bisexual and transgender (LGBTQIA+). The teaching of RSE will be fully inclusive and will foster good relations between all pupils, tackle all types of prejudice and intolerance and promote understanding and respect, even with those whom we may disagree with. Pupils with SEND are able to fully engage with the units through quality first teaching.

Roles and Responsibilities

The Class Teacher is responsible for:

- Providing work at an appropriate level;
- Sharing any safeguarding concerns with designated safe guarding officer within the school.

The Designated RSE lead will:

- Ensure teachers are provided with lesson guidance and applicable resources;
- Liaise with parents regarding lessons and materials used;
- Offer support, monitor and review teaching of RSE within the school.

The Head teacher will:

- Offer help and advice to the designated RSE lead and class teachers;
- Allocate staff and resources where they are needed;
- Review the effectiveness of RSE within the school.

The Governing Board will:

- Be aware of RSE taking place within the school;
- Review policy and course materials.

Monitoring and Responsibility.

Monitoring is the responsibility of the Head teacher, named governor and teacher with responsibility for relationship and sex education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Date of Policy: May 2026

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APPROVED:	9TH JUNE 2026
SIGNED:	<i>T FINNEY</i>
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