



Easton Royal Academy

Relationships & Sex Education Policy

2025 - 2026

NB: A copy of our PSHE and SRE curriculum overview is sent home to parents annually and is also available on the curriculum page of our school website if you would like more information about the content we teach to each year group.



Purpose of this policy

The purpose of this Sex and Relationships Education (SRE) policy is to set out the ways in which the school's provision for SRE supports pupils through their spiritual, moral, social, emotional and physical development and prepares them for the opportunities, responsibilities and experiences of life.

People responsible for drafting/reviewing policy: PSHE lead and the Principal

Please read this policy alongside our equalities policy.

Definition of sex and relationship education:

It is lifelong learning about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It is also about the teaching of sex, human sexuality, and sexual health.

Aims and Approach

Easton Royal Academy aims:

- To adopt a whole school approach to SRE through a planned cycle of work as an integrated part of our personal development curriculum: we use the Jigsaw programme, which covers personal, social and health education (PSHE) as well as relationships, sex and health education (RSE).
- To create a safe learning environment (see appendix).
- To work in an age appropriate way through classroom topic work e.g. as part of a topic on 'The Body' or reproduction in animals.
- To respond to children's questions, which will be answered honestly and openly at an age-appropriate level and taking into account the understanding of the individual child.
- To include families by making the curriculum clear. We know children learn about RSE at home too and it is important to us to work together.
- To ensure that all children:
 - Develop confidence in talking, listening and thinking about feelings and relationships
 - Understand there are different types of family
 - Are able to name parts of the body and describe how their bodies work
 - Are prepared for puberty
 - Can protect themselves and ask for help and support
 - Develop their self-esteem and sense of responsibility

Content and Delivery

Provision of sex and relationship education and who is responsible for providing it:

- All teachers take responsibility for teaching sex and relationships education for the pupils in their class. Some teaching will take place as part of the science scheme of work and other subjects across the curriculum but the majority will take place as part of our weekly Personal Development lesson.

- The sex education elements contained in the National Curriculum Science orders are mandatory for all pupils of primary and secondary age. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction.
- SRE provided in the Personal Development curriculum is complementary to and distinct from the Science curriculum.
- Pupils with special educational needs and learning difficulties are included in SRE. Where appropriate the content and delivery of the curriculum will be modified to meet individual needs.
- All staff including support staff, physiotherapists, nurses and carers as well as teachers should follow the school's sex and relationship education policy when working with pupils with special educational needs and learning difficulties.

Confidentiality & Right to Withdraw

- Teachers conduct sex and relationship education in a sensitive manner and in confidence.
- All staff need to be clear about the rules of confidentiality and reporting.
- The teachers should not offer pupils unconditional confidentiality. If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection (see Safeguarding /Child Protection Policy).
- Teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures.
- Parents will be able to read in the appendix of this document when children are likely to be involved in the sex and relationships aspects of our personal development curriculum and the themes which will be covered.
- Parents have the right to withdraw their child from SRE:

Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of SRE provided at school except for those parts included in the National Curriculum. If a parent wishes their child to be withdrawn from SRE lessons, they should:

- consider the social, emotional and health implications of withdrawal and also the possibility that children will hear the information from their peers rather than from a trained adult;
- ask the school for an appointment to see the headteacher concerning withdrawing the child from SRE;
- following the meeting, if parents still wish to withdraw the child, they will be asked to put the request in writing stating which aspects of the programme they do not wish their child to participate in.

Monitoring and evaluation of sex and relationship education:

The governing body monitors our sex and relationship education policy, curriculum and delivery through its work with the principal, staff and parents.

Appendix 1: Guidance on Safe learning environments

A safe learning environment should be established for the delivery of relationships and sex education lessons. This includes:

- Knowing about and planning to meet the needs and vulnerabilities of children in the class.
- Ensuring everyone feels included and valued (e.g. use of language, resources, images).
- Being prepared with responses to unexpected disclosures or tricky questions.
- Maintaining respect, rights and responsibilities by adopting a set of ground rules.
- Involving children and young people in devising and agreeing the ground rules that are related to a specific topic in PD/RSE (see below).
- Clear learning outcomes and expectations for behaviour (in line with other curriculum subjects)
- Distancing techniques (for example: what might a child in year 6 be worried about, instead of what are you worried about).
- Guidance for pupils on what to share, what confidentiality means and limits of teacher and school staff confidentiality.
- Guidance for pupils in managing strong feelings during these lessons (if for example they feel embarrassed or worried).
- Question boxes and thought walls.
- Sign-posting information about where to get further help in and outside of school.

Ground rules

Ground rules will be developed as part of the first lesson. Ground rules provide guidelines and boundaries to create an environment where pupils feel safe to participate in a lesson which may be challenging or sensitive for some.

Pupils can be supported to understand that whilst PD is 'just' another curriculum subject it does sometimes deal with issues that may be tricky, or sensitive or make some of us feel uncomfortable some of the time and that whilst it is Ok to feel these feelings our ground rules can help us to feel as safe as possible.

It is important pupils have ownership of these ground rules and so class teachers will use a range of methods to encourage pupils to develop these. For example groups could be given a flip chart and ask to write down all the things that help them feel safe in class to learn about relationships. Groups then feedback and a class list of ground rules is negotiated.

Some further ideas for good ground rules include:

- Age appropriate
- Worded in the 'positive'
- Displayed in the classroom
- Referred to at the beginning and end of the lesson (which ground rules did we keep to today?)
- Linked to reward systems for positive behaviour, but not used to sanction or as school behaviour policy would be used for this purpose
- Regularly reviewed and adapted when relevant to lesson content.

Some example ground rules for relationships and sex education include:

- Listen to each other
- Try to join in and encourage others to join in
- Right to pass

- There are no wrong answers
- It's OK to disagree respectfully
- It's OK to change our minds
- Be respectful
- Avoid personal questions
- Use scientific language for personal and private parts of the body

Confidentiality and safeguarding

Disclosures

Relationships and sex education can give rise to pupil disclosures. Children and young people should be told, in age and maturity appropriate language that school staff can keep confidentiality except when the adult is concerned about their safety or that of another child.

When age appropriate, children and young people should be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and ChildLine. RSE lessons may raise concerns for children and young people themselves or members of their family and the teacher should indicate who they can talk to about this or any other concern.

Confidentiality as a ground rule

In practice, confidentiality as a ground rule in an RSE lesson will mean:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to and highlight that everyone has the right to pass
- everyone taking responsibility for what they share (children will need guidance on this issue) and sometimes not naming names if they are talking about friendship issues for example
- not talking about any personal content that arises during the lesson outside of the lesson – for example that someone's parents are divorced
- explaining that it is fine (and a good idea) to share, talk and ask questions about this learning with family and trusted adults
- adults in the classroom being bound by the same rules, except where a child discloses something that the adult is obliged to report under safeguarding responsibilities.

Safeguarding

If a child discloses information which is sensitive and which the child asks not to be passed on, the request can be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to: safeguarding, cooperation with a police investigation or referral to an external service.

School staff cannot and should not promise total confidentiality and at all times will work within the school's Safeguarding and Child Protection Policy and statutory guidance Keeping Children Safe in Education; Statutory guidance for schools and colleges on safeguarding children and safer recruitment.

