



St Columb Minor
Academy



Relationship & Sex Education Policy (RSE)

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Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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1. Introduction:

Relationships and Sex Education (RSE) is a key part of the PSHE curriculum and this policy seeks to outline the key elements of Relationships and Sex Education provision at St Columb Minor Academy as a bespoke part of our Personal, Social, Health and Economic curriculum for our pupils (See PSHE Policy and curriculum overview in Appendix 4).

2. Definition:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

3. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Complement the learning that takes place within the PSHE, Science and religious education curriculums
- Enable children to form a broad spectrum of healthy and positive relationships
- Provide a whole school approach and framework in which sensitive discussions around relationships and sex education can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary at each age and stage to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

4. Statutory requirements:

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act (2017). (APPENDIX 1)

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act (1966). (APPENDIX 2)

At St Columb Minor Academy we teach RSE as set out in this policy.

5. Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE

- Ratification – once amendments were made, the policy was shared with governors and ratified

6. Delivery of RSE

At St Columb Minor Academy, RSE is taught by the class teacher, within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In appendix 3, we outline what children should know by the time they leave primary school in each of building blocks outlined above.

7. Curriculum

Our curriculum, which seeks to ensure good progression in the understanding of the building blocks outlined above, is set out as per Appendix 4 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children, SGOs or young carers).

8. Roles and responsibilities

8.1 The governing board

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

8.2 The Headteacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/ non-science components of RSE (see section 8 and Appendix 5).

8.3 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/ non-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 head teacher.

Class teachers are primarily responsible for teaching RSE to their class. In exceptional circumstances, RSE may be delivered by other designated staff.

8.4 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/ non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their on-going professional development. Any teachers requiring further support should speak with the headteacher or the subject leader for PSHE.

The head teacher/ PSHE lead will also invite visitors from outside the school, such as the Cornwall Healthy

Schools team to provide support and training to staff teaching RSE

11. Monitoring arrangements

The delivery of RSE is monitored by the subject leader in a variety of ways:

Teacher subject knowledge: scrutiny of planning, evidencing planning into implementation through evaluation of floor books and pupil conferencing

Pupil subject knowledge: pupil conferencing and questionnaires

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

APPENDIX 1: Section 34 of the Children and Social work act 2017.

Education relating to relationships and sex

(1)The Secretary of State must by regulations make provision requiring—

(a)relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;

(b)relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.

(2)The regulations must include provision—

(a)requiring the Secretary of State to give guidance to proprietors of schools in relation to the provision of the education and to review the guidance from time to time;

(b)requiring proprietors of schools to have regard to the guidance;

(c)requiring proprietors of schools to make statements of policy in relation to the education to be provided, and to make the statements available to parents or other persons;

(d)about the circumstances in which a pupil (or a pupil below a specified age) is to be excused from receiving relationships and sex education or specified elements of that education.

(3)The regulations must provide that guidance given by virtue of subsection (2)(a) is to be given with a view to ensuring that when relationships education or relationships and sex education is given—

(a)the pupils learn about—

(i)safety in forming and maintaining relationships,

(ii)the characteristics of healthy relationships, and

(iii)how relationships may affect physical and mental health and well-being, and

(b)the education is appropriate having regard to the age and the religious background of the pupils.

(4)The regulations may make further provision in connection with the provision of relationships education, or relationships and sex education.

(5)Before making the regulations, the Secretary of State must consult such persons as the Secretary of State considers appropriate.

(6)The regulations may amend any provision (including provision conferring powers) that is made by or under—

(a)section 342 of the Education Act 1996;

(b)Chapter 4 of Part 5 of the Education Act 1996;

(c)Schedule 1 to the Education Act 1996;

(d)Part 6 of the Education Act 2002;

(e)Chapter 1 of Part 4 of the Education and Skills Act 2008;

(f)the Academies Act 2010.

(7)Any duty to make provision by regulations under subsection (1) may be discharged by making that provision by regulations under another Act, so long as the Secretary of State consults such persons as the Secretary of State considers appropriate before making the regulations under that Act.

(8)The provision that may be made by regulations under subsection (1) by virtue of section 67 includes, in particular, provision amending, repealing or revoking any provision made by or under any Act or any other instrument or document (whenever passed or made).

(9)Regulations under subsection (1) which amend provision made by or under an Act are subject to the affirmative resolution procedure.

(10)Other regulations under subsection (1) are subject to the negative resolution procedure.

(11)Expressions used in this section, where listed in the left-hand column of the table in section 580 of the Education Act 1996, are to be interpreted in accordance with the provisions of that Act listed in the right-hand column in relation to those expressions.

APPENDIX 2: Section 34 of the Children and Social work act 2017.

(1) The governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

(1A) The Secretary of State must issue guidance designed to secure that when sex education is given to registered pupils at maintained schools—

(a) they learn the nature of marriage and its importance for family life and the bringing up of children, and

(b) they are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

(1B) In discharging their functions under subsection (1) governing bodies and head teachers must have regard to the Secretary of State's guidance.

(1C) Guidance under subsection (1A) must include guidance about any material which may be produced by NHS bodies for use for the purposes of sex education in schools.

(1D) The Secretary of State may at any time revise his guidance under subsection (1A).]

(2) In "maintained school" includes established in a hospital and "NHS body" has the same meaning as in the National Health Service Act 2006 (see section 275(1) of that Act).

Appendix 3: By the end of primary school pupils should know

TOPIC	
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
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

	<ul style="list-style-type: none"> • 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
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Appendix 3: Curriculum map

Relationships and sex education curriculum map Appendix 4: Curriculum Overview – RSE sits in the Summer Term of our PSHE curriculum : Growing and changing

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1 Roles of different people; families;	Recognising privacy; staying safe; seeking	How behaviour affects others; being polite and	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices;	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines;	Recognising what makes them unique	How rules and age restrictions help us;

feeling cared for	permission	respectful		communicating			and special; feelings;	keeping safe online
				online		sun safety	managing when things go wrong	

Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; responding safely to others; the importance of	Recognising respectful behaviour; the importance of	The value of rules and laws; rights, freedoms and re-	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-	Risks and hazards; safety in the local environment and unfamiliar places

		impact of hurtful behaviour	self-respect; courtesy and being polite	responsibilities				framing setbacks	
	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal	Medicines and household products; drugs common to everyday life
		risks online						hygiene routines; support with pu-	
								erty	
	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range	Protecting the environment; compassion towards others	How information online is targeted; different media	Identifying job interests and aspirations; what influences career choices;	Healthy sleep habits; safety; medicines, vaccinations, immunisations	Personal identity; recognising individuality and different	Keeping safe in different situations, including responding in emergencies, first

Year 5			of people; recognis-		types, their role and			qualities; mental	
			ing prejudice		impact	workplace stereo-types	and allergies	wellbeing	aid and FGM
Year 6			and						
			discrimination						
Year 6	Attraction to others;	Recognising and	Expressing opin-	Valuing diversity; challenging discrim-	Evaluating media	Influences and	What affects mental	Human reproduc-	Keeping personal information safe;
	romantic relation-ships; partner-	managing pressure; consent different	ions and respecting other points of view, in	ination stereo-types	sources; sharing things online	attitudes money; money financial	to health and ways to take care of it; managing change, loss and bereave-	tion and birth; increasing indepen-	regulations and
Year 6	ship and marriage	situations	including discussing topical issues			risks		dence; managing transition	choices; drug use

							ment; managing		and the law; drug use and the media
							time online		

Appendix 5: 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	
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