The Bishops' C of E Learning Academy

Relationships and Sex Education Policy

Version Number	V6
Date Adopted by Governors	May 2026
Scheduled Review Date	May 2027
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

We want to ensure that your needs are met.
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Christian Distinctiveness
At The Bishops' Church of England Learning Academy, our mantra, 'Faith to Belong, Believe, Aspire and Achieve' is based on The Parable of the Mustard Seed:
If you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you. Matthew 17:20

This underpins our Christian vision statement at The Bishops':
We belong to The Bishops' Family where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We believe that we will achieve through inspirational, exciting and challenging learning that utilises our natural environment. We aspire to create endless possibilities for our pupils and to make a positive contribution to society. We achieve by enabling everyone to flourish academically, spiritually and emotionally.

Vision statement
We Belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We Believe that we will achieve through inspirational, exciting and challenging learning, that utilises our natural environment. We Aspire to create endless possibilities for our pupils and to make a positive contribution to society. We Achieve by enabling every child to flourish academically, spiritually and emotionally.

Initial Consultation Period:
In 2021, when this policy was first created, we consulted with parents, before finalising the curriculum. During the consultation period, parents/carers were invited to read our draft policy and watch a teacher information video, before making comments by answering a series of questions in a questionnaire. The consultation period closed on 28th May 21st 2021 and parents were provided with written feedback, via the website on 9th June 2021. Parents were provided with a written response, regarding their general thoughts and feelings expressed, as well as key questions and queries that were raised. You can find more information if you select PSHE, when you follow this link.

Following the consultation, amendments were made to this policy as appropriate. For example, following a number of parents commenting about the importance of children understanding healthy relationships, in particular consent and boundaries, we contacted Barnardo's and accessed additional resources, which form part of their Healthy Relationships Programme. Class teachers in Year Two and Year Six use these, to further reinforce these subject matters, in addition to other key areas, within the 'relationships' element of the curriculum (See section 4.1).

Consultation Period for Amendments:
This year, due to a change in our year group structure, we have amended the curriculum structure and each individual year group will be taught specific lessons (Please see Appendix 1 for an overview of changes). We have also introduced 'Medway' lesson plans, to be taught in some year groups. These lessons support pupils to recognise and develop positive, healthy relationships and prepare them for the physical and emotional changes that take place as they grow. These lessons achieve the PSHE Association Quality Mark, which is awarded exclusively to resources that meet best practice principles for safe and effective PSHE education.

As well as using the Medway resources, we will continue to deliver lessons which have been created specifically for schools in Cornwall, by Brook Young People. These lessons adhere to all statutory curriculum requirements and have been developed in consultation with Cornwall Council. We will also be using some resources, from the Christopher Winter Project (CWP). We have used the resources developed by Brook and CWP since 2021 and the lessons have proven to be successful. The Medway lessons that

are being introduced will replace some former Brook/CWP lessons that have been taught.

Due to the above-mentioned changes, we have decided to consult with parents and invite them to read this draft policy, attend a parent sharing information session in school and then make comments by completing a parent survey (using an online Microsoft Form). Further amendments will be made to this policy, if necessary, before a finalised policy will be shared and written feedback will be provided to parents. We have decided to undertake this parent consultation, as we recognise at The Bishops', it is paramount we work in collaboration with our parents.

Relationships and Sex Education (RSE)
Department for Education (DfE) Guidance:

Our Relationships and Sex Education (RSE) Policy, reflects updated statutory guidance from the Department for Education (DfE), which all schools were required to have in place, by the end of the 2020-2021 academic year. "The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education
...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic (PSHE) Education continues to be compulsory in independent schools." (DfE, 2019, p.8)

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons." (DfE, 2019, p.8). Before the change of Government in 2024, a review of RSE was undertaken and guidance was set to be published by the end of the year, to update the original guidance that was published by the DfE in 2021. The updates that have been made to our curriculum at The Bishops' and that are mentioned above, align to the DfE draft updated policy guidance. Further changes will be made if necessary to ensure full alignment, as and when updated guidance is published, within the proposed time frame that is identified within the documentation. Additional information about the DfE draft guidance, can be found here.

National Policies/Guidance Linked to our Relationships and Sex Education (RSE) policy:

Our Relationships and Sex Education (RSE) policy is informed by the following existing policies/ guidance documents:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Church of England Policies/Guidance:

It is also aligned with the Church of England's "A charter for faith sensitive and inclusive relationships education" and draws on the advice given in the Church of England document "Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying" (Church of England Education Office, second edition, updated summer 2019).

Our Approach to Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE):

At The Bishops' we aim to provide a rich and engaging PSHE curriculum that meets the needs of the children in our community. Our PSHE curriculum is designed to deepen knowledge and develop skills, ensuring effective progression within the subject and across all year groups.

The PSHE curriculum is delivered through highly effective 'quality first teaching' which aims to broaden our pupil's understanding of themselves and the wider world around them. This is done through open discussion, engaging in difficult conversations and enabling our pupil's to feel safe and supported to ask questions.

Our PSHE curriculum includes the statutory guidance for Relationships, Sex and Health Education and the non-statutory guidance for promoting British Values within SMSC and citizenship. The PSHE curriculum is split into three core themes:

- Health and wellbeing: physical health and mental wellbeing, growing and changing, keeping safe
- Relationships: families and friendships, safe relationships, respecting ourselves and others
- Living in the wider world: belonging to a community, media literacy and digital resilience, money and work

As a church school, our core values underpin all we do, especially within our PSHE curriculum. We persevere, we learn how to be compassionate, we respect each other, we learn how to forgive, we trust each other and we learn courage. Our PSHE curriculum enables our pupils to explore our values whilst learning about themselves and the wider world around them. Our PSHE curriculum is tightly linked to our social, moral, spiritual and cultural development plan in order to enable our pupils to truly flourish within our communities and the wider world around them. We want our pupil's to develop self-confidence through our delivery of PSHE in order to live out our mantra: faith to belong, believe, aspire and achieve.

Our PSHE curriculum addresses both pupil's current experiences and prepares them for the future. We provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended yearly. As a Trauma Informed School, it is also important that our PSHE curriculum be flexible in order to react to events which may impact our children, as they happen around the world. We believe that our PSHE curriculum will support our pupils to become resourceful members of the community, who aspire to help and support others, be mindful and respectful of difference, with an understanding of their own health and wellbeing which will remain with them as they grow.

Relationships and Sex Education (RSE) Resources and Approach:

To meet the statutory requirements outlined in the Department for Education (DfE) "Relationships Education, Relationships and Sex Education (RSE) and Health Education" policy and ensure the children receive a broad and balanced curriculum, we deliver a sequence of lessons which have been created specifically for schools in Cornwall, by Brook Young People. These lessons adhere to all statutory curriculum requirements and have been developed in consultation with Cornwall Council. In order for our children to receive a comprehensive Relationships and Sex Education (RSE), we will also be using some resources, from the Christopher Winter Project.

This year, we have also introduced 'Medway' lesson plans, to be taught in some year groups; these will replace and enhance some former CWP/Brook lessons that have been taught. The Medway lesson plans and resources support pupils to recognise and develop positive, healthy relationships and prepare them for the physical and emotional changes that take place as they grow. These lessons achieve the PSHE Association Quality Mark, which is awarded exclusively to resources that meet best practice principles for safe and effective PSHE and RSE primary education.

The Role of the Teacher/School Staff:

Teachers and school staff are responsible for modelling positive attitudes to Relationships and Sex Education (RSE) and monitoring progress and responding to the needs of individual pupils. When planning and delivering the Relationships and Sex Education (RSE) curriculum, we take account of the Special Education Needs and Disability (SEND) Code of Practice and ensure that lessons are delivered in an appropriate way, based on all children's needs and requirements, ensuring the content is accessible to all children.

Ground Rules:

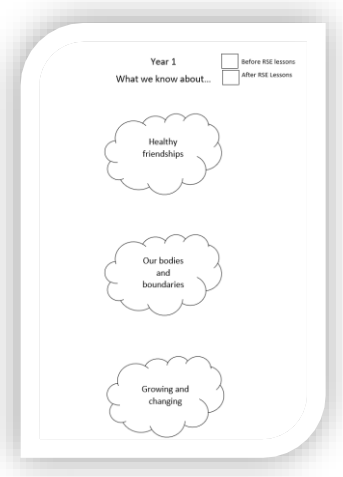
Ground rules are used to help to ensure all children feel comfortable and secure in lessons, aiming to minimise disclosures at inappropriate times or comments of a negative nature made towards other pupils, whether intentional or not. Such ground rules support broader class rules and to be effective, pupils and teachers develop ground rules together, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending them as necessary.

Question Box/Bag:

A question box or bag encourages pupils to ask questions without embarrassment, in a safe and secure environment. This will be introduced to the children, either whilst creating the ground rules or at the beginning of each lesson. It should be accessible both during and after every lesson. The purpose of this will be explained to pupils, including that only the teacher will see the questions, unless there are safeguarding concerns and they will be dealt with and discussed after the lesson.

Assessment:

In order to gauge what the children learn and monitor the effectiveness of our RSE curriculum, the children complete both pre and post input assessments, related to the topics that are covered in each year group. These are in the form of mind maps – the children add notes to each focus area in one colour before they are taught the RSE sessions and then add to them in a different colour after the RSE topic has finished, to clearly show progression and acquisition of knowledge. In Key Stage One these assessments are completed as a class and in Key Stage Two they are completed individually.



What children will be learning and when:
We will teach the Relationships and Sex Education (RSE) content, within the summer term.

Relationships Education
In line with government guidance, it is statutory that children cover the topics that are planned to cover the relationships element of the Relationships and Sex Education (RSE) curriculum and parents do not have the option to withdraw their child from these sessions. At The Bishops' C of E School, relationships education is a crucial part of our curriculum and covers: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Different Types of Families:

Part of the Relationships and Sex Education (RSE) curriculum referred to in the statutory Department for Education (DfE) guidance, relates to children having an awareness of different types of families. The guidance states: "Teaching about families requires sensitive and well-judged teaching based of knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.)" (DfE, 2019, p.19)

The Church of England states in Valuing All God's Children (2019), that Relationships and Sex education should: "Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships

and family patterns in the modern world." (Church of England, 2019, p.34)

NSPCC Pants Resources:

To help children understand consent within relationships and the importance of protecting their own bodies, we use the National Society for the Prevention of Cruelty to Children (NSPCC) Pants resources in Key Stage One, however the important message is reinforced throughout all year groups across the school. There resources aim to teach children key messages to keep them safe, in an engaging way. More information about these resources, can be found following this link.

Barnardo's Healthy Relationships Programme:

To help children understand healthy relationships; consent within relationships and the importance of protecting their own bodies, within the Summer Term in Year Two and Year Six, the children will cover the content outlined in the Barnardo's Healthy Relationships programme, as detailed below. This will be in addition to the content that is outlined in section 5 of this policy.

During our Relationships and Sex Education (RSE) consultation period, where parents/carers were invited to watch a teacher video and read our draft policy, before making comments by answering a series of questions in a questionnaire, a number of parents commented about the importance of children understanding healthy relationships. Particular references were made to children learning about consent and boundaries.

Although such content was intended to be covered, using the Brook and Christopher Winter Project resources, we arranged for additional 'Healthy Relationship' resources to be provided by Barnardo's, to help class teachers to cover the following areas, using an age and stage appropriate method of delivery. The areas outlined below, form a crucial part of the 'relationships' aspect of RSE and we anticipate the sessions will provide children with key skills to keep themselves and others safe.

The programme in Year Two will explore:

- Different relationship types
- Healthy and unhealthy behaviours within relationships
- Recognising domestic abuse
- Gender stereotypes
- Ownership of your body
- The right of everyone to feel safe, who we can be safe with and how and who to tell when we feel unsafe
- Safe and unsafe secrets
- How to access help and to identify safe adults and services, locally and nationally.

The programme in Year Six will explore in more depth and with an increase in age appropriate exploration the areas covered in Year Two, in addition to:

- Equality and diversity in society
- Managing conflict with peers
- Power and control within relationships
- Understanding domestic abuse
- Online safety, sexting and the law.
- Understanding consent

Science
Science is a key part of the National Curriculum, which covers many elements that provide children with a knowledge and understanding of their bodies and the reproductive cycle, from a scientific aspect. Children cannot be withdrawn from these sessions, which are taught as a part of weekly science lessons.

Year Group	Science Curriculum Content
Reception	• To know about similarities and differences in relation to places, objects, materials and living things. • To make observations of animals and plants and explain why some things occur, and talk about changes.
Year One	• To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Year Two	• To notice that animals, including humans, have offspring which grow into adults • To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
Year Three	
Year Four	
Year Five	• To describe the changes as humans develop to old age including puberty and the menstrual cycle. • To describe the life process of reproduction in some plants and animals.
Year Six	• To learn about where to get more information, help and advice about growing and changing, especially about puberty.

Sex Education:
At The Bishops' C of E School, we believe children should understand the facts about human reproduction before they leave primary school so that:

- they see that puberty is a transition that enables you to have a baby, however, some people chose not to have children, some cannot have children and others have a family in an alternative way. It is paramount that they are able to use this knowledge to safeguard them.

Department for Education Guidance:

The Department for Education (DfE) Guidance 2019 (p.23) recommends that all primary schools "have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Sex education "should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born".

Parent's Right to Withdraw from the Sex Education Elements:

Parents have the option to withdraw their child from the additional sex education elements, outlined in the table below. As mentioned in the sections above, content covered through science and relationships education are statutory and therefore, parents do not have the option to withdraw their child from these sessions. Please speak to your child's class teacher, if you would like to withdraw your child from the session(s) which cover the content that is outlined below.

Year Group	**Additional Sex Education Content**
Reception	
Year One	
Year Two	
Year Three	
Year Four	
Year Five	
Year Six	Sexual intercourse* Contraception**

*This differs from the scientific element of reproduction which is covered, as reference will be made to sexual intercourse, within the context of intimate and consenting adult relationships.
**Contraception will be discussed, with reference made to the reproduction element of the curriculum. Children will be made aware that there are ways to prevent conception occurring.

Approach to Additional Year Six Content:

The additional Year Six content, relating to the sex education elements, will be covered during an extra session, in addition to the lessons covering the statutory aspects of the Relationships and Sex Education (RSE) curriculum. The content that the children have learnt relating to the scientific elements of reproduction, will be reinforced and the abovementioned references to contraception and sexual intercourse (within the context of intimate and consenting adult relationships) will be made. A sorting card activity, exploring where babies come from which is supplied by Brook, will be used to generate discussions around these topics. The topics will be related to the children's scientific understanding of reproduction. As always, a flexible approach will be used, tailored to the needs of the children within the class.

Coverage Across Year Groups:
This table outlines the lesson focus areas for each year group, which will be covered in the summer term. An age and stage appropriate method of delivery will be used, where each year learning is built upon and developed, to ensure children receive a comprehensive Relationships and Sex Education (RSE). If you have any questions about specific lessons covered, please speak to your child's class teacher.

The overview below, provides an outline of content that will be covered:

	Lesson 1	Lesson 2	Lesson 3
Reception	CWP: To consider the routines and patterns of a typical day	CWP: To understand why hygiene is important	CWP: To recognise that all families are different
Year 1	Brook: Healthy Friendships	Brook: Our bodies and boundaries	Medway: Y1/2: Lesson 2: We are growing – human lifecycle (focussed around the main stages of the human life cycle – baby, child and adult).
Year 2*	Brook: Respecting Uniqueness	CWP: Differences between Male and Female	Medway: Y1/2: Lesson 3: Everybody's body (focussed around gender stereotypes and body parts).
Year 3	CWP: Different types of family (video from BBC to watch first inc. LGBTQ families)	CWP: Personal space	CWP: Male and female body parts and differences
Year 4	Brook: Respecting others	CWP: What is puberty?	Medway: Y4/5 (lesson 4): Emotions and feelings
Year 5	Medway: Y4/5 (lesson 1): Time to change (focussed around changes that occur in puberty).	CWP: Puberty, changes and reproduction.	Medway: Y4/5 (lesson 3): Personal hygiene.
Year 6**	Medway: Y6 (lesson 3): positive and healthy relationships.	Brook: Puberty- bodies and reproduction	Brook: Puberty: changes.

*As well as content from the Barnardo's Healthy Relationship Programme.

** Year 6 children will also have an additional lesson, to cover the sex education content of the curriculum. The content will differ from the lessons outlined above, as reference will be made to sexual intercourse, within the context of intimate and consenting adult relationships, rather than solely from a scientific perspective of reproduction. Contraception will also be discussed, with reference made to the reproduction element of the curriculum, as children will be made aware that there are ways to prevent conception occurring. Content from the Barnardo's Healthy Relationship Programme, will also be taught in Year 6.

Monitoring and Review

The school's Local Governing Board monitors this policy on an annual basis. The governors report it's findings and recommendations to the Trust Board, as necessary, if the policy needs modification. The Local Governing Board gives serious consideration to any comments from parents about the Relationships and Sex Education (RSE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.