



Relationships Education and Relationships and Sex Education Policy

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| Approved | |
| Review date | |

Introduction

RPTs Relationships Education and Relationships and Sex Education policy is based on current statutory guidance from the Department for Education and is fully aligned with the safeguarding requirements outlined in Keeping Children Safe in Education 2025.

In this policy:

- Relationships Education refers to teaching children about emotional, social and physical development, including the importance of healthy relationships, respect, love and care. Relationships and Sex and Education builds on this foundation, helping pupils understand human sexuality, sexual health, consent and safe relationships. Some elements are delivered through Science and PE, whilst others are taught through PSHE, supporting pupils' moral, social and emotional development.
- RSE is designed to promote the wellbeing and safety of all pupils. It is most effective when delivered in partnership with families, supporting children and young people to make informed, safe and responsible choices as they grow and develop.

Statement of Intent

RPT schools are committed to providing:

- Relationships Education for all primary pupils.
- Relationships and Sex Education for all secondary pupils

This ensures that all learners, have access to age-appropriate and differentiated learning.

Our RSE curriculum aims to:

- Equip pupils with knowledge and skills to form positive, safe and respectful relationships
- Support pupils' understanding of their own rights and the rights of others, including personal boundaries, consent and online safety.
- Promote equality and respect for diversity.
- Help pupils understand and manage physical, emotional and social changes as they grow, including puberty, sexual health and well-being.
- Provide opportunities to develop essential life skills such as communication, assertiveness, decision making, and resilience.

Safeguarding and safety are central to our RSE approach. Staff are trained to identify and respond to safeguarding concerns, including child on child abuse, peer on peer sexual harassment, and online risks such as exploitation, misinformation, disinformation, fake news, deepfakes and grooming. Clear referral procedures are in place, and all RSE teaching aligns with the trust's Safeguarding, Behaviour and Digital safety policies.

RSE content is planned and delivered in a way that is age-appropriate and developmentally appropriate, with content carefully sequenced to ensure pupils build knowledge and skills progressively.

RSE contributes to the Prevent Duty by developing pupils' critical thinking, respect for others, and resilience to extremist narratives.

RSE teaching supports pupils to recognise abuse, know how to report concerns, and understand that they will be taken seriously and supported by staff.

RSE forms part of our preventative safeguarding curriculum as required by Keeping Children Safe in Education 2025.

Principles and Values

RPT schools believe that RE and RSE should

- Be inclusive and accessible to all pupils.
- Recognise parents/carers as key partners in supporting learning.
- Promote equality, diversity, and respect, challenging stereotypes and discrimination.
- Support pupils' safety and wellbeing, including online safety, consent, and recognising unhealthy relationships.
- Be integrated developmentally across the curriculum, including PSHE, Science, PE, and Life Skills.
- Foster essential life skills such as communication, assertiveness, decision-making, empathy, and emotional resilience.
- Reflect community and British values, including democracy, rule of law, individual liberty, and mutual respect.
- Encourage partnerships with external agencies to enrich learning and provide expert support.
- Promote personal responsibility and agency, empowering pupils to safeguard themselves and seek help.

Aims of RSE

RPT Schools' RSE aims to support the **emotional, social, and physical development** of all pupils, equipping them with knowledge, skills, and attitudes to:

1. Form positive, healthy, and respectful relationships.
2. Recognise and respond to unsafe situations, including peer-on-peer abuse and online risks.
3. Develop self-awareness and confidence in expressing feelings, opinions, and personal boundaries.
4. Understand physical, emotional, and social changes, including puberty and sexual development.
5. Promote equality, diversity, and respect for different family structures, identities, and backgrounds.
6. Make safe and informed choices regarding health, relationships, online activity, and lifestyle.
7. Communicate effectively using accurate terminology for body parts, sexual health, and personal boundaries.

8. Develop, empathy, and emotional wellbeing.
9. Engage safely with external support services, including school nurses, safeguarding leads, and trusted adults.

Curriculum and Delivery

5. Curriculum and Delivery

5.1 Primary Phase (EYFS – KS2)

EYFS: Self-help and independence

KS1 and 2: sharing, knowing myself, ourselves, caring for living things and making personal choices

Included within wider PSHE curriculum:

Mental wellbeing, being safe, respectful relationships, internet safety, puberty and changing bodies, first aid, drugs, alcohol, and tobacco education.

Key themes for discrete sessions (Yr5–6):

- Puberty and menstruation
- Private vs. public
- Personal space and boundaries
- Saying “No”
- Personal hygiene
- Stranger awareness
- Emotional changes and feelings
- Transition to secondary school

5.2 Secondary Phase (KS3+)

Key themes: Self-awareness, Changing and growing, Healthy lifestyles, Self-care, support and safety, The world I live in, Managing feelings

- Respectful relationships, friendships, and sexual relationships
- Physical and emotional changes at puberty
- Consent, rights, personal boundaries and responsibilities
- Sexual health, contraception, and laws relating to sexual activity
- Online safety, digital risks, and media literacy
- Drugs, alcohol, and tobacco
- Mental and physical wellbeing
- Diversity, equality, and inclusion (gender, sexual orientation, culture, faith, disability)

Delivery:

- Combination of cross-curricular lessons (PSHE, Science, PE, Life Skills) and discrete sessions
- Single-sex and mixed sessions, according to developmental and emotional needs
- Differentiated teaching to meet SEND and individual needs

Safeguarding and online safety

- All RSE teaching aligns with KCSIE 2025 and the school's Safeguarding and Digital Safety policies.
- Staff are trained to identify and respond to:
 - Child-on-child abuse
 - Peer-on-peer sexual harassment
 - Online grooming and exploitation
 - Misinformation, disinformation, fake news / deepfakes and harmful online content
- Procedures are in place for reporting, recording, and escalating concerns.
- Pupils are taught strategies to keep themselves safe online and offline and know who to talk to if they feel unsafe.

7. The Role of Parents and Carers

- Parents and carers are informed about RSE curriculum content and policy.
- Families are encouraged to discuss their child's learning and ask questions.
- Parental rights to withdraw from non-statutory sex education are respected, with clear guidance on how to exercise this right.
- Collaboration with families ensures consistent messaging on safety, relationships, and wellbeing.

Monitoring and Evaluation

- The PSHE Lead oversees planning, teaching quality, and outcomes of RSE.
- Teaching is evaluated through pupil voice, staff feedback, and assessment of learning outcomes.
- Ofsted requirements for spiritual, moral, social, and cultural development are addressed.
- The policy is reviewed regularly in line with statutory guidance, safeguarding updates, and curriculum developments.

Links with other policies:

- PSHE policy
- Equality and accessibility policy

- Safeguarding and Child Protection Policy
- Digital Safety Policy
- Behaviour Policy
- Physical Handling
- Anti-Bullying Policy
- Intimate Care Policy