



CATALYST
ACADEMIES TRUST

Relationships and Sex Education Policy (from 2020)

Approved by: Trust Board

Reviewed: July 2025

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition.....	3
5. Curriculum	3
6. Delivery of RSE	4
7. Roles and responsibilities	4
8. Parents' right to withdraw	5
9. Training.....	5
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map	6
Appendix 2: By the end of primary school pupils should know	7

1. Aims

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

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- › 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 to describe themselves and their bodies
- › We firmly believe that every member of our school community has a responsibility to teach children a RSE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.
- › Relationships and Sex Education is important because 'today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' (Government definition)

2. Statutory requirements

As an Academy Trust we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Catalyst Trust schools we teach RSE as set out in this policy.

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](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is like 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 1996](#).

At Catalyst Trust schools we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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.

We also ensure that RSE fosters gender equality and LBGT+ equality by teaching about all families and how relationships are important regardless of their make-up and type.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1, 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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught 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 including how families are different
- › Caring friendships and how to be a good friend
- › Respectful relationships including forced marriage and British legislation
- › Online relationships and how to keep safe
- › Being safe including consent and personal space

For more information about our RSE curriculum, see Appendices 1 and 2.

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, LGBT 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 or young carers).

The programme is planned using the curriculum from the PSHE association with some resources from the Sex Education Forum and the Family Planning Association. Resources are carefully planned and are always checked for suitability and quality.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 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 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 headteacher.

The PSHE leads are accountable for the planning and development of PSHE and staff training.

7.4 Pupils

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

8. 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 components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE leads through:

Planning check, learning walks, observations and staff and pupil questionnaires.

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

This policy will be reviewed by the PSHE leads annually. At every review, the policy will be approved by Governing body and Headteachers.

Appendix 1: Curriculum map Relationships and sex education curriculum map

	Respecting ourselves and others	Families and friendships	Safe relationships	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental well being	Growing and changing	Keeping safe
Year 1	How behaviour affects others, being polite and respectful	Roles of different people, feeling cared for	Recognising privacy. Staying safe. Seeking permission	What rules are, caring for others, the environment	Using the internet and digital devices, communicating online	Strengths and interest, jobs in the community	Keeping healthy, food and exercise, hygiene, sun safety	Recognising what makes them unique and special, feelings, when things go wrong	How rules keep us safe, staying safe online
Year 2	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	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	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Personal boundaries; safely responding to others; the impact of hurtful behaviour	What makes a family; features of family life	The value of rules and laws; rights, freedoms and responsibilities	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 reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Respecting differences and similarities; discussing difference sensitively	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	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 hygiene routines;	Medicines and household products; drugs common to everyday life
Year 5	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Managing friendships and peer influence	Physical contact and feeling safe	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement;	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • Recognise what makes them unique and special • 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 • Being part of a community and to value diversity (challenging discrimination and stereotypes) • Valuing rules, laws and rights of freedom
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

TOPIC	PUPILS SHOULD KNOW
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 • 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
Money and work	<ul style="list-style-type: none"> • Fair Trade • Tax and ethical spending • Discuss the importance of paying tax as a contribution to society. • Financial risks and the 'critical consumer'. • Identify how we can compare the value for money of different products. • The consequences of debt and how to avoid financial risk (consequences of debt on people's emotional wellbeing). • Identify aspirations and different professions
Growing and changing	<ul style="list-style-type: none"> • Growing older, naming different body parts • Puberty (the emotional and physical changes) • Human reproduction and birth (being aware of the stages of human growth and development) • Personal hygiene (being aware of how to care for their body in order to keep it healthy and recognising and practicing basic hygiene skills) • Realising that growth and change are part of the process of life and are unique to each individual. • Recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene.

