



## **GEORGE GRENVILLE ACADEMY**

# **RELATIONSHIPS & SEX EDUCATION POLICY**

<b>Reviewed by:</b>	Full Trust Board
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<b>Approved and Adopted by:</b>	[LGB/Sub Committee]

## **School Ethos**

At George Grenville Academy, we aim to provide a well-rounded education that prepares pupils for life in modern Britain. This policy sets out our approach to Personal, Social, Health, and Economic Education (PSHE), Relationships Education, and Sex Education. It aligns with statutory requirements and supports pupils in developing the knowledge, skills, and values they need to lead confident, safe and responsible lives.

## **Policy Objectives**

The objectives of this policy are to:

- Provide a safe, inclusive environment where pupils feel confident to discuss sensitive topics.
- Deliver a PSHE curriculum that supports pupils' physical, emotional, and social development.
- Ensure compliance with statutory Relationships and Sex Education (RSE) guidance.
- Foster positive, respectful, and healthy relationships.
- Equip pupils with the knowledge to make informed decisions about their health, well-being, and relationships.
- Equip pupils with the knowledge and skills to make sound decisions when facing risks, challenges and complex contexts, and to know when and how to ask for help and where to access support.

## **Statutory Requirements**

This policy adheres to the following legal requirements:

1. Section 78 of the Education Act 2002, requiring a broad and balanced curriculum.
2. The Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2019.
3. Equality Act 2010, ensuring inclusivity and non-discrimination.
4. To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships/ Sex Education teaching are identified and followed in accordance with the school safeguarding policy and Keeping Children Safe in Education.

## **The PSHE Curriculum**

PSHE is delivered through three key strands:

### **1. Health and Well-being:**

- Healthy eating, exercise and mental health
- Understanding emotions and managing stress
- Staying safe, both online and offline

### **2. Relationships:**

- Building healthy friendships and respecting differences
- Recognising bullying and understanding peer pressure
- Understanding the difference between a healthy relationship/ boundaries compared to unhealthy ones

### **3. Living in the Wider World:**

- Financial education and economic responsibility
- Rights, responsibilities, and British values
- Relationships Education

**Both Relationships Education and Sex Education are taught through the PSHE curriculum.**

## **RELATIONSHIPS EDUCATION**

**Relationships Education is statutory for all primary-aged children.** The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Topics include:

- Families and people who care for us
- Caring friendships and respectful relationships
- Online relationships and staying safe online
- Understanding personal boundaries and seeking help

### **Intent**

High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Develop strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply on line, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so
- Ask a trusted adult rather than go on line with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could cause them harm
- Recognise intimate physical relationships are for adults

## **Implementation**

Relationships Education is delivered through the PSHE curriculum, which is based on the PSHE Association Programme of Study. Lessons are delivered by qualified teaching staff and the curriculum outcomes are defined by the DfE, and taught at an age-appropriate level. Further details can be found in Appendix 3.

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils, we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

## **Where you can view curriculum information**

Please see Appendix 1 for our PSHE curriculum map. This is also available on the school website, along with a progression document, which shows how knowledge and skills are built within each strand, as children move through the school. <https://www.bourtonmeadow.co.uk/our-curriculum>

## **SEX EDUCATION**

Sex Education is taught as part of the PSHE curriculum in the context of Relationships Education but is non-statutory at the primary phase. However, George Grenville Academy provides age-appropriate content, using the MEDWAY planning, to ensure pupils are well-prepared for adolescence. Key topics include:

- Puberty and physical changes (Year 4)
- The menstrual cycle (Year 5)
- Reproduction (Year 6)

**Parental Right to Withdraw:** Parents/carers have the right to withdraw their child from the non-statutory elements of Sex Education, but are encouraged to have a discussion with the Headteacher and/or PSHE Lead before doing so. All requests to withdraw should be made in writing to the Headteacher.

Puberty Education is part of the statutory Health Education and parents/cares do not have the right to withdraw their child from this aspect of the curriculum.

## **Intent**

Why teach Sex Education?

The DfE states in the statutory Relationships, Relationships and Sex Education and Health Education guidance (see Appendix 4 - DfE link, page 23)

‘It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools school have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge from the national curriculum for science – how a baby is conceived and born’.

High quality Sex Education will support pupils to:

- Be taught factual and correct information about how a baby is conceived and born

- Explore in a safe and managed environment questions they may have about puberty and give them an ageappropriate understanding of sexual development
- Understand that all intimate relationships should be consensual and based on love and respect
- Understand the law and be taught that intimate relationships are for consenting adults
- Understand the importance of marriage and committed relationships and learn about different cultural and religious approaches to this
- Recognise and establish their own personal boundaries, and privacy relating to their own bodies and are taught the scientific vocabulary for all body parts
- Dispel myths and incorrect information about sex and how a baby is conceived and born
- Recognise unhealthy relationships, inappropriate behaviour and to report concerns or abuse
- Ask a trusted adult rather than go on line with regards to any concerns or questions they may have and avoid viewing any inappropriate material or entering into social media conversations

## **Implementation**

Sex Education is delivered through the Relationships curriculum as part of PSHE education and is taught in addition to the statutory science curriculum. To ensure the content and delivery of sex education is appropriate and relevant to our pupils, we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

**What we use** – PSHE Association programme of study, specifically Medway (see Appendix 2).

**Who** – Sex education is taught by qualified teachers with the support of other adults who are familiar with the curriculum content

**When** - Boys and girls are taught separately, where appropriate and where it is felt that this will provide a more comfortable and effective environment in which to learn, especially when engaging with more sensitive content.

**Where you can view curriculum information** – please see Appendix 2: The Medway RSE Resources overview

## **RELATIONSHIPS AND SEX EDUCATION**

Our Relationships and Sex Education lessons have been designed to be age-appropriate (supported by PSHE Association/Medway programme), and are designed to support children both now and in the future.

Our curriculum is underpinned by the 2010 Equalities Act and provides an inclusive approach that promotes understanding and mutual respect for all. We reflect diversity within each lesson to ensure that no pupil feels excluded and pupils are taught to understand, respect and celebrate difference and challenge stigma.

Sex Education is a vital element of PSHE and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

### **Managing Difficult Questions**

All aspects of PSHE are underpinned by shared and understood ground rules (see Appendix 4) with lessons being delivered in a safe and well-managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

### **Confidentiality and safeguarding**

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the Designated Safeguarding Lead (DSL) and share concerns with parents/carers according to the school's safeguarding procedures.

### **Roles and Responsibilities**

It is the statutory responsibility of the Governing Body to ensure our school has a compliant and up-to-date Relationships and Sex Education policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat other with respect.

### **Working with outside agencies and visiting speakers**

Vetting and sharing of school protocols will be adhered to with any outside agency engagement.

### **Working with parents and carers (consulting, informing and supporting)**

Consulting and working with parents to support pupils (including parent information evenings) and web page resources, guidance and PSHE coverage information. A voluntary parent working party was set up when developing our initial approach to the teaching of Relationships and Sex Education, in line with DfE regulations. (See Appendix 5)

### **RSHE and Sex Education for Pupils with SEND**

At George Grenville Academy, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), receive high-quality Relationships and Sex Education. We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships and Sex Education can therefore be particularly important subjects for these pupils. To ensure the curriculum is accessible and meets individual need, we promote a fully inclusive approach to PSHE and Relationships and Sex Education, ensuring all pupils, regardless of background, or SEND are supported and represented. We do this through:

- Personalised Planning: Lesson plans for pupils with SEND will be reviewed and adapted prior to delivery to ensure they are tailored to meet the child's specific needs, liaising with parents/carers where necessary
- Differentiated Content: The content, teaching style, and resources will be adjusted to reflect each pupil's level of understanding and learning style

- **Focus on Individual Needs:** Lessons will focus on the aspects of PSHE, Relationship and Sex Education that are most relevant and beneficial for the child's personal and social development.
- **Supportive Delivery:** Lessons will be delivered in a safe, nurturing environment, ensuring that pupils feel comfortable and confident to engage with the content. Lesson will be taught by an adult who has a nurturing and comfortable relationship with the children.
- **Collaboration:** Teachers, SENDCo, and support staff will work closely to plan and deliver tailored PSHE, Relationship and Sex Education lessons, taking into account input from parents/carers and external specialists where appropriate.

This approach ensures that pupils with SEND receive meaningful and accessible PSHE, Relationship and Sex Education that supports their development and well-being.

### **Delivery of the Curriculum**

PSHE and Relationship and Sex Education will be taught through bi-weekly sessions in KS1 (with constant drip feeding of our topics throughout the day) and weekly lessons for KS2, assemblies, and cross-curricular links (e.g., science and PE).

Content will be adapted to suit different learning needs and ages. Plans will also be reviewed and adapted each year to make sure content is suitable for the current cohort of children and their emerging needs.

The curriculum will be delivered by trained staff in a safe, non-judgemental environment

### **Monitoring, Evaluation and Training**

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and governors in line with the monitoring cycle agreed by the school.

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

The Relationships and Sex Education policy will be reviewed annually by the PSHE lead, SLT, and governors to ensure compliance and its ongoing relevance and effectiveness for the current cohort of pupils.

Parents will be consulted on any significant changes and we welcome parents and carers to discuss any aspect of this policy and/or the PSHE provision in school.

## Appendix 1 Curriculum map

<p><b>EYFS</b></p>	<p><b>Health</b>  <b>By the end of the EYFS will have:</b></p> <ul style="list-style-type: none"> <li>• Seen menus showing healthy meals and snacks and discussed</li> <li>• Become aware of eating habits at home and of the different ways people eat their food, e.g. that eating with clean fingers is as skilled and equally valued as using cutlery.</li> <li>• Understood which clothes were appropriate for different weather</li> <li>• Noticed the changes in their bodies after exercise, such as their heart beating faster.</li> <li>• Understood the importance of hand-washing.</li> <li>• Known that physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life.</li> </ul> <p><b>Early Learning Goal</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p><b>EYFS</b></p>	<p><b>Relationship</b>  <b>By the end of the EYFS will have:</b></p> <ul style="list-style-type: none"> <li>• Shown interest in the lives of people who are familiar to them.</li> <li>• Remembered and talked about significant events in their own experience.</li> <li>• Recognised and described special times or events for family or friends.</li> <li>• Discovered ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.</li> <li>• Role-played in areas with a variety of resources reflecting diversity.</li> <li>• Made a display showing all the people who make up the community of the setting.</li> <li>• Shared stories that reflect the diversity of children’s experiences.</li> <li>• Showed interest in different occupations and ways of life.</li> <li>• Understood some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>• Shown care and concern for living things and the environment.</li> <li>• Played in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiated play, offering cues to peers to join them.</li> <li>• Kept play going by responding to what others are saying or doing.</li> <li>• Demonstrated friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• Understood that own actions affect other people. For example, become upset or try to comfort another child when they realise they have upset them.</li> <li>• Become aware of the boundaries set and of behavioural expectations in the setting.</li> <li>• Begun to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>ELG</b>  <b>Play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings and form positive relationships with adults and other children.</b></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Y1	Living in the wider world Rules and Responsibilities <b>We are all special</b>	Health and Wellbeing Healthy Lifestyles <b>Keeping ourselves healthy</b>	Health and Wellbeing/ Living in the wider world Keeping safe <b>Safe inside and out</b> Money <b>Money, Money, Money!</b> Environment <b>My world, my job</b>	Health and Wellbeing Growing and changing <b>Everything changes</b>	Relationships Feelings and emotions/ Healthy relationships/ valuing differences <b>How do you feel?</b>	Relationships Feelings and emotions/ Healthy relationships/ valuing differences (+Medway lessons)  <b>How do you feel?</b>	2 weeks Transition. Focus on values gaps and emotional regulation around change
Y2	Living in the wider world Rules and Responsibilities <b>Leading my life</b>	Health and Wellbeing Healthy Lifestyles <b>Healthy me inside and out</b>	Health and Wellbeing/ Living in the wider world Keeping safe <b>Next step...</b> Money <b>To save or not to save?</b> Environment <b>Green fingers</b>	Health and Wellbeing Growing and changing <b>Mind and body</b>	Relationships Feelings and emotions/ Healthy relationships/ valuing differences <b>Me and my community</b>	Relationships Feelings and emotions/ Healthy relationships/ valuing differences (+Medway lessons)  <b>Me and my community</b>	2 weeks Transition. Focus on values gaps and emotional regulation around change
Y3	Health and Wellbeing Healthy lifestyles <b>My healthy lifestyle</b>	Health and Wellbeing Keeping safe <b>On safety!</b>	Living in the wider world Money <b>The business of money</b> Environment <b>Choices mean prizes</b> Rights and Responsibilities <b>The time is right...</b>	Living in the wider world/ Relationships Rights and Responsibilities <b>The time is right...</b> Valuing Differences <b>Identity is key</b>	Health and Wellbeing /Relationships Growing and changing <b>Reach for the sky</b> Feelings and Emotions <b>Feeling my way through</b>	Relationships Healthy Relationships (+Medway lessons)  <b>Actions speak louder the words</b>	2 weeks Transition. Focus on values gaps and emotional regulation around change
Y4	Health and Wellbeing Healthy lifestyles <b>The Sky is the Limit</b>	Health and Wellbeing Keeping safe <b>Risk, danger, hazard</b>	Living in the wider world Environment <b>The world is my oyster</b>	Relationships Rights and Responsibilities <b>The value in us</b>	Health and Wellbeing Emotions <b>Express Yourself!</b>	Health and Wellbeing Puberty (+Medway lessons) <b>Change is growing</b>	2 weeks Transition. Focus on values gaps and emotional regulation around change
Y5	Health and Wellbeing Healthy Lifestyle <b>Value myself</b>	Living in the wider world Money <b>Critical consumer</b>	Health and Wellbeing Keeping Safe <b>1<sup>st</sup> to Aid</b>  Relationships Healthy Relationships <b>Relationships on the line</b>	Relationships Healthy Relationships <b>Relationships on the line Cont...</b>  Growing and Changing (Medway lessons) <b>Cause and effect</b>	Health and Wellbeing Keeping Safe <b>Influence independence</b>	Living in the wider world Money <b>The Apprentice</b>	2 weeks Transition. Focus on values gaps and emotional regulation around change
Y6	Health and Wellbeing Keeping Safe <b>Put a pin in pressure</b>	Health and Wellbeing Healthy Lifestyle <b>Habits of a lifetime</b>	Living in the wider world Rights and Responsibilities <b>Surf the waves</b>		Relationships Healthy Relationships <b>Team and I</b>	Health and Wellbeing /Relationships Growing and Changing (+Medway lessons Sex Ed) <b>Growing with change</b>	2 weeks Transition. Focus on values gaps and emotional regulation around change

## Appendix 2 DfE descriptors

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-andhealth-education/relationships-education-primary>

## Appendix 3 – Relationship outcomes

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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.</li></ul>

<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>

<p><b>Being safe</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>
	<ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

#### Appendix 4 – Ground rules

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

Frame the ground rules in a creative way:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

**Appendix 5 – DFE guide for parents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RS\\_E\\_primary\\_schools\\_guide\\_for\\_parents.pdfs](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RS_E_primary_schools_guide_for_parents.pdfs)