

# **Relationship and Sex Education Policy**

## **Fletewood School**

### **1. Implementation**

Implementation of this policy began in April 2021.

The policy follows the revised Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance published in July 2025 which needs to be implemented by September 2026.

### **2. Rationale**

‘You shall love your neighbour as yourself.’ Mark 12:31

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in our School. Our approach to RSE therefore is rooted in the Adventist Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is a loving relationship with God, which embraces all people and creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

### **3. Values**

Our programme encompasses values relating to the importance of stable relationships, marriage and family life. We also promote God’s call to love others with a proper respect for their dignity and the dignity of the human body. The following will be explored and promoted:

School Values - Respect, Happiness, Resilience, Compassion, Co-operation.

Fundamental British Values - democracy, rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and those without.

### **4. Aims**

Through the provision outlined in this policy we also aim to raise pupils’ self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will

enable them to seek information or support, should they need it, both during their school years and after.

Our school aims also align with the guiding principles of pupil engagement, parent/carer engagement and transparency, positivity, careful sequencing, relevance, skilled delivery, and a whole-school approach as outlined in 2025 guidance (Devon Schools Wellbeing Partnership; Safeguarding Network).

## **5. Objectives**

To develop the following attitudes:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of God's creation;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own identity and that of others;
- recognising the importance of healthy relationships, marriage and family life;
- an understanding that while people may hold different views of right and wrong, all people living in England are subject to its law; and
- the ability to articulate and justify personal opinions without condemning others or being condemned.

To develop the following personal and social skills:

- making good choices which have integrity and are respectful of the rights of others;
- loving and being loved and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- learning to make choices that minimise the risk to health and personal integrity.

To develop skilled delivery by staff:

- Where possible, access training grants
- Use training grants to access relevant, up to date training
- Utilise training to deliver quality, effective, compliant RSE lessons throughout the school.

## **6. Outcomes**

To develop pupils into individuals who know how to act responsibly and who are capable of becoming more independent as they grow older while knowing the value and importance of making a positive impact on the lives of other people.

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE. We acknowledge the unique needs of children with SEND and are committed to providing bespoke support and guidance for them with RSE.

The Bible commands followers of Christ to love everyone. Created in the image of God, they must be treated with dignity and respect. This includes all people. Acts of ridicule, abuse or bullying towards any person are incompatible with the biblical commandment, 'You shall love your neighbour as yourself.' (Mark 12:31).

## **7. Content**

There are five aspects of RSE:

- families and people who care for me
- on-line safety and awareness
- being safe
- caring friendships
- respectful, kind relationships

The programme is continual and developmental, allowing learning needs to reflect each stage of the child. Since we are committed to the education of the whole child, teaching on relationships is cross-curricular, using SMSC and PSHE. It is integrated, with the School working in partnership with parents to give pupils a consistent message about the meaning and value of human relationships. The School will ensure that pupils are given a broad and balanced RSE programme which provides them with clear, factual, scientific information when relevant and meets the statutory requirements. The school will share all resources with parents/carers on request. Likewise, the school will inform all external organisations of our obligation to share all curriculum materials with parents/carers, and will not work with any organisation that doesn't allow their materials to be shared.

The school places a strong emphasis on online safety and wellbeing for the children. Regular lessons will be explicitly taught throughout the school. In addition to this, online safety will be referenced across lessons when deemed necessary and relevant. We acknowledge in the digital world the advantages of Artificial Intelligence (AI) but appreciate the dangers that can also come with it. Pupils in the upper school will learn about AI literacy and begin to develop an early awareness of deepfakes.

## **8. Consultation**

The following were consulted with regards to the development of this policy:

- School Council
- Parents and Carers
- Staff
- Governing Body
- British Union Conference of Seventh-day Adventist
- South England Conference

We recognise that parents (and other carers who stand in their place) are the primary educators of their children.

We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** will be followed.

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. The school will do everything it can to ensure that parents are comfortable with the RSE education provided to their children in school, within the boundaries of the statutory requirements.

Parents have the right to withdraw their children from any elements of sex education the primary school chooses to teach but **not** from the relationships education curriculum.

## **9. Balanced Curriculum**

We will ensure that pupils are offered balance by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information, and accurate terminology will be used for body parts, including genitalia. Lessons will cover the relevant aspects of the law pertaining to RSE.

As part of lessons and the school's daily life as appropriate and relevant, emphasis will be given on helping children understand change and loss, including bereavement. We will also encourage the children to develop skills in communication, assertiveness and setting boundaries.

We acknowledge that there are times in the children's lives where their personal safety could be at risk including around water, roads and railways. Explicit lessons will be given at various times throughout the school calendar to address these safety concerns so as to ensure all children have the knowledge and understanding to keep themselves safe when not in school.

We actively promote principles that develop tolerance and harmony; this is not

incompatible with our belief and faith.

## **10. External Visitors**

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

## **11. Responsibilities**

All staff have a responsibility of care; as well as fostering academic progress, they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of the pupils. All teachers will be expected to teach RSE in accordance with the ethos of the Seventh-day Adventist Church and the statutory guidelines. Appropriate training will be made available for staff teaching RSE. There is a responsibility for all staff to model positive behaviour and to be conscious of and avoid perpetuating stereotypes.

## **12. Controversial or Sensitive Areas and Children's Questions**

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a safe zone; we hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

## **13. Supporting Pupils who are at Risk**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussions may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and act quickly to address any safeguarding issues in accordance with our safeguarding policy.

## **14. Confidentiality and Advice**

All governors, all teachers, all support staff, all parents and all pupils are made aware

of this policy, particularly as it relates to issues of advice and confidentiality.

Pupils will be encouraged to talk to their parents about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties and inform the SLT, to ensure a whole-school approach.

## **15. Monitoring and Evaluation**

The school will review this policy annually. We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## **16. Relationship to other Policies and Curriculum Areas**

This policy works in conjunction with the following policies:

- Accessibility Plan
- Admission Policy and Procedures
- Anti-bullying
- Behaviour
- Child Protection and Safeguarding
- Confidentiality
- Counter Cyber-Bullying
- Curriculum
- Equal Opportunities
- E-Safety
- Foundation Stage
- ICT Acceptable Use
- PSHE & SMSC
- Race Equality
- Staff Development
- Teaching and Learning

**Policy Date May 2026**

**Review May 2027**