



# Relationships and Sex education policy

Spring 2026

# **Cedar Children's Academy**

## **RELATIONSHIPS & SEX EDUCATION POLICY**

### **Introduction**

This policy is a 'stand-alone' policy that comes under the umbrella of Personal, Social, Health & Citizenship Education (PSHE) at Cedar Children's Academy.

### **Rationale**

At Cedar Children's Academy, we believe that effective Relationships & Sex Education (RSE) is essential for our pupils, as they grow, so that they are equipped to make responsible, well-informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

### **Definition of Relationship & Sex Education**

Relationship & Sex Education is about the emotional, social and cultural development of pupils, which involves learning about relationships, healthy lifestyles, keeping safe, diversity and personal identity. RSE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

### **Aims and Objectives**

At Cedar Children's Academy, we aim to provide our pupils with an age appropriate RSE programme that:

- Provides a framework in which sensitive discussions can take place
- Prepares pupils for puberty and gives them an understanding of sexual development and the importance of health and hygiene
- Helps pupils develop feelings of self-respect, confidence and empathy
- Teaches pupils the correct vocabulary to describe themselves and their bodies
- Creates a positive culture around issues of sexual orientation and relationships

### **Curriculum**

Our curriculum is set out within the PSHE overview, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents 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 the pupils are fully informed and don't seek answers online.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

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). For more information about our RSE curriculum, see *Appendix 1*.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

## **Organisation**

Normally male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

Where visitors are invited to deliver aspects of the RSE programme, the school follows the guidelines issued by the authority. Visitors will be used to support not supplement the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

## **Aspects of RSE are encompassed within the ethos of the school and may be delivered through:**

- PSHE lessons
- Core and foundation subjects
- Assembly time
- Enrichment days/ weeks
- Theatre in education visits

## **Equal Opportunities**

RSE is inclusive of all students; they have an equal entitlement to good quality RSE. The programme will be delivered in line with the School's Equal Opportunity policy and the Equalities Act 2010 within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on any of the protected categories including but not limited to gender, race, disability, religion or sexual orientation.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school. The school will not discriminate against any member of the school community who is infected or affected by HIV.

## **Personal Beliefs**

The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

## **Language and Ground Rules in Lessons**

All staff teaching RSE will set ground rules in their classes. For example:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- The only language used will be easily understood and acceptable to everyone in the class
- Only the correct names for body parts will be used
- Meanings of words will be explained

Pupils will be involved in the negotiation/setting of the rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

## **Dealing with difficult questions**

We have a variety of strategies for dealing with difficult questions. For example:

- If a question is too explicit or is inappropriate the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- If a child makes a disclosure that causes the teacher concern, then they should follow the School's Child Protection procedures.

## **Menstruation**

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to the girls. We make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for pupils. At the onset of menstruation, it is advisable for the parents to inform the Class Teacher or office staff of the child's needs in order for us to make appropriate provision (Sanitary protection is available from the School Office).

## **Behaviour**

Homophobic, biphobic and transphobic (HBT) bullying is totally unacceptable. The school has a specific anti-bullying statement which all teachers are aware of and incidents of HBT bullying are recorded separately and may be reported to external authorities.

## **Confidentiality**

In line with the Confidentiality Policy pupils, parents, staff and health professionals working with us are aware of the different roles people have within the school, the confidential support available and how confidentiality works in practice. Staff must follow child protection guidelines, sharing information with other professionals and parents in line with local procedures. Staff teaching RSE have a duty of care and may wish to make a ground rule that opinions and ideas expressed in discussion should not be repeated outside the lesson. Again, it must be stressed that no absolute confidentiality can be promised. A lesson situation is a significantly different context to a conversation with an individual. Pupils should be reminded of the difference and understand that lessons are not an appropriate place to disclose personal information.

## **Roles and responsibilities**

### **The governing board**

The governing board will hold the headteacher to account for the implementation of this policy.

### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see *Appendix 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.

### **Pupils**

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

### **Parents' right to withdraw**

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are informed about children's participation in the school's RSE programme and are invited to view any materials and resources that will be used. Parents have the right to withdraw their children from the sex education within the RSE programme only and which is NOT part of the statutory National Curriculum Science Orders. A parent or carer who is unhappy about their child's participation in sex education should discuss their feelings with the Headteacher. Requests for withdrawal should be put in writing using the form found in *Appendix 2* of this policy and addressed to the headteacher. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary.

## **Monitoring and Evaluation**

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

1. Review – the PSHE co-ordinator 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 attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

The RSE policy is monitored and evaluated regularly by the PSHE co-ordinator through staff, parent and pupil questionnaires, lesson observations and work scrutinies. The PSHE co-ordinator is responsible for reporting any changes to the Staff, Senior Management Team and the AEB, for their approval.

**Appendix 1: 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"> <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>
Caring friendships	<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>
Respectful relationships	<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> <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> <li>• 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</li> <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>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<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>
Being safe	<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> <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 2: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

## TO BE COMPLETED BY PARENTS

Any other information you would like the school to consider	
Parent signature	

## TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	