

**Three Trees Academies**  
**Relationships and Sex Education Policy**  
**Next review September 2026**



Our school vision is:

**'Aspire, Belong, Achieve**

Our vision and school values are at the heart of the school, and they show our commitment to supporting children and families and promoting excellent teaching and learning. We are proud to serve the whole community, and it is our aim that through working together, we shape the children and the adults within it, to live fully and to Aspire, Belong and Achieve. The name of our school is based on the Christian folk tale of the Three Trees. In this well-known tale, three trees each have a dream to become something aspirational. By the end of the story, each tree becomes something that is of huge value to the Christian faith. They achieve something far better than they could ever have aspired to. This is some we wish for our pupils, families, staff and the wider community

We are an inclusive school, where everyone has a valuable contribution to make to our school community.

**Aims**

The aims of relationships and sex education (RSE) at Three Trees Academies 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

**1. Statutory requirements**

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 similar to 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 Three Trees Academies we teach RSE as set out in this policy.

**2. 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 –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/carers were invited to look at the policy and make recommendations/comments
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### **3. Objectives**

At Three Trees Academies

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide enough information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values within a broadly Christian framework and respect for other races, religions and ways of life.

### **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.
- 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).

Pupils also receive stand-alone sex education sessions in upper Key Stage 2 delivered by class teachers.

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

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).

## **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 [non-statutory/non-science] 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 including those with SEND and those who are vulnerable.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [nonstatutory/non-science] components of RSE
- Communicating any concerns about a pupil's response to parents/carers

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.

Teaching staff are responsible for teaching RSE.

#### **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/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy 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 and it is included in our continuing professional development calendar.

The Headteacher may 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 Headteacher through Learning walks.

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

This policy will be reviewed by the governing board every 3 years.

## Appendix 1: Curriculum map

Three Trees Academies		Relationships and Sex Education	
Using the agreed materials/resources – sessions will be delivered by the class teacher.			
Growing Up DVD /Sex Education– BBC resource, including lesson plans.			
<ul style="list-style-type: none"><li>• NSPCC resources – PANTS</li><li>• School nursing resources</li><li>• Betty for schools – encouraging open and honest talk about periods.</li></ul>			
Progression Grid			
EYFS	Year 1/2	Year 3/4	Year 5/6

<p><b>Making relationships (ELG)</b>          ELG: Children 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.</p> <p>Introducing the body and looking after it.          The concept of male and female and differences – using humans and animals.          The importance of basic hygiene.</p>	<p><b>To understand and respect the differences and similarities between people</b>          Children are able to define difference and similarity          They understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that</p> <p><b>Learn about the biological differences between male and female animals and their role in the life cycle</b>          Know that female mammals give birth and nurse their young          Can describe the biological differences between male and female</p> <p><b>Learn about growing from young to old and that they are growing and changing</b>          Can identify key stages in the human life cycle          Understand some ways they have changed since they were babies</p>	<p><b>Learn about the way we grow and change throughout the human lifecycle</b>          Can identify changes throughout the human life cycle          Understand change is on-going          Understand change is individual</p> <p><b>About different types of family and how their home-life is special</b>          Can describe different types of family          Identify what is special and different about their home life          Understand families care for each other in a variety of ways</p> <p><b>That everybody needs to be cared for and ways in which they care for others</b>          Understand that we all have different needs and require different types of care          Identify ways we show care towards each other          Understand the links between needs, caring and changes throughout the life cycle</p> <p><b>Year 4 only</b>  <b>The biological differences between male and female children</b>          Can label the male and female sex parts with confidence</p>	<p><b>Learn about the changes that occur during puberty</b>          Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females          Understand that puberty is individual and can occur any time between 8-17          Understand that body changes at puberty are a preparation for sexual maturity</p> <p><b>Understand how changes during puberty can affect relationships with other people</b>  <b>strategies to deal with feelings in the context of relationships</b> Are able to identify feelings and understand how they affect behaviour          Can practise strategies for managing relationships and changes during puberty</p> <p><b>To consider different attitudes and values around gender stereotyping and consider their origin and impact</b>          Understand how our attitudes and values about gender may be affected by factors such as religion and culture          Can recognise and challenge gender stereotypes          Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</p> <p><b>What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</b> Can identify positive qualities and expectations from a variety of relationships          Can explain the similarities and differences between friendships and intimate relationships          Can describe that there are different types of intimate relationships, including marriage</p>
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	<p>Understand that all living things including humans start life as babies</p> <p><b>About different types of family and how their home-life is special</b></p> <p>Can describe different types of family</p> <p>Identify what is special and different about their home life</p> <p>Understand families care for each other in a variety of ways</p> <p><b>Year 2 only</b></p> <p><b>The biological differences between male and female children</b></p> <p>Identify and use the correct terms to identify and name the male and female sex parts</p>	<p><b>Learn about the impact of puberty in physical hygiene and strategies for managing this</b></p> <p>Are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults</p> <p>Identify physical changes associated with puberty</p> <p>Understand that everyone's experience of puberty is different and that it begins and ends at different times</p> <p><b>How puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</b></p> <p>Are able to describe how feelings and behaviour change during puberty Can devise strategies for managing these changes</p>	<p>Understand that sex or making love may be one part of an intimate relationship between adults</p> <p><b>Learn about human reproduction in the context of the human lifecycle</b></p> <p>Know that sexual intercourse may be one part of a sexual relationship</p> <p>Can describe how babies are made and explain how sexual intercourse is related to conception Can name the male and female sex cells and reproductive organs</p> <p><b>How a baby is made and grows (conception and pregnancy)</b></p> <p>Know the male and female body parts associated with conception and pregnancy</p> <p>Can define conception and understand the importance of implantation in the womb</p> <p>Know what pregnancy is, where it occurs and how long it takes</p> <p><b>Year 6 only</b></p> <p><b>To answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</b></p> <p>Can answer their own questions about sex and relationships</p> <p>Can use appropriate language to discuss sex and relationships and growing up with confidence</p> <p>Can identify sources of information, support and advice for children and young people</p> <p>*Questions on contraception, same sex relationships, gender identity are answered in an age appropriate way if the subject arises however they are not actively taught.</p> <p>**Consent in friendships and later in relationships will be discussed at an age appropriate level</p>
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We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

### **Year 5 and 6**

A mixture of practical, interactive and formal teaching sessions will take place over the course of the year, for each year group allowing a continuous embedded and consistent approach to RSE. Evaluation forms at beginning/end of session to children and teachers.

### **Periods**

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly. Girls who have started their periods can approach any member of staff for support or sanitary protection.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another
- We will not seek to gain consensus, but will accept and celebrate difference
- We will encourage respect and discourage abuse and exploitation
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

## Appendix 2: RSE expectations: primary

These are the expectations set by the Department for Education.

### 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>

Topic	Pupils should know
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>
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> </ul>

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|  | <ul style="list-style-type: none"><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> |
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### Appendix 3: 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			
Any other information you would like the school to consider			
Parent signature			
To be completed by the school			
Agreed actions from discussion with parents			