



The Federation of Holy Trinity Church of England Schools

Relationships and Sex Education (RSE) Policy

'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together.'

Each day opens up horizons of hope, aspiration and joy!



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Relationships & Sex Education Policy

Rationale

The Federation of Holy Trinity Church of England Schools is committed to creating a welcoming community of faith where we learn and flourish together. We believe Relationship and Sex Education is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. Our policy is inclusive and designed to support the way in which all members of the school can learn and flourish together. We have adopted a whole school approach to Relationship and Sex Education in the curriculum, which fulfils the entitlement of every child to learning in this area. It is taught in a way that is sensitive to the cultural backgrounds of all pupils and looks at healthy and respectful relationships, what respectful behaviour looks like, love and care in relationships and the responsibilities of parenthood, as well as about sex and sexuality. We aim to equip our pupils with the knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle. Relationship and Sex Education is taught within the wider school context and supports family commitment and love, respect and affection, knowledge and openness.

Introduction

We have based our school's Relationships and Sex Education Policy (referred to as RSE throughout this policy document) on the DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (published in June 2019 and updated in September 2021).

The document states that:

'In primary schools, we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. All of this content should support the wider work of schools in helping to foster pupil well-being and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.'

DfE guidance states that Sex Education is not compulsory in Primary Schools, but that it is up to the individual school to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. With that in mind, the majority of our RSE curriculum is focussed on Relationships Education, taught at an age-appropriate level throughout school. However, as the DfE guidance states,

'Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.'

Therefore, as part of our commitment to safeguarding and ensuring all pupils are given an opportunity to ask questions in a safe and nurturing environment, our school has determined that, prior to attending secondary school, we need to cover some additional content on sex education in Year 6 in order to ensure our pupils are well-equipped and well-informed for KS3. Additional details on this can be found further on in the policy.

This policy operates in conjunction with the following school policies:

Curriculum Policy, Equalities Policy, PSHE Policy, safeguarding and Child Protection Policy.

Curriculum

RSE is part of the Personal, Social and Health Education (PSHE) curriculum in our school. PSHE is taught weekly in each class and at Holy Trinity, we use a Dimensions PSHE Programme called 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

There are three underlying core themes taught throughout 'Dimensions 3D' PSHE, within which there is broad overlap and flexibility :-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Throughout these core themes, RSE is interweaved throughout all year groups at an age-appropriate level through the following concepts:

- Living healthy lifestyles
- Addressing personal hygiene
- Developing an awareness of changing and growing
- Dealing with different emotions in an appropriate way
- Keeping safe
- Communicate well with others
- Defining, identifying and knowing how to respond to bullying
- Knowing where and how to seek help when needed
- Treating everybody with respect
- Forming and building positive relationships
- Understanding the reasons for rules, and their responsibility to keep them
- Learning about their responsibility in caring for others
- Keeping safe online
- Appreciating diversity

- Empathising with other points of view
- Expressing opinions clearly
- Understanding the changes that occur in puberty
- Developing strategies for managing changing emotions

Aspects of RSE are also taught through other subject areas. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Children also learn through computing and, 'Safe Zone' lessons all about online relationships and keeping themselves safe online.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children. At Holy Trinity we ensure that RSE is accessible to all pupils, including those with SEND.

Relationships Education (Statutory)

The focus of PSHE in our school is focussed around safeguarding. It is based on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

Our PSHE curriculum teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

Our PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

Our PSHE's Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes

including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online.

Through our PSHE curriculum, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily.

Sex Education

Sex Education is not statutory in primary schools. However, the statutory National Curriculum for science does include subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Our Federation has determined that we need to cover some additional content on sex education to meet the needs of our pupils in Year 6. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born. The unit also covers close relationships, including friendships, that often form during puberty; the physical, mental and emotional changes that take place during puberty; sexual relationships; busting some myths about sex; the features of healthy and unhealthy relationships. Additional information on the work covered is given at the end of this policy.

We consult parents before their children begin this work in Year 6 about the detailed content of what will be learnt through this additional unit. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents have the right to withdraw their children from our sex education lessons. Our Executive Headteacher or PSHE Lead will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The Executive Headteacher or PSHE Lead will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from

sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Our Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

The role of parents

We are aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school as part of statutory RSE (but not Relationships or Health Education sections). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and will provide alternative activities for their child, although may discuss the benefits of receiving this education and the detrimental impact that withdrawal may have on the child.

The role of the Executive Headteacher

It is the responsibility of the Executive Headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Executive Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Executive Headteacher and PSHE leader liaise with LDLT and external agencies regarding the school sex education programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse, as outlined in the Safeguarding and Child Protection Policy and Procedures.

PSHE Content and Coverage

In EYFS, children are taught to...

- Show sensitivity to others' needs and feelings and forms positive relationships with adults and other children (ELG 2021)
- Know when to say thank you and sorry
- Show sensitivity to others' needs and feelings and forms positive relationships with adults and other children (ELG 2021)
- Say when someone is special to them
- Work and play cooperatively and take turns with others (ELG 2021)
- Takes steps to resolve conflicts with other children by finding compromises
- Recognises, names and owns everyday feelings such as happy, sad and cross
- Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG 2021)
- Joins in and enjoys a range of activities
- Works together cooperatively towards common goals
- Form positive attachments to adults and friendships with peers
- Set and work toward simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Show sensitivity to their own and to others' needs
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour
- Recognises ways in which their families are special
- Knows the people who look after them and their different roles and responsibilities
- Build constructive and respectful relationships
- Show sensitivity to their own and to others' needs (ELG 2021)
- Recognises that their bodies can do lots of different things

In the EYFS, children will also be introduced to the very age appropriate and child friendly NSPCC resource, 'Pantosaurus' where they learn about the PANTS rules. This resource is used throughout school to help children recognise this key aspect of safeguarding. Appropriate vocabulary will be used to discuss body parts as needed. The 'PANTS' rules as set out by the NSPCC are as follows:

P – Privates are private

A – Always remember your body belongs to you

N – No means no

T – Talk about secrets that upset you

S – Speak up, someone can help.

In Year 1, children are taught to...

- Understand the importance of making friends
- Identify and respect the differences and similarities between people
- Learn how to develop positive relationships with peers
- Recognise that family and friends should care for one another
- Learn about the importance of sharing as part of friendship and kindness
- Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships
- Learn about bullies and bullying behaviour
- Understand that bullying is wrong
- Understand that name-calling is hurtful and avoidable
- Take part in discussions with the whole class
- Recognise how their behaviour affects other people
- Understand what is and what is not bullying behaviour
- Understand what is positive and negative behaviour
- Understand who can help if someone is affected by bullying
- Understanding that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying
- Learn strategies to cope with unfair teasing
- Understand that there are different types of teasing and bullying
- Develop a sense of belonging in the wider community
- Understand the role of the local community
- Develop a strong relationship with the local community
- Learn the names of different parts of the body including penis, vagina, breasts, testicles and anus
- Recognise similarities and differences between boys and girls
- Recognise kind and unkind behaviour
- Be able to take turns
- Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- Recognise and communicate feelings to others
- Learn how to share their views
- Recognise, name and deal with their feelings in a positive way
- Learn about the difference between secrets and surprises
- Understanding when not to keep adults' secrets
- Understand that it is acceptable to say 'no'
- Know where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried
- Learn about who to go to for help and advice
- Identify their special people and what makes them special

In Year 2, children are taught to...

- Understand that it is important to share their opinions and to be able to explain their views confidently
- Learn to listen to other people and play and work co-operatively
- Communicate their feelings to others
- Share opinions and explain their views
- Listen to other people and work cooperatively
- Learn about the importance of using the internet safely
- To value their own achievements
- To learn how to set simple goals and targets for themselves
- To recognise how they can use their strengths to contribute to different groups
- To identify and respect similarities and differences between boys and girls
- To recognise and respect similarities and differences between people
- Learn to take responsibility for their own actions
- Learn to be responsible for another living thing
- Understand the reason why we have rules
- Learn about rules as expectations
- Understand to agree and follow rules for their group and classroom
- Recognise why rules and expectations are important
- Understand why we have rules /expectations
- Learn about how they can contribute to the life of the class
- Understanding the importance of sharing
- Know that everyone has a responsibility to consider the needs of others
- Learn about a range of different feelings and emotions
- Understand that it is acceptable to feel a range of emotions
- Recognise, name, manage and express feelings in a positive way
- Understand and be aware of the different ways to show sadness
- Understand about coping with change and loss
- Recognise what is fair and unfair
- Understand the difference between right and wrong
- Know how to respond safely and appropriately to adults that may encounter (in all contexts, including online) whom they do not know
- Recognise the importance of listening to other people
- Understand the importance of being to work cooperatively
- Understand the concept of negotiation
- Learn about some of the physical changes in our bodies as we grow
- Understand emotional changes as we grow up
- Know that they have rights over their own bodies and the right to allow or not allow anyone to touch our bodies
- Understand that family and friends should care for each other

In Year 3 , children are taught to...

- Understand why it is important to be part of a community
- Recognise how new relationships may develop
- Recognise how their behaviour and that of others may influence people both positively and negatively
- Work independently and in groups, taking on different roles and collaborating towards common goals
- Recognise their strengths and how they can contribute to different groups
- Identify and talk about their own and others' strengths and weaknesses and how to improve
- Understand why it is important to work collaboratively
- Understand the terms 'resilience' and 'persistence' and why these character traits are important
- Know how to recognise the difference between isolated hostile incidents and bullying
- Understand why it is important to listen to others
- Know how to recognise bullying behaviour
- Understand the nature and consequences of negative behaviours such as bullying, aggressiveness
- Recognise right and wrong, what is fair and unfair and explain why
- Work and play independently and in groups, showing sensitivity to others
- Work co-operatively, showing fairness and consideration to others
- To know and understand how the make-up of family units can differ
- Understand how we are all connected by our similarities
- Understand that family units can be different and can sometimes change
- Identify strategies to respond to negative behaviour constructively and ask for help
- Empathise with another viewpoint
- Form and maintain appropriate relationships with a range of different people
- Know how to keep safe and how and where to get help
- Recognise and respect similarities and differences between people
- Recognise and respond to issues of safety relating to themselves and others and how to get help
- Know and understand the features of a good friend
- Understand why it is important to be positive in relationships with others
- Know how important friendships are in making us feel happy and secure, and how people choose and make friends
- Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- Know and understand the features of a good friend
- Understand why it is important to be positive in relationships with others
- Know 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

- Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- Know and understand that the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

In Year 4, children are taught to ...

- Understand the term 'diversity' and appreciate diversity within school
Learn about the need for tolerance for those who are different from us
Learn about the need for tolerance for those of different faiths and beliefs
- Recognise stereotyping and discrimination
- Know what a stereotype is, and how stereotypes can be unfair, negative and destructive
- Know and understand the terms 'discrimination' and 'stereotype'
- Challenge stereotypes relating to gender and work
- Listen to, reflect on and respect other people's views and feelings
- Challenge stereotyping and discrimination
- Work co-operatively, showing fairness and consideration to others
- Understand why rules are needed in different situations
- Recognise that rules may need to be changed
- Understand why it is important to behave responsibly
- Recognise that actions have consequences
- To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- To begin to make responsible choices and consider consequences
- To know why social media, some computer games and online gaming, for example, are age restricted
- Begin to make responsible choices and consider consequences
- Behave safely and responsibly in different situations
- Follow school rules about health and safety and know where to get help
- Know how to keep safe and how and where to get help
- Recognise and respond to issues of safety relating to themselves and others and how to get help
- To know where and how to report concerns and get support with issues online
- Understand what self-esteem is and why it is important
- Know how to communicate their opinions in a group setting
- Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- Develop strategies for managing and controlling strong feelings and emotions
- Empathise with another viewpoint
- Recognise how new relationships may develop

- Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying
- Recognise how their behaviour and that of others may influence people both positively and negatively
- Work independently and in groups, taking on different roles and collaborating towards common goals

In Year 5, children are taught to...

- Know and understand the importance of listening to others
- Understand the role of the listener in any relationship
- Recognise that there are many ways to communicate
- Understand the need to both listen and speak when communicating with others
- Understand the benefits of living in a diverse community and learn to celebrate diversity
- Recognise that people can feel alone and misunderstood and learn how to give appropriate support
- Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures
- Identify how to find information and advice through help lines
- Reflect on the many different types of relationships that exist
- Talk with a wide range of adults
- Recognise and respect similarities and differences between people
- Listen to, reflect on and respect other people's views and feelings
- Work co-operatively, showing fairness and consideration to others
- Recognise that communities and the people within them are diverse, changing and interconnected
- Discuss how people can live and work together to benefit their communities
- Recognise the difference between right and wrong and what is fair and unfair
- Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice
- Recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others
- Know 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
- Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- Take action based on responsible choices

- Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures
- Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements
- Show awareness of changes that take place as they grow
- Reflect on how to deal with feeling about themselves, their family and others in a positive way
- Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures
- Recognise that when the body changes during puberty it can affect feelings and behaviour
- Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of person hygiene
- Recognise how new relationships may develop
- Manage changing emotions and recognise how they can impact on relationships
- Know the importance of permission-seeking in relationships with friends, peers and adults
- Recognise that there are many different ways to communicate
- Understand the need for confidentiality in certain situations
- Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- Know about and understand the importance of touch in a range of contexts
- Know the difference between appropriate and inappropriate touches
- Know how to recognise and report feelings of being unsafe or feeling bad about any adult
- Recognise when physical contact is acceptable and unacceptable
- Judge what kind of physical contact is acceptable or unacceptable in relationships
- Recognise and respond to issues of safety relating to themselves and others and how to get help
- Negotiate and present their own views

In Year 6, children are taught to...

- Understand that there are many situations in which collaboration is necessary
- Understand the need to develop teamwork skills
- Recognise that there are many roles within a community
- Understand the need to collaborate in a group situation
- Learn about cultural differences and how diverse cultures can enhance societies
- Learn about gender discrimination and its impact
- Recognise that positive friendships and relationships can promote health and wellbeing
- Recognise how new relationships may develop
- Reflect on the many different types of relationships that exist
- Recognise and respect similarities and differences between people
- Recognise stereotyping and discrimination
- Recognise their strengths and how they can contribute to different groups
- Work co-operatively, showing fairness and consideration to others
- Recognise that communities and the people within them are diverse, changing and interconnected
- Identify different forms of discrimination against people in societies
- Recognise and know how to deal with situations involving peer pressure
- Recognise the features of extremism
- Identify why and how people are recruited into extremist activity
- Understand the meaning and importance of resilience and courage
- Understand the nature and consequences of negative behaviours such as bullying, aggressiveness
- Reflect on how to deal with feelings about themselves, their family and others in a positive way
- Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures
- Recognise and respect similarities and differences between people
- Recognise their strengths and how they can contribute to different groups
- Recognise how their behaviour and that of others may influence people both positively and negatively
- Identify and talk about their own and others' strengths and weaknesses and how to improve
- Work collaboratively towards common goals
- Talk with a wide range of adults
- Listen to and show consideration for other people's views
- Take responsibility for their own safety and the safety of others and be able to seek help in an emergency
- Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Know the importance of self-respect and how this links to their own happiness
- Learn about racial discrimination and its impact on societies, past and present
- Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures

- Recognise that positive friendships and relationships can promote health and wellbeing
- Identify how to find information and advice through help lines
- Recognise and respect the similarities and differences between people
- Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying
- Know that marriage represents a formal legally recognised commitment for two people to each other which is intended to be lifelong
- Know that relationships can change as a result of growing up
- Recognise that when the body changes during puberty it can affect feelings and behaviour
- Reflect on the many different types of relationships that exist
- Manage changing emotions and recognise how they can impact on relationships
- Recognise how their behaviour and that of others may influence people both positively and negatively

During the summer term of Year 6, children will also complete an additional unit around Relationships and Sex Education. This comprises of 4 areas which the children will look at over a series of lessons. As this is an additional unit, parents can choose to remove their child from all or some of these sessions. Within the unit, the following areas are covered:

1. Forming Relationships.

Children will look at how and why close relationships are formed, especially during adolescence. They will also look at the importance of friendship, kindness, understanding and respect in the development of any close relationship.

2. Sexual Relationships.

Children will build on their previous (statutory) work in Year 5 to look at the physical, mental and emotional changes that take place during puberty. They will then learn about sex becoming more familiar with vocabulary used, discussing the reasons why people may have sex and spending time looking at some common myths about this topic. Children will be given opportunities to ask questions in a safe and nurturing environment.

3. Healthy Relationships

Children will look further into the importance of friendship, kindness, understanding and respect in the development of any close relationship. They will begin to identify the key features of a healthy relationship and be given opportunities to ask questions around this.

4. Unhealthy Relationships

Children will look into what an unhealthy relationship is. Using a range of resources and in a safe and nurturing environment, children will explore ways in which a relationship could be unhealthy and how to identify 'red flags' in a relationship or in a situation. They will look at ways to deal with relationship issues in a safe and healthy way and they will be given information on who to go to for support if needed.

Monitoring and review:

This policy will be reviewed and agreed by the Governing Body on an annual basis. This policy will also be reviewed as and when guidelines change. This document should be read alongside the Equality Act (DfE, 2010)