



Beamont Primary School

Relationships Education Policy

Ratified: December 2025

Next Review Date: December 2026

Policy Responsibilities and Review

Policy type:	Trust Wide
Guidance:	This policy follows: • The Department for Education’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing committees, proprietors, head teachers, principals, senior leadership teams and teachers’ • PSHE Association Guidance
Related policies:	• SEND Policy • Safeguarding and Child Protection Policy • Behaviour Policy • Equalities Policy • Mental health Policy • ESafety Policy • Curriculum Policy
Review frequency:	Annually
Committee responsible:	Beamont Local Governing Committee WPAT Standards Committee
Chair signature:	<i>Jan Bacon</i>
Changes in latest version:	Detail changes, if any, since last reviewed

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Definition

Relationship education is about the emotional, social and cultural development of pupils and involves learning about positive relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

We provide relationship education that focuses on teaching the fundamental building blocks and characteristics of positive relationships.

Relationship education is **not** about the promotion of sexual activity. Statutory aspects of sex education are already covered in the science curriculum (see section 4: Curriculum)

Aims

All schools within Warrington Primary Academy Trust teach Relationship Education following guidance from the DfE and the PHSE Association. This ensures that age appropriate learning is mapped into our programmes of study. Key elements are provided in Appendix 1 and 2 for information.

Our aims for RSE are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

The first of our core values is Children First – Everything we do is in the interest of children first and foremost.

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](#). While we do not have to follow the National Curriculum, we are expected to offer all pupils a curriculum that is similar, including the elements of sex education contained in the science curriculum. In teaching relationship education, 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](#). Relationship education is taught in compliance with the relevant requirements of the [Equality Act 2010 and schools advice](#) and in compliance with the [SEND code of conduct](#). (see section 10: Pupils with SEND)

At Beamont Primary School we teach relationship education as set out in this policy.

Curriculum

Our relationship education curriculum is set out as per Appendix 1. The curriculum may need to be adapted in response to changes in cohorts and to reflect changes in the wider world. Any changes made will be available on our website.

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 be delivered as a component of the Science Curriculum **only** and pupils will be taught:

Science-KS1: notice that animals, including humans, have offspring which grow into adults.

Science-KS2: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals, and describe the changes as humans develop to old age.

For more information about our curriculum, see our curriculum map in Appendix 1.

2. Delivery of Relationship Education

Our Curriculum Map shown in Appendix 1 breaks down where the RSE elements fit into our PSHE curriculum.

Appendix 2 provides further detail of the content for each section.

- 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, Lesbian, Gay, Bisexual, and Trans (LGBT+) parents, families headed by grandparents, older siblings, 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).

Roles and responsibilities

Local Governing Committee

Beamont Local Governing Committee will approve the Relationships Education policy and hold the Headteacher to account for its implementation.

The Trustees

The Trustees Standards Committee will approve the Relationships Education Policy and hold the Local Governing Committee to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils. Only applicable to non- statutory or non- Science sex education (see section: 8).

Key Staff

Headteacher:	<i>Chris Jones</i>
PSHE Subject Lead:	<i>Katie Johnson</i>
Curriculum Lead:	<i>Dave Badley</i>
Pastoral Lead:	<i>Kelly Roberts</i>
RSE Governor Lead:	<i>Jan Bacon</i>
Designated Safeguarding Lead:	<i>Chris Jones</i>

Staff are responsible for:

- Delivering relationship education in a sensitive way
- Modelling positive attitudes to relationship education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory/non-science components of relationship education.

PSHE may be taught by all class-based staff. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching relationship education are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in relationship education and, when discussing issues related to relationship education, treat others with sensitivity and understand the importance of equality and respect.

Monitoring arrangements

The delivery of relationship education is monitored by the Headteacher and other key staff through:

- Monitoring arrangements, such as: planning scrutinies, learning walks and lesson observations
- Pupils' development in relationship education is monitored by class teachers as part of internal assessment systems.

- This policy will be reviewed by the Trustees Standards Committee and Beamont Local Governing Committee annually.
- At every review, the policy will be approved by The Trustees Standards Committee and the Beamont Local Governing Committee.

Parents' right to withdraw

Parents do **not** have the right to withdraw their children from relationships education as high quality evidence based and age appropriate teaching helps prepare pupils for the opportunities, responsibilities and experiences of life. They can also enable promotion of spiritual, moral, social, cultural, mental and physical development.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, however Beamont Primary School does **not** teach any non- statutory or non- science components of sex education.

Policy development

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

- a. Review- by a working group, consisting of staff and governors where all relevant information was considered, including relevant national and local guidance.
- b. Staff consultation – all school staff were given the opportunity to look at the draft policy and make recommendations, ask questions or make comments.
- c. Parent/ Carer consultation – parents/carers were invited to attend a meeting to consider the policy and see example resources and plans and then to give written feedback.
- d. Pupil consultation – pupils were asked what exactly they want from their relationship education and proposals were discussed in an age appropriate way.
- e. Ratification – once amendments were made, the policy was shared with the Local Governing Committee for approval and then the Trustees' Standards Committee.

Pupils with SEND

When planning relationship education, staff must make reasonable adjustments to alleviate disadvantage and be mindful of the SEND code of conduct. Relationship education must be accessible for all pupils. Relationship education teaching must be differentiated and personalised to ensure accessibility.

Training

Staff are trained on the delivery of relationships education and the biological aspects of science as part of their induction and it is included in our continuing professional

development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

The Relationship Education topics will be taught as part of our PSHE programme.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

[insert detailed plan here – whole school overview]

RESOURCES

- Jigsaw PSHE resources (Quality Assured Mark from PSHE Association)
- Age appropriate texts from Stonewall Primary Reading list
- P.A.N.T.S resources from NSPCC
- E-safety resources from eAWARE

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TO	PUPILS SHOULD KNOW
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources