



Brampton Abbotts CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

RELATIONSHIPS AND SEX EDUCATION

Chapter 3

CURRICULUM CONTENT POLICY SUITE

This policy will be reviewed and updated by the governing body at least annually.
All references to 'the school' imply both Brampton Abbotts and Bridstow Primary Schools.

Date signed off by full governing body:

To be signed off on 20th September 2026

Signed Daniel Brearey, Head teacher

A handwritten signature in black ink, appearing to read 'D. Brearey'.

Paul Mason, Chair of governors

A handwritten signature in black ink, appearing to read 'Paul Mason'.

Date next review due: October 2024

Introduction

Our vision is rooted in Psalm 1:3: 'You are like a tree, planted by streams of water that never run dry. Your fruit ripens in its time; your leaves never fade or curl. In all you do, you prosper'. To this end, and in order to create a positive learning environment, this policy suite sets out the school's approach to treating each other fairly, and to providing opportunities for open and honest feedback that enables pupils to grow and develop.

This suite of policies aims:

- to ensure all children are supported to achieve their potential, knowing their achievements and what they need to do next;
- to ensure that suitable reasonable adjustments are put in place to enable all children to engage fully in the life of the school and to achieve their potential.

This policy suite contains the following chapters:

[Chapter 1](#) : Development of Cultural Capital

[Chapter 2](#) : Religious Education and Collective Worship

[Chapter 3](#) : Relationships and Sex Education

[Chapter 4](#) : British Values

[Chapter 5](#) : EYFS

Other key school documents to refer to are:

- Safeguarding suite
- Curriculum delivery suite

Complaints and whistleblowing

Complaints should follow the procedures as set out in the Complaints Policy on our website. Staff also have a responsibility to raise any concerns in accordance with the school's whistleblowing policy.

Compliance

This policy is set out in line with the legislation, statutory guidance and good practice guidance set out at Appendix 1.

CHAPTER 3: RELATIONSHIPS, SEX AND HEALTH EDUCATION

3.1 Aims

At Brampton Abbots CE Primary School and Bridstow CE Primary School, we believe that high-quality Relationships, Sex and Health Education is an essential part of preparing children for life in modern Britain.

Through our RSHE curriculum, we aim to equip pupils with the knowledge, understanding, skills and values they need to develop healthy relationships, stay safe, respect differences and make informed choices as they grow.

3.2 Statutory requirements

The school delivers Relationships Education, Relationships and Sex Education and Health Education in accordance with current Department for Education statutory guidance, the Children and Social Work Act 2017, the Education Act 1996 and the Equality Act 2010.

At primary level, Relationships Education and Health Education are compulsory for all pupils. The school may teach age-appropriate aspects of Sex Education to support pupils' understanding of growing up, puberty, human development and preparing for transition to secondary school.

3.3 Organisation and delivery

RSHE is taught throughout the school year through dedicated PSHE and RSHE lessons, assemblies, themed events and wider curriculum opportunities. Each class delivers a planned sequence of lessons, supported by the Twinkl PSHE and RSHE Scheme of Work and associated RSE resources, to ensure progression, consistency and statutory coverage. These resources are reviewed and adapted by staff to meet the needs of pupils at Brampton Abbots and Bridstow.

Lessons are inclusive, age appropriate, developmentally appropriate, discussion based and responsive to pupils' questions and experiences. The Twinkl RSE resources are used to support curriculum delivery, provide structured learning activities and help staff maintain clear progression across year groups. Ground rules are established within lessons to ensure all children feel safe, respected and able to participate.

3.4 Equality, inclusion, safeguarding and online safety

RSHE teaching is delivered in accordance with the Equality Act 2010 and promotes respect, tolerance, inclusion and understanding. Teaching is respectful of different backgrounds, cultures and family structures and supports the needs of all learners, including pupils with SEND.

RSHE plays an important role in safeguarding children by helping them understand healthy relationships, personal boundaries, consent, safety, online relationships and where to seek help. Any concerns arising from RSHE lessons will be managed in accordance with the school's Child Protection and Safeguarding Policy.

Online safety forms an integral part of the RSHE curriculum. Pupils learn about safe online relationships, respectful communication, privacy, digital footprints, cyberbullying, online scams, misinformation, AI-generated or digitally altered content and how to access support.

3.5 Parents' right to withdraw

Relationships Education and Health Education are statutory subjects and parents do not have the right to withdraw their child from these aspects of the curriculum. Parents also cannot withdraw their child from National Curriculum Science lessons.

Parents may request that their child be withdrawn from specific non-statutory Sex Education lessons that go beyond the National Curriculum for Science. Requests should be made in writing to the Headteacher using the form in Appendix 2. The Headteacher will discuss any request with parents and alternative learning arrangements will be made where appropriate.

3.6 Assessment, monitoring and governance

Teachers assess pupils' understanding through observation, discussion, pupil reflection, questioning and lesson activities. Assessment is used to identify misconceptions and inform future planning. The PSHE and RSHE Subject Leader will review provision through learning walks, pupil voice, planning scrutiny, work sampling where appropriate and staff discussion.

The Governing Body is responsible for approving this policy, monitoring its implementation, ensuring statutory requirements are met and supporting leaders in evaluating the effectiveness of provision.

Appendix 1 : Legislative and statutory environment

This policy is based on and should be read alongside current legislation, statutory guidance and good practice guidance, including Department for Education statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, Keeping Children Safe in Education, the Children and Social Work Act 2017, the Education Act 1996, the Equality Act 2010, National Curriculum Science requirements, the school's Child Protection and Safeguarding Policy, Online Safety procedures and the Curriculum Delivery policy suite.

Appendix 2

Parental request for withdrawal from RE and/or collective worship, and/or the sex education element of the RSE curriculum

Name of child(ren)			
I would like to withdraw my child(ren) from <i>(please tick all that apply)</i>	Religious Education		
	Collective Worship		
	Sex Education <i>(NB Relationships Education and Health Education are statutory requirements for all children. Parents may only request withdrawal from non-statutory Sex Education that goes beyond the National Curriculum for Science.)</i>		
The reasons for this request are:			

I have spoken with my child's class teacher about this			Yes	
			Not yet	
Signed		Name		
		Date		
<i>Thank you for taking the time to complete this request; the head teacher will contact you to respond and to arrange a meeting if appropriate.</i>				