



Relationships and Sex Education Policy

Approved by: Jayson Rawlings

Date: September 2026

Last reviewed on: September 2026

Next review due by: September 2027

1. Aims

This policy aims to:

Provide a framework in which sensitive discussions can take place. Through the curriculum we will help prepare children and young people for puberty, and to understand the importance of health and hygiene and sexual development. We will teach the correct vocabulary to describe themselves and their bodies. At Cherry Tree School we help our children and young people to develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships.

2. Legislation and statutory requirements

From September 2020, all schools must deliver Relationships Education (in Primary schools) and Relationships and Sex Education (in Secondary schools). This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

3. Scope

This policy applies to all students attending Cherry Tree School and all staff involved in the delivery of RSE/PSHE within the school and those wider stakeholders who contribute to our ethos and culture.

4. Definitions

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. Roles and responsibilities

5.1 The Headteacher will:

Be 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.

5.2 Teachers will:

Deliver RSE in a sensitive way that reflects the needs and understanding of the children and young people

Model positive attitudes to RSE

Monitor progress

Respond to the needs of individual pupils

Respond appropriately to young people whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns should discuss them with the Headteacher/Deputy Headteacher.

Name:	Role:	Responsible for:
Emma Prendergast	PSHE/RSE Lead	To ensure coverage is robust and relevant To remain abreast of developments in PSHE and RSE To ensure other staff are clear about their delivery and confident in delivering their materials To offer support to staff where needed
Subject leaders/ class teachers	Key Stage Teachers	Classes are taught PSHE/RSE by PSHE lead or class teacher PSHE/RSE leads provides overview and support with medium term plans and resources. Science/Computing specialists deliver topics related to their subjects (e.g. reproductions or e-safety.)

5.3 The governing board will:

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

5.4 Children/young people will:

Engage fully in RSE and treat others with respect and sensitivity, when discussing related issues.

6. Policy Statement

At Cherry Tree School our pupils are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. Our overarching aim is that pupils are prepared for life after school. As part of this, we are committed to ensuring each young person receives high-quality relationship and sex education.

We are committed to ensuring all pupils have access to an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability or physical disability. We ensure that RSE fosters gender and LGBT equality. The school is committed to the provision of RSE to all of its pupils and to meeting the differing needs of male and female pupils as well as those who are gender fluid.

6.1 Aims

The aims of relationships and sex education (RSE) at our school are:

- To help pupils develop feelings of self-worth, self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships, and encourage pupils to form positive and healthy relationships
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To ensure pupils know how to keep themselves safe and how to behave respectfully towards others.
- To ensure pupils understand what sexual abuse and sexual harassment are, be aware of different types (including online), and that ALL sexual behaviour must be reported
- To ensure pupils understand key issues around consent, can identify appropriate and inappropriate touch and behaviours (off and on-line) and know how to raise a concern
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To provide a framework and environment in which sensitive discussions can take place

6.2 Rationale and Ethos

At Cherry Tree School we define Relationships and Sex Education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The purpose of Relationships and Sex Education (RSE) at Cherry Tree School is to assist our pupils to prepare for adult life through physical, emotional and moral support. Significantly this policy places RSE firmly in the context of relationships as a whole and seeks to develop it as such. We will emphasize the understanding of the importance for families of stable, caring, responsible and loving relations between adults.

Relationships and Sex Education is an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children. We recognise that our pupils are more vulnerable to exploitation, bullying and other

issues due to the nature of their SEND.

Relationships and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Due to the nature of our pupils, RSE is taught in a considerate and delicate way, ensuring that pupils feel comfortable and confident to ask questions. We believe that relationship and sex education is particularly important for our pupils because some do not have access to wider friends and networks and therefore rely on the internet to gain information. This can impact on a pupil's views, outlook and expectations around relations and sex.

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and different religious views. Pupils follow different pathways through the RSE curriculum. Many pupils have been out of education for some time before joining us. Others may be less mature or more vulnerable and therefore content and coverage is adapted to meet their needs and address gaps appropriately.

RSE is not delivered in isolation. It is taught in subjects including Personal, Social, Health Education (PSHE), Computing and Science. This includes lessons on how to keep themselves safe both in the physical world and in the online world, how to keep their bodies' safe and what to do if they are worried about any changes to their body.

6.3 Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. We will also invite visitors from outside the school, such as the school nurse or sexual health professionals, to provide support and training to staff teaching.

6.4 Working with Parents/Carers

Our RSE Policy is available on our school website and is also sent out via email annually to all parents/carers. We carry out an annual parent/carer RSE survey to gather feedback to inform our approach. We also offer a range of parents' workshops across the year attended by key staff including the clinical team, who can advise on any specific issues.

6.5 Whole School Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being me in the world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing me

7. Policy development

This policy has been developed in consultation with staff and will be developed in consultation with parents and students as we grow. The consultation and policy development process involved the following steps:

- Review
- Staff consultation
- Parent consultation

- Child and young person consultation
- Ratification

8. Curriculum

Teachers and pupils will agree ground rules at the start of the year which will be adhered to in all sessions, ensuring that pupils have an understanding that what is said in RSE lessons can be quite sensitive. Pupils will be encouraged not to talk about sensitive personal experiences in the groups. This ensures other pupils do not find out sensitive information about a child or situations they may have been through in the past, although staff will always be available to support any responses to difficult topics and will ensure support is offered where needed.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to disclosures of child protection or safeguarding concerns. Pupils will be made aware that if there might be a safeguarding concern, a safeguarding officer within the school will be informed.

Pupils will be able to raise questions anonymously by using the 'ask it basket'. The teacher can either address the issues raised by a pupil in private if they wish or address the question as part of a lesson. Pupils' questions will always be answered. We believe that providing accurate information is the most effective way to ensure pupils have a sound understanding.

As part of our whole school approach to RSE, parents are encouraged to contact us if they wish to discuss any aspect of what will be delivered. We are happy to arrange a phone conversation, or a face-to-face meeting as required. Parents will be made aware of any sensitive topics being covered in class.

Due to the vulnerabilities and needs of our cohort, we teach consent and appropriate / inappropriate touch / reporting in every year throughout school.

9. Delivery of RSE

Relationship and Sex Education (RSE) will be delivered explicitly through Life Skills (PSHE) lessons throughout the school year. We may use external professionals to support this teaching such as Loudmouth or professionals including the school nursing team, where necessary. Elements of human reproduction will be taught through compulsory science at varying stages of the curriculum in an age-appropriate manner.

The purpose of RSE is to provide knowledge about the processes of growth and development, human reproduction, different gender identities, including challenging stereotypes, as well as the importance of healthy relationships. At the same time, it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It provides an important forum for pupils to discuss their own issues and ideas, clarifying issues, gaining correct information and reaching balanced views.

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).

10. Safeguarding and child protection

At Cherry Tree School we are aware that discussion with children and young people during RSE lessons, may lead to a disclosure. If this happens, we will follow the procedures described in our Child Protection Policy. Ensuring that the needs of the child/young person are met sensitively and in a timely manner are paramount to everything that we believe in.

11. Parents right to withdraw

Parents of primary age pupils do not have the right to withdraw their children from relationships education. Parents of secondary age pupils do have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

To opt your child out of RSE lessons, please request a meeting with Gemma Watkins to discuss your request. You will be invited into school to talk through your request and discuss any issues and concerns (see form Appendix 2).

12. Training

Staff will be trained on the delivery of RSE as part of their induction and it will be included in our continuing professional development calendar. A nominated RSE/PSHE lead will support all teachers in the delivery and presentation of RSE related content.

The Headteacher/Deputy Headteacher and RSE Lead 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.

13. Monitoring arrangements

This policy will be reviewed annually by the Head Teacher, Gemma Watkins.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Summer 1	Relationships 1. <i>Belonging to a family</i> 2. <i>Making friends/being a good friend</i> 3. <i>Physical contact preferences</i> 4. <i>People who help us</i> 5. <i>Qualities as a friend and person</i> 6. <i>Self-acknowledgement</i> 7. <i>Being a good friend to myself</i> 8. <i>Celebrating special relationships</i>
Year 1	Summer 2	Changing me 1. <i>Life cycles – animal and human</i> 2. <i>Changes in me</i> 3. <i>Changes since being a baby</i> 4. <i>Differences between female and male bodies (correct terminology)</i> 5. <i>Linking growing and learning</i> 6. <i>Coping with change Transition</i>
Year 2	Summer 1	Relationships 1. <i>Different types of family</i> 2. <i>Physical contact boundaries</i> 3. <i>Friendship and conflict</i> 4. <i>Secrets</i> 5. <i>Trust and appreciation</i> 6. <i>Expressing appreciation for special relationships</i>
Year 2	Summer 2	Changing me 1. <i>Life cycles in nature</i> 2. <i>Growing from young to old</i> 3. <i>Increasing independence</i> 4. <i>Differences in female and male bodies (correct terminology)</i> 5. <i>Assertiveness</i> 6. <i>Preparing for transition</i>

Year 3	Summer 1	Relationships 1. <i>Family roles and responsibilities</i> 2. <i>Friendship and negotiation</i> 3. <i>Keeping safe online and who to go to for help</i> 4. <i>Being a global citizen</i> 5. <i>Being aware of how my choices affect others</i> 6. <i>Awareness of how other children have different lives</i> 7. <i>Expressing appreciation for family and friends</i>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Summer 2	Changing me 1. <i>How babies grow</i> 2. <i>Understanding a baby's needs</i> 3. <i>Outside body changes</i> 4. <i>Inside body changes</i> 5. <i>Family stereotypes</i> 6. <i>Challenging my ideas</i> 7. <i>Preparing for transition</i>
Year 4	Summer 1	Relationships 1. <i>Jealousy</i> 2. <i>Love and loss</i> 3. <i>Memories of loved ones</i> 4. <i>Getting on and Falling Out</i> 5. <i>Girlfriends and boyfriends</i> 6. <i>Showing appreciation to people and animals</i>
Year 4	Summer 2	Changing me 1. <i>Being unique</i> 2. <i>Having a baby</i> 3. <i>Girls and puberty</i> 4. <i>Confidence in change</i> 5. <i>Accepting change</i> 6. <i>Preparing for transition</i> 7. <i>Environmental change</i>
Year 5	Summer 1	Relationships 1. <i>Self-recognition and self-worth</i> 2. <i>Building self-esteem</i> 3. <i>Safer online communities</i> 4. <i>Rights and responsibilities online</i> 5. <i>Online gaming and gambling</i> 6. <i>Reducing screen time</i> 7. <i>Dangers of online grooming</i> 8. <i>SMARRT internet safety rules</i>

Year 5	Summer 2	Changing me 1. <i>Self- and body image</i> 2. <i>Influence of online and media on body image</i> 3. <i>body image</i> 4. <i>Puberty for girls</i> 5. <i>Puberty for boys</i> 6. <i>Conception (including IVF)</i> 7. <i>Growing responsibility</i> 8. <i>Coping with change</i> 9. <i>Preparing for transition</i>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Summer 1	Relationships 1. Mental health 2. Identifying mental health worries and sources of support 3. Love and loss 4. Managing feelings 5. Power and control 6. Assertiveness 7. Technology safety 8. Take responsibility with technology use
Year 6	Summer 2	Changing me 1. <i>Self-image</i> 2. <i>Body image</i> 3. <i>Puberty and feelings</i> 4. <i>Conception to birth</i> 5. <i>Reflections about change</i> 6. <i>Physical attraction</i> 7. <i>Respect and consent</i> 8. <i>Boyfriends/girlfriends Sexting Transition</i>
Year 7	Summer 1	Relationships 1. <i>Positive qualities of healthy relationships</i> 2. <i>My changing supportive relationships</i> 3. <i>Getting on and falling out</i> 4. <i>Discerning external factors in relationships</i> 5. <i>Assertiveness in relationships</i>

Year 7	Summer 2	Changing me 1. <i>My changing body</i> 2. <i>Having a baby</i> 3. <i>Types of relationships and their impact</i> 4. <i>Image and self-esteem</i> 5. <i>My changing feelings</i>
Year 8	Summer 1	Relationships 1. <i>Being in control of myself</i> 2. <i>Being in control of my relationships</i> 3. <i>Being in control of personal space</i> 4. <i>Managing control in relationships</i> 5. <i>Being in control of social media</i>
Year 8	Summer 2	Changing me 1. <i>Different types of relationships</i> 2. <i>What's in a relationship?</i> 3. <i>Looks and smiles</i> 4. <i>Does watching pornography help people to understand relationships?</i> 5. <i>Alcohol and risk</i>
YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	Summer 1	Relationships 1. <i>Power in relationships</i> 2. <i>Assertiveness and saying no</i> 3. <i>Porn – is it real?</i> 4. <i>Contraception</i> 5. <i>Consequences of unprotected sex</i>
Year 9	Summer 2	Changing me 1. <i>Mental health</i> 2. <i>Change and our emotions</i> 3. <i>Better sleep</i> 4. <i>Resilience</i>
Year 10	Summer 1	Relationships 1. <i>Healthy long-term relationships</i> 2. <i>Love and loss</i> 3. <i>Healthy connections</i> 4. <i>Relationships – don't believe what you see!</i> 5. <i>Better together?</i>

Year 10	Summer 2	Changing me 1. <i>Changing society and me</i> 2. <i>Managing change and decision making</i> 3. <i>Gender and sexual identity</i> 4. <i>Gender stereotypes and sexual identity</i> 5. <i>Physical and emotional changes</i>
Year 11	Summer 1	Healthy me 1. <i>Relaxation and managing stress</i> 2. <i>Hygiene and health</i> 3. <i>Under pressure</i> 4. <i>Pregnancy and choice</i> 5. <i>Staying safe in sexual relationships</i>
Year 11	Summer 2	Relationships “I can consider how power in relationships can affect people” “I understand issues relating to inclusion, equality and violations of human rights”

Appendix 2: Parent form: withdrawal from sex education within RSE (Secondary)

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			