



DIOCESE OF SOUTHWELL
& NOTTINGHAM

MULTI ACADEMY TRUST



St Peter's Cross Keys CofE Academy

Relationships and Sex Education



St. Peter's Cross Keys Primary C of E Academy



Our Vision

'Rooted in love we flourish and grow'

'Jesus said that the kingdom of God is like a little mustard seed. This seed is very tiny at first but this is just the beginning of something. When this little seed is planted it grows into a huge tree, a tree so big that birds come and sit on its branches!'

Matthew 13: 31-33

Jesus teaches us that all good things must start with small beginnings.

At St. Peter's we believe that learning continues throughout life and that we should develop the skills that enable life-long learning to take place. We believe that all children should be inspired and enthused by the challenges we present to them, and feel secure and supported so that they can try new and difficult experiences. We believe that through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Central to this is the commitment that inclusion for all children is at the heart our vision with the belief that removing barriers to participation and learning allows everyone to benefit fully from the educational opportunities we provide.

Our Mission

As a school, we have a strong focus on supporting children to develop an understanding of themselves, and crucially, an understanding of how they operate and develop as learners. All staff have a key role to play in nurturing self-esteem to support children in developing:

- A clear sense of belonging.
- Ambition for their future.
- The attributes of Critical Thinkers, Problems Solvers, Team Players and Resilient Learners.
- The knowledge and understanding to be a champion for change in our local community and to be a positive influence in the community and for themselves.
- Their personal, moral and spiritual development within a Christian framework

Our Core Values

Community

Peace

Hope

Wisdom

Dignity

Joy

Our Vision

Through a positive and caring environment, we provide the opportunity for every child to reach their full potential and flourish to become the very best they can be. We embrace Christian Values and ensure all children are ready for their next steps.

The school's policy for Sex and Relationships Education (SRE) is based on guidance from the DfE (https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf) and has been drawn up in consultation with parents, pupils, staff and outside agencies.

At St Peters Cross Keys SRE is defined as learning about physical, moral and emotional development, including love and care towards ourselves and others. Through the teaching of sex and relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

Intent

- To meet the requirements of the DfE guidance on SRE.
- To help and support children through physical, emotional and moral development.
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives.
- To understand the changes that occur to the human body during puberty.
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy.

Relationship Education

This is lifelong learning about physical, moral and emotional development. It deals with the understanding of marriage, family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex and sexuality. In the primary school setting sex and relationship education should ensure that both boys and girls know about puberty and how a baby is born (As set out in Key stages 1 and 2 of the national science curriculum.). Most importantly about the creation of a mutually respectful and loving relationship, with the understanding that this relationship can be made up in many different ways.

Implementation

SRE in the curriculum

The Head Teacher is responsible for the evaluation and assessment of the SRE curriculum, with each class teacher being responsible for the delivery of the subject.

In each Year Group (Rec-Y6) the children discuss key safeguarding issues linked to personal space and privacy. The school utilises the Teaching SRE with confidence resources to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensure children are aware and understand the boundaries that should exist regarding to the private areas of their body.

At St. Peter's Cross Keys, we use a combination of the following programmes

- SCARF, a comprehensive scheme of work for PSHE and Wellbeing education.
- Workshops led by Coram Life Education (authors of SCARF) for Health Education in EYFS, KS1 and Lower KS2 and Online Safety Awareness in KS2
- Talking Points – A Physical Health, Mental Wellbeing and Relationships Curriculum for Primary Schools based on age appropriate picture books and stories.
- DARE (Drug Abuse Resistance Education) in Year 6

An overview of SCARF and Talking Points is available from the school office on request. They cover all of the DfE's new statutory requirements for Relationships Education and Health Education, including nonstatutory Sex Education, as well as contributing to different subject areas in the National Curriculum.

Using SCARF, teachers can access a wide range of teaching support resources, including guidance documents and teacher training films.

We have chosen both SCARF and Talking Points as our main PSHE resources because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant, accessible and sensitive to the needs of the children. There is planned progression across the scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

Foundation Stage:

PSHE and Citizenship is taught in Reception as an integral part of thematic work. As Reception is part of the Foundation Stage, teachers will work to the objectives set out in the Early Learning Goals (ELGs) when covering PSHE and citizenship. Teaching of PSHE and citizenship will also match the aims of developing a child's personal, emotional and social development as set out in the ELGs.

In Years 1 – 4 children will learn:

- Developing the skills to have positive relationships with friends and family
- An understanding that families/relationships have different bases and set ups.
- Exercise and personal hygiene

In Year 5 and 6 children will learn:

- Developing the skills to be effective in relationships
- The different types of relationship, including marriage and those between friends and families. Children are made aware that different family set-ups exist (including homosexual relationships)
- How the body changes during puberty
- How a baby is conceived and born.
- Messages of sexuality developed in the media

At Year 6 teachers may, where appropriate, split the group according to gender, to discuss issues relating to puberty and sex; however this is not always the case.

How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. through picture books, activity sheets, films, songs, online games, and drama techniques. To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and an anonymous question box as appropriate. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy, which can be found on the school website. The majority of lessons will be delivered to the whole class, however for children in Key Stage 2 there may be some lessons, for example, on changes during puberty that will be delivered to boys and girls separately. Support is provided to children experiencing difficulties on a one-to-one basis by their class teacher, with parents contacted if it is felt that additional support is required.

How the delivery of the content will be made accessible to all pupils

Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

Lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes. Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Managing difficult questions

In all areas of the curriculum, we encourage children to develop their understanding by asking questions. It must be recognised that questions linked to sex education can be challenging for teachers

to answer due to the sensitivities involved. In Key Stage 2, children will be able to put anonymous questions in a question box and these may form part of the following teaching session. Questions raised in a lesson do not have to be answered directly and may be referred to parents if the teacher feels they would be in a more appropriate position to answer the question. Parents are encouraged to communicate with school to let us know if there are certain sensitive issues that they prefer to discuss with their child themselves.

All staff are aware of the procedures if a pupil discloses information where it is felt that this is a child protection issue and that the child's welfare is at risk or they are in danger. All staff will work within the agreed procedures for reporting and recording disclosures.

Assessment, Reporting and Recording

Class teachers assess progress and understanding in SRE through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHE. These will be passed throughout school to further encourage and develop progression in this subject area.

Equal Opportunities

All pupils have access to the SRE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Child Protection

All teaching staff are trained in child protection issues. Any concerns raised through SRE are dealt with according to the ACPC child protection procedures.

Working with Parents

Before the commencement of the SRE curriculum parents will have the opportunity to attend a parent consultation evening, where the Head Teacher and Lead Teacher for the subject area will cover the elements that will be taught answer questions on the PHSE and SRE curriculum. The school aims to work in partnership with parents when planning and delivering sex and relationship education. This is achieved through:

- consulting parents over the development of the policy
- involving parents in viewing resources and discussing the SRE curriculum
- advising parents on how they can answer questions about SRE with their children at home.
- supporting parents in helping children cope with the emotional and physical aspects of growing up
- making alternative arrangements for pupils who are withdrawn from SRE lessons and providing DfE materials for parents who choose to withdraw their children.

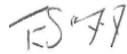
Monitoring and Evaluation

The monitoring of SRE is carried out by the Head Teacher and lead teacher who will report directly to the Schools Governors. This policy will be reviewed on an annual basis.

Policy reviewed: February 2026

Next renewal: February 2028

Signed: Chair of Governors:



Date: 2/2026

Headteacher:



Date: 2/2026