

Relationships and Sex Education Policy

June 2025

This policy has been written with regard to the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance published in 2019. [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education - GOV.UK](#)

INTRODUCTION

Bethany School aims to provide all our young people with a curriculum that ensures they are prepared for adult life in modern Britain. Relationships and Sex Education, and Personal Social Health and Economic Education (PSHE) can help to provide students with the key knowledge to:

- ensure that they can keep themselves safe
- develop healthy and positive relationships
- maintain good mental health
- build resilience
- manage their finances
- prepare for the workplace and
- successfully navigate the changing world in which they are growing up

We understand that all secondary schools (maintained, academies or **independent**) are required to provide Relationships and Sex Education (RSE); this policy reflects that guidance.

As a Christian school, we believe that any teaching on relationships, love and sex should be delivered in accordance with the Christian faith, based on a historic biblical understanding of human beings and their relationships, both with God and each other, and at the appropriate age.

We understand that positive, healthy relationships are vital to our sense of wellbeing, and a good gift from God who affirmed the importance of loving both God, and ones neighbour when Jesus said

...the first and greatest commandment is 'Love the Lord your God with all your heart and with all your soul and with all your mind and the second is Love your neighbour as yourself'

Matthew 22 v 36-40

In relationships and sex education, we place the emphasis on helping pupils understand and form respectful, loving relationships with friends, peers, family and all those they interact with. Understanding how relationships work and developing relationship skills gives a context for understanding human sexuality and sexual health. Our focus in the primary setting relates to building healthy relationships and staying safe. The secondary area of the school focuses on developing the students' understanding of healthy adult relationships in more depth, with sex education delivered in that context, and in accordance with Christian teaching.

We aim to develop an integrated approach that is sensitive to the needs of our students and the school community. We honour and affirm the role of parents as the primary educator of their children in line with our 'family school' ethos which is based on our understanding of the Bible. This includes their right to withdraw their child from sex education. Parents have the right to withdraw their child from sex education, but not from learning about relationships, in accordance with RSE and Health Education Guidance, (DfE 2019). We would encourage parents to look at the curriculum material before doing so, and encourage and support parents to teach their children about relationships and sex before they learn about it outside the home.

RELATIONSHIPS AND SEX EDUCATION

Statutory Guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' states the aims of RSE below.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education - GOV.UK](#)

Principles

Age appropriate

We believe that children and young people have not yet attained full maturity and staff will keep this in mind when delivering relationships and sex education. We will ensure that the information comes at an appropriate time and in a manner matched to their age, needs, physical and psychological maturity. Our consultation with parents resulted in feedback that could be broadly characterised as a desire that children not be taught 'too much, too soon'. Awareness of where each child is in their development and their individual differences are key factors in choosing when to deliver this education.

Partnership with parents and right to withdraw

As working with families is one of the core aims of Bethany school, and in line with DfE guidance, parental and staff consultation has been part of the process of implementing and reviewing this RSE policy.

We know that our RSE will be most effective when parents also spend time discussing issues with their children, and we promote an open dialogue with parents in relation to all our curriculum, including making curriculum and resources used for RSE available to families. As a Christian school, we believe that parents have the right to have a say in what sex education their children should be taught. In this regard, the school confirms that it will teach sex education in a way that considers the views of the parents. Parents will also have the right to withdraw their child from sex education, but not from learning about relationships in primary or secondary.

Parents will be given advance notice of sex education lessons (Appendix A), and those who choose should request withdrawal and discuss the matter with the Head Teacher, who will document the reasons. In these cases, the school will undertake to provide alternative learning for the pupil who is absent. We recognise that our pupils have a variety of home backgrounds, with some having a Christian faith, some another faith and some no faith at all. We respect the diversity of views on issues of relationships and sex and our aim is to be sensitive in areas where there are differences.

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. We engage with parents to inform them about the whole of the PSHE education curriculum from the beginning of their child's school career. This will foster a good understanding of (and support for) a subject that encompasses diverse topics such as first aid, healthy eating, mental wellbeing, relationships and sex and staying safe online.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if

the child wishes to receive sex education rather than be withdrawn, the statutory guidance states that school should make arrangements to provide the child with sex education during one of those terms.

Consistent with our ethos

Our Biblical ethos strongly teaches that every person has equal value, worth and dignity as they are all made in God's image. As such we treat all our pupils and families, whatever their beliefs, with the same care and compassion and without partiality.

We recognise and teach that in British law, marriage is between two consenting adults, in line with the Marriage (same sex couples) act 2013. We also know that many Christian churches and other faiths believe that marriage is the union of one man and woman for life. We believe that the Bible outlines the best way for human relationships, and refer to the recent guidance from the Equality and Human Rights Commission (EHRC [Equality and Human Rights Commission - GOV.UK](https://www.equalityhumanrights.com/gov)) which provides helpful clarification that the traditional, Biblical nature of marriage can continue to be taught in schools.

“Teachers, other school staff, Governors, parents and pupils are all free to hold whatever personal views they choose on marriage of same sex couples, including a view that marriage should only be between a man and a woman. The Government recognises that the belief that marriage can only be between a man and a woman is a belief worthy of respect in a democratic society.”

“Schools with a religious character can continue to deliver sex and relationship education in accordance with their particular religious doctrines or ethos. They must do so in a sensitive, reasonable, respectful and balanced way”

There will be sensitivity and respect shown for all people whatever their marital or relationship status. When teaching issues around LGBT, our students will learn that there are different types of relationships, in a way that is sensitive to their needs; and in accordance with our faith. We will ensure that teaching is inclusive and meets the needs of all our students. We will also adhere to our duty to comply with the relevant requirements of the Equality Act 2010.

Equip for the future

We will provide our students with clear, helpful, and accurate sex education which is compatible with the ethos and values of the school. Sex Education will reflect the values of the RSE requirements. It will be taught in the context of adults, within committed, long-term, loving relationships. In addition, it will promote self-esteem and emotional health and well-being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the wider community. All questions will be answered openly but sensitively.

We are committed to presenting pupils with a Biblical, balanced and sensitive education on relationships and sex. Bethany School prepares our pupils for life in modern Britain and actively promotes British values. Pupils are taught throughout our curriculum at age appropriate times, of the diverse worldviews and opinions of our society. As we seek to educate our pupils on the Bible's good teaching for life, and guide them through the choices they face, we also encourage them to think through these issues for themselves, rather than accept ideas without question. They learn to practise respect and tolerance of those with different beliefs and lifestyles including different types of relationships, and are equipped to understand different perspectives, paying particular regard to those with protected characteristics under the 2010 equality act.

Well planned and sensitively delivered

We seek to ensure that our staff deliver good quality relationships and sex education that communicates facts and viewpoints clearly. Class teachers deliver the content of RSE across the curriculum in PSHE, Science, Topic, R.S. and during Tutor Time, School Prayers, Circle time or 1-1 support. The Bethany school curriculum grid details when the different topics are covered throughout the school. A range of teaching methods which involve children's full participation are used to teach relationships and sex education. These include use of video, discussion, looking at case studies and drama. The PSHE association along with Christian resources

from 'Lovewise' have been selected as the main curriculum providers. Resources may be supplemented with activities from Twinkl or other appropriate organisations.

Aims and Objectives for Relationships and Sex education

We aim to

- provide our pupils with a knowledge and understanding of Biblical teaching on a range of healthy relationships and sexual love and help pupils understand the importance of families for nurture, identity and wellbeing, depending on their age and maturity levels
- provide our pupils with a positive understanding of what constitutes healthy, loving relationships, and how relationships may affect physical and mental health and wellbeing.
- clarify and reinforce existing knowledge
- provide our pupils with a knowledge and understanding of the biological facts about puberty, sex and human reproduction, depending on their age
- provide our pupils with the skills and confidence to make wise choices in life, protecting their physical and mental health and safety in relationships. This includes having an understanding of sexual health and contraception and how to protect themselves against unwanted pregnancies and sexually transmitted infections (STIs), depending on their age and maturity levels
- teach our senior pupils the biblical view of refraining from sexual intercourse outside of marriage, whilst also providing them with a clear understanding about the range of sexual attitudes and behaviour in present day society
- raise students' self-esteem and confidence, helping them to value themselves and others; helping them to understand their feelings and behaviour, and the importance of personal choice so they can lead fulfilling and enjoyable lives
- help pupils develop the communication, decision making, choice and assertiveness skills needed to conduct healthy relationships, cope with the influences of their peers, and the media and get help when required
- help gain access to information and support
- help pupils understand the concept of stereotyping, and to discuss issues such as sexual harassment in terms of their effects on individuals
- give pupils understanding of relevant legislation relating to sexual behaviour, gender, and equal opportunities, and to make them aware of statutory and voluntary organisations which exist to offer support in this regard

CURRICULUM CONTENT

In accordance with DfE guidance, relationships education is woven into the fabric of the school curriculum. Relationships Education consists of four key elements:

- a) Safety in forming and maintaining relationships
- b) The characteristics of healthy relationships
- c) How relationships may affect physical and mental health and wellbeing
- d) The nature of marriage and civil partnership and their importance for family life and the bringing up of children

Across the school, Relationships and Sex education will be age appropriate and taught from a biblical Christian perspective. Relationships and Sex Education is usually delivered in mixed gender groups, however, there may be occasions where single gender groups are more appropriate and relevant. Schemes of work are detailed in the relevant departmental curriculum grids.

Curriculum responsibility

The Governing Board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations and teach in accordance with the Bible and the wishes of the parents

The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Governing Board on the effectiveness of this policy.
- Reviewing this policy on a regular basis.

The PSHE subject leaders are Lisa Nnodim-Raphael and Marianne Daniell. They are responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to Relationships and Sex Education
- Ensuring the Relationships and Sex Education curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the Relationships and Sex Education curriculum complements, but does not duplicate, the content covered in the rest of the school curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head Teacher.

Child Protection / Confidentiality

- Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.
- In such cases, the staff member will inform the Designated Safeguarding Lead in line with the school's procedures for child protection. (See School Safeguarding Policy for further details)
- A member of staff should not promise confidentiality if concerns exist.

Dealing with Difficult Questions

- Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Sessions may use an anonymous question box as a distancing technique.
- Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Children with SEND

Teaching and resources will be adapted as appropriate to address the needs of children. The SENDCO will be informed in order for them to have full access to the content of relationships and sex education. This may mean pre-teaching by SENDCO or parents.

Monitoring and Review

This content has been agreed in consultation with Governors, parents and teaching staff.

Policy Adopted by Governors on: 16/6/25

Policy Due for Review: 2028

Junior Letter

Dear Parents,

You will be aware that we will be learning about the changes that take place within the human body, from birth to old age. The third PSHE lesson for this half-term, (Thursday 26th June) will focus on changes that occur during adolescence, including puberty.

We wanted to make you aware of some of the content we will be covering in this lesson. I am attaching the slides and resources we will be using in the lesson. You may find it useful to look through this and perhaps even discuss some of this with your child prior to the lesson.

To allow for a freer discussion, and to minimise any sense of awkwardness or embarrassment, we will teach this lesson in separate boy/girl rooms. I will teach the girls in the Y4 classroom, while John will teach the boys in the Y5/6 classroom.

The focus of this lesson is primarily to make the children aware of the changes that will take place within their bodies as they approach their pre-teen years. At this stage, we will not be addressing sexual intercourse, but they will be introduced to vocabulary related to genitalia and the reproductive organs as part of their subject-specific vocabulary for science. The content here overlaps for Science and PSHE, so we hope that devoting a lesson to this topic will allow us to cover the requirements of both subjects.

Puberty brings with it many emotional changes and challenges too, and we hope to address some of this as well. Our aim is for the children to understand that it's a natural, God-designed phase of life, and to anticipate it with a positive mindset. We'd like to address any concerns or worries they may have, and allow them to have an opportunity to share this in the lesson.

I'm sure the children will benefit from having some follow-up discussions with yourselves at home, after this lesson. It would be helpful to remind them of the need to be sensitive around their younger siblings to avoid any feelings of alarm or undue worry. It's so easy to spread or pick-up unhelpful notions about puberty, and their younger siblings or friends may not be ready for this conversation. We will also give them a reminder in the lesson that they should be sensible in how they talk about these issues with their younger siblings or other children at school.

Please find attached:

1. Puberty ppts: separate for boys and girls
2. Additional ppt for the girls' group explaining periods and sanitary hygiene
3. Anatomy ppt for the boys' group: location of some of the organs mentioned in the main slide.
4. Chris' story (will be read out, to encourage class discussions)
5. Bodily changes activity sheet. Children will sort pre-cut changes into physical or emotional or both (either as a venn diagram or in columns)

We hope this information is helpful for you as parents. Please keep the class in your thoughts and prayers as we aim to be sensitive yet informative as we discuss some of this content. Please feel free to get back to us with any questions.

Best wishes,

Year 7/8 Letter

Dear Parent / Carer

In Y7/8 during the RSE (Relationship and Sex Education) lesson in World View Studies we discuss puberty, sex, pregnancy and contraception. This may be a daunting topic, and you may feel your child is not old enough, but helpfully Faith in Kids put it like this:

'we need to talk to our children about sex. Not just sex, but also puberty, relationships and marriage. The Bible gives us beautiful truth that builds healthy foundations for thinking about these things. We can be confident, as Christians, that we DO have something to say that will enable our children to flourish. We can say something better than, "If it feels right, then do it." If we – as Christian [parents/teachers] – don't talk to our children about these topics in the light of God's word, they will be left with only a distorted, unhealthy understanding, shaped by the world'.

I am aware some children may find this topic difficult to take part in. However, I have prayerfully put together a plan which I hope to start the first Friday back. All the lessons will start with a reminder that we are made in God's image, and the lessons will have the context of God's plan for us. The slide 'Every lesson' (see attached) will be gone through in detail on week 1, then we will refer to this every week. Please remember these slides are brief and I will be talking about marriage during this lesson, but there won't be a slide for everything I say. I will be following and using 'Growing up God's way' throughout the lesson. This is a great book which I know a lot of you have already looked at with your child. If you haven't already started to talk to your child about this and want to before I do, now would be a good time. <https://amzn.eu/d/irlyXHq>

We will start by looking at how God has made us with the intent to reproduce and to understand the functions of the reproductive system of males and females. Leading onto covering clear explanations of what happens to our bodies during puberty.

Hopefully the embarrassment will have started to subside as we then look at understanding the purpose of the menstrual cycle. When can then naturally lead onto understanding the role of the sex cells in fertilisation. In week 3, I will be explaining that sexual intercourse is designed between husband and wife. This is the lesson where you have the right to withdraw your child. However, they will find it difficult to understand other parts of the curriculum if they don't have this understanding.

As the children will now understand about fertilisation we can then study the stages of pregnancy. Following on from this we will discuss different methods of contraception. I will briefly explain that Christians have different views on this and will be encouraged to discuss this with parents. The lesson will be led in a factual way and neutral manner.

The final lesson for our RSE will be looking at what happens if pregnancy is not occurring naturally.

I have spoken with our PSHE Governor Pete Jackson, who is in agreement with the content that I have planned. If you have any questions or would like to speak with me further please feel free to fix a time to come into school and discuss this with me. I have added my planning with a brief outline of what is taught so you know what I will be teaching each week. Parents do have the right to withdraw their child from all or any parts of the Sex Education, however we would urge any parents considering withdrawing their child from these lessons to consider what is being taught, how it is being taught and how important this education is for all children.

I would also like you to keep me in your prayers as I deliver these lessons.

Thank you for your support.

Regards

Lisa

Wk	Learning objective	Teaching input	Resources
1	To understand the structure and function of the male and female reproductive systems.	Find out what children already know. Sheets with body parts (to see if they know the anatomical names). This is to get past the silly ness and embarrassment. Look through ppt to see the same as the sheet with answers.	Male Reproductive System Worksheet and the Female Reproductive System Worksheet. PPT
2	To understand the changes that the body goes through during puberty.	Ask what happens during puberty (in discussion or in books). Using slides give the main changes that take place only in males and the main changes that take place only in females, including some of the reasons for these changes. Analyse the range of ages at which puberty can begin in males and females.	Puberty Changes Worksheet includes a set of statements for students to sort into a Venn diagram. Puberty Data Worksheet gives some data about the ages at which a sample of students began puberty.
3	To understand the purpose of the menstrual cycle	Find out what they already know. Explain the typical length of the menstrual cycle. Describe the stages of the menstrual cycle. explain the role of the egg cell in human reproduction	Menstrual cycle worksheets
4	To understand the role of the sex cells in fertilisation	Ask the ch'n to label a diagram of a sperm cell and an egg cell. Explain the journey of the sperm leading up to fertilisation. Explain how the sperm cell and egg cell are adapted to carry out their functions in the body.	Journey of the Sperm Story Template (if needed)

5	To understand the stages of development during a healthy pregnancy	What do we know about pregnancy? Start with looking at animals and their babies – facts about how long various animals are pregnant for. Move onto to describe the stages of pregnancy in humans. Explain the role of the placenta and umbilical cord in the development of a baby. analyse the effects of maternal lifestyle on a developing baby.	Development of a Baby Worksheet. Video of development
6	To understand how different methods of contraception can be used to prevent pregnancy.	Find out if anyone knows what contraception is. To explain. Discuss the different views of Christians. For the purpose of the lesson facts will be given and conversations can be had with parents if they are needing more guidance as to what they believe. Look at 4 different methods of contraception. Mechanical (condoms) Chemical (implant / coil) Natural (avoidance of sex) Surgical (vasectomy / sterilisation) Describe how different methods of contraception work.	Methods of Contraception Worksheet.
7	To understand how problems with fertility can be overcome.	Describe some reasons why a person might have trouble becoming pregnant. Explain the process of IVF for treating infertility Discuss the different methods for treating infertility. Options include: IVF, Foster, Adoption	Treating Infertility Worksheet