



FIRST BRIDGE SCHOOL

Relationships and Sex Education



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1. Aims

The aim of this policy is to ensure that:

- We assist the pupils in creating a happy and successful adult life.
- That pupils have the knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy.
- That pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts.
- That with the skills and knowledge taught, these subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

2. Definitions

“The School” and “First Bridge School” are represented by First Bridge Education and will be referred to as either First Bridge School or the School, throughout this policy.

“Parents” includes the parents, guardians, or carers of a pupil.

3. Scope

This policy applies to all pupils and their parents at First Bridge School.

Parents are made aware of this policy and its procedures for Relationship and Sex Education (RSE) through publication on our school website and can also request a copy of it at any time from the School Team. Every year, when this policy is reviewed and updated, parents will be consulted on its content and asked for their views, in line with government legislation for the teaching of RSE.

This policy is closely linked to the School’s Personal, Social, Health and Economical Education Curriculum and our Assessment and Curriculum Policies.

4. Legislation and Guidance

This policy is based on the Legislation and Statutory Guidance ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction 1 September 2026), The newly published RSE Regulations and Guidance are not legally due for introduction until September 2026, however as a setting we have chosen to begin introducing the 2025 updates so as to allow our teachers and pupils ample time to embed the new legislation.

5. Relationships, Sex and Health Education at First Bridge School

All primary schools must have a written policy for Relationships Education. The statutory requirement to provide Health Education as a part of RSE does not apply to independent schools. At First Bridge School we consider the key aspects of this requirement, for our pupils, to be Relationships, and therefore focus our curriculum design for our pupils on this element

As stipulated in the cited guidance, First Bridge School are also not required to teach Sex Education to pupils of Primary School Age. First Bridge School supports and educates pupils from five to nine years old, and considering their educational needs, we do not intend to formally cover any additional

content beyond the biological topics concerning humans and animals within the science, national curriculum schemes of work. Therefore, Sex Education will not form a standard part of our formal curriculum for RSE or PSHEEE.

Given the above statements, from here on in this policy will refer to the RSE curriculum as Relationships Education (RE). We may also refer to RE synonymously with PSHEE.

6. Relationships Education Curriculum Approach and Teaching

At First Bridge School, Relationships Education is taught within the framework of the Personal, Social, Health and Economic Education (PSHEEE) curriculum and schemes of work, as well as through Individual Education Plans, and utilisation of the Assessment of Basic Language and Learning Skills (ABLLS-R – See Assessment and Curriculum Policy for more information). The subject content that is to be covered in these programmes, in relation to the statutory teaching objectives of the Relationships Education schemes of work, is outlined below.

The teaching of the RE curriculum will take place as part of individual curriculum teaching sessions, topic lessons in small groups and in discrete one-to-one lessons. Individual learning objectives implemented to suit the ages, gender, abilities and needs of individual pupils. The RE curriculum is also supported by themed days and events and assemblies. Individual RE and PSHEEE targets will be detailed within each pupil's IEP.

We recognise that the principles that underpin key areas of this content, particularly those aspects that aim to foster positive relationships, through healthy and respectful communication between all members of the school community – pupils, teachers, tutors, senior managers, non-teaching staff and parents – are at the heart of everything we do at First Bridge School and need to be applied daily.

The chart below lists what pupils should know by the end of their primary school education through the relationships topics that will have been covered. These can be mapped against what pupils will have been taught in the Early Years Foundation Stage through the Personal, Social and Emotional (PSED) area of learning and development and in key stage 1 and key stage 2 through the PSHEE curriculum. Further detail for PSED is provided in the Birth to Five Matters guidance document and for PSHEE in the schemes for key stage 1 and key stage 2.

The First Bridge School PSHEEE schemes of work are based on the following topics and themes from the RE Curriculum:

- Families and People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

The Statutory Government Guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2025) sets out what children should know by the end of primary school. This information is provided in full below, for the readers context and knowledge, however it must also be noted that as our pupils range from ages five to nine, it will be unlikely that First Bridge School will be able to teach and cover all topic areas within the curriculum in full, nor teach the pupils to reach acquisition criteria of all skills required. Therefore, when pupils transition from our setting,

we will ensure a thorough handover of the content covered within RE/PSHEEE for that specific pupil, is communicated to their new setting as a part of their transition.

RE for pupils at First Bridge School is part of life-long learning and begins at EYFS and continues throughout formal education with us and beyond.

6.1. Key Principles

At First Bridge School we support the key principles underpinning the DfE programme, particularly that which concerns recognising the central importance of establishing and maintaining positive relationships between all members of the school community. We therefore support the DfE's focus at the primary school stage as being on teaching the fundamental building blocks and characteristics of healthy relationships.

Their programme aims to do so with particular reference to friendships, family relationships and relationships with other children and adults. This begins with pupils being taught:

- What a relationship is, what friendship is, what family means and who the people are who can support them.
- How to take turns and how to treat each other with kindness, consideration and respect.
- About the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Staff at First Bridge School will discuss and teach the features of healthy relationships with the pupils in 1-1 and group situations.

Staff at First Bridge School recognise that a growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes. This will include supporting and helping pupils to develop resilience and persevere, despite setbacks, with tasks they find challenging, and be able to work towards long-term rewards.

As well as promoting confidence and self-belief to develop self-respect and feelings of self-worth in our pupils, teachers and therapists will also aim to develop personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice.

At First Bridge School, we also recognise that Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education pupils will be taught the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse.

To achieve this, staff will focus on teaching and discussing boundaries and the need for privacy with pupils, ensuring they understand they have rights over their own bodies. This will include helping pupils understand boundaries in friendships with peers, and in families. We will ensure pupils know how to report concerns and seek advice when they suspect or know something is wrong. The way each pupil communicates this will look different, dependent on their communication abilities.

6.2. Protected Characteristics

At First Bridge School, we are committed to providing a Relationships Education curriculum that is inclusive, respectful, and reflective of the diversity of our school community. In line with the Equality Act 2010, we ensure that our teaching upholds the rights of all individuals and does not discriminate based on any of the protected characteristics.

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Through our PSHEE and Relationships Education curriculum, we aim to:

- Promote understanding and respect for all people, regardless of their background or identity.
- Foster a safe, inclusive environment where pupils learn to value difference and challenge stereotypes.
- Ensure all pupils see themselves and others positively reflected in what they learn.
- Equip pupils with the knowledge and vocabulary to understand and respect individual rights and equality.

We teach this content in a way that is age-appropriate, developmentally suitable, and sensitive to the needs and communication abilities of our pupils. We also acknowledge that families and relationships come in many forms, and we celebrate this diversity within our curriculum and wider school culture.

6.3 By the End of Their Primary School Education, Pupils Should Know:

Relationships Education Themes	Pupils Should Know
Families and People Who Care for Me	That families are important for children growing up because they can give love, security and stability
	The characteristics of healthy family life: <ul style="list-style-type: none"> • 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 some families may be different to theirs and that they should respect those differences.
	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, sharing interests and experiences, and support with problems and difficulties.
	That healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded.
	That most friendships have difficulties, 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; how to manage conflict and these situations and how to seek help of advice from others, if needed.
Respectful Relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality, culture or background), 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 to report 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.
Being Safe	What sort 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.

7. Parents Right to Withdraw

As we do not teach sex education at First Bridge School, parents do not have a right to withdraw from the teaching of the RSE curriculum or the aspect of Sex Education that fall under the National Curriculum for science i.e. human growth and reproduction.

At First Bridge School we follow the statutory guidance 'that schools must consult parents when developing and reviewing their RSE policy'. At the beginning of the academic year, the RE policy is shared with parents via our Family parent communication app, where we invite them to review and ask questions if desired. In line with the new 2025 guidance, parents can also request to view copies of the teaching plans and schemes of work related to our RSE curriculum. The policy is also made available on the school website so that any parent may read and review the policy at their convenience.

8. Version History

This is version three of First Bridge School Relationships, Sex and Health Education Policy. This policy will be reviewed annually by the Principal and Executive Head.

9. Links to Legislation and Guidance

Document	Location
Relationships Education (Primary) July 2025	Relationships education (Primary) - GOV.UK
The Education (Independent School Standards) 2014	https://www.legislation.gov.uk/ukxi/2014/3283/schedule/made
Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)	Relationships Education, Relationships and Sex Education and Health Education guidance
Equality Act (2010)	Equality Act

10. Related Policies and Documents

Curriculum Policy
Learning Pathways
Assessment Policy
PSHEE Scheme of Work