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Relationships and sex education policy (June 2025)

Eppleton Academy Primary School and
Nursery



Approved by:	L Jackson (Headteacher)	Date: June 2025
Approved by:	Governing Body	Date: Ratified July 2025
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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We follow the statutory guidance from the DfE for Relationships, Sex Education for primary schools and have done so since it was introduced in 2019. We continue to keep up to date with any changes and updates released by the DfE and update our RSE curriculum accordingly.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.
(see appendix 4)

At Eppleton Academy Primary we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – information and a copy of the draft policy were shared via the school website and parents and any interested parties were invited to share their views, make responses or ask questions.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE in primary schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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. Curriculum

Our RSE curriculum is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary. (Breakout Curriculum Overview)

We have developed the curriculum in consultation with parents and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are informed and don't seek answers online.

Sex education is not compulsory in primary schools, however we do offer a visit from the School Nurse to pupils in upper key stage two to provide a puberty talk. In this capacity, the primary sex education that we offer will focus on:

- Preparing boys and girls for the changes that adolescence brings

For more information about our curriculum, see our curriculum map in Appendix 1 and 2

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum across the school. Each week all classes will 'break out' of normal routines to take part in Curriculum Breakout sessions. The curriculum is designed so that each week the classes from EYFS to Year 6 will explore the same 'Focus' such as Family, Friends, Feelings, Personal Hygiene, Safety etc. but will each have a different question to consider. The questions are designed to enable progression from EYFS to Year 6. During the session the children will take part in active, hands on sessions designed to engage each and every child. Each session is designed to widen our children's knowledge and understanding by exploring themes and topics related to themselves, others and the world they live in.

We also teach aspects of RSE through our 'No Outsiders' approach which is implemented through classroom teaching, assemblies and through the school culture and ethos. See Appendix 4

At Eppleton Academy RSE is also taught through:

- Assemblies
- Visitors to school
- KidSafe sessions

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional (Puberty talk).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 & 2.

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, LGBTQ+ 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).

We will also be mindful of the law and legal requirements not to condone or encourage illegal activity, such as violence against people, criminal damage to property, hate crime, terrorism or illegal use of drugs.

6.1. Inclusion

We will teach about these topics in a manner that:

- Is age appropriate
- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - › Safe and supported
 - › Able to engage with the key messages

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Fit into our curriculum plan
- Are from credible sources

- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- Resources used by any external agencies such as the school Nurse are shared with school and Parents before sharing with pupils

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (puberty talk).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Recording and reporting any safeguarding concerns that present themselves as a result of RSE sessions being delivered in class. Class teachers to follow Safeguarding procedures in school, reporting to DSLs.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All class teachers & support staff are responsible for teaching RSE in our school

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE (puberty talk).

Requests for withdrawal should be put in writing to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

11. Monitoring arrangements

The delivery of RSE is monitored by Miss S Imrie through: work scrutiny, pupil voice, staff and parent feedback, lesson observations or learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs L Jackson. At every review, the policy will be approved by the headteacher and full governing body.

Appendix 1: Breakout Curriculum Yearly Overview

EPPLETON Curriculum Breakout Whole Year Overview

Week		1	2	3	4	5	6	7/8
Half Term	THEME	BRITISH VALUES	WIDER WORLD WHAT'S IN THE NEWS/ DEBATE	RAISING ASPIRATIONS	PSHCE- HEALTH & WELLBEING	KEEPING SAFE	SEX & RELATIONSHIPS	For Whole School Issues that may be raised or events in the SMSC calendar
Autumn 1	FOCUS	TOLERANCE	ENVIRONMENT	FINANCE- SAVING- BUDGETING	PERSONAL HYGIENE	INTERNET SAFETY	FRIENDS	
Autumn 2	FOCUS	RULE OF LAW	LOCAL AREA	ENTERPRISE	DENTAL HYGIENE	SOCIAL MEDIA	FAMILY	
Spring 1	FOCUS	DEMOCRACY	CHARITY/COMMUNITY	GOALS	BALANCED LIFESTYLE	RISK, DANGER, HAZARD	BULLYING	
Spring 2	FOCUS	INDIVIDUAL LIBERTY	LIVING IN A DIVERSE WORLD	INSPIRATIONAL FIGURES	MENTAL HEALTH	ROAD SAFETY	RACISM	
Summer 1	FOCUS	PROUD TO BE BRITISH	EXTREMISM/ TERRORISM	INSPIRATIONAL FIGURES	LOSS	STRANGER DANGER	STEREOTYPES	
Summer 2	FOCUS	DEBATE- HAVE YOUR VOICE HEARD	ME IN THE WIDER WORLD	CAREERS/ FURTHER EDUCATION	RESILIENCE- PROBLEM SOLVING/ COMPETITION	WATER SAFETY	FEELINGS	

Appendix 2: Curriculum map

Relationships and sex education curriculum map- Statutory Guidance from DfE

RSE Curriculum Coverage- Where it is taught

Topic	Pupils should know	Where we plan for this	
Families and people who care about me	That families are important for children growing up because they can give love, security and stability	Breakout- Sex & Relationships- Family- Aut 2 KidSafe Assemblies	Rec, Y2, Y4, Y6
	The characteristics of healthy family life, 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		Y1
	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care		Y3, Y6
	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		Rec, Y3, Y6
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		Y5
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		Rec, Y6 KidSafe
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends	Breakout- Sex & Relationships-	Rec, Y1, Y3
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,		Y1, Y2, Y6

	sharing interests and experiences and support with problems and difficulties	Friends- Aut 1 KidSafe Assemblies Anti-bullying team, week and events	
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		Y1, Y5, Y6
	That most friendships have ups and downs, 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		Y1, Y2, Y3, Y4
	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		Rec, Y3
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Breakout- British Values- Tolerance- Aut 1- All year groups Breakout- Sex & Relationships- Racism- Spr 2- All year groups Breakout- Sex & Relationships- Friends- Aut 1- Y6 Breakout- Sex & Relationships- Stereotypes- Sum 1- Y2 KidSafe RE Assemblies Anti-bullying team, week and events	
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	Breakout- British Values- Tolerance- Aut 1- All Year groups Breakout- Sex & Relationships- Racism- Spr 2- All year groups	

		Breakout- Sex & Relationships- Friends- Aut 1- Y6 Breakout- Sex & Relationships- Stereotypes- Sum 1- Y2 KidSafe Assemblies Anti-bullying team, week and events
	The conventions of courtesy and manners	Breakout- Sex & Relationships- Family- Aut 2- Y2 Whole School/ Class Rules Assemblies Anti-bullying team, week and events
	The importance of self-respect and how this links to their own happiness	Breakout- British Values- Tolerance- Aut 1- Y1 Assemblies Anti-bullying team, week and events
	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	Breakout- British Values- Tolerance, Rule of Law, Democracy, Individual Liberty- All Year groups Breakout- Sex & Relationships- Racism- Spr 2- All year groups Breakout- Sex & Relationships- Friends- Aut 1- All year groups Breakout- Sex & Relationships- Family- Aut 2- All year groups

		Assemblies Anti-bullying team, week and events	
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	Breakout- Sex & Relationships- Bullying- Spr 1- All year groups Breakout- Sex & Relationships- Racism- Spr 2- All year groups Breakout- Sex & Relationships- Stereotypes- Sum 1- All year groups Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups Breakout- Keeping Safe- Social Media- Aut 2- All year groups KidSafe- Week 4 Assemblies Anti-bullying team, week and events	
	What a stereotype is, and how stereotypes can be unfair, negative or destructive	Breakout- Sex & Relationships- Stereotypes- Sum 1- All year groups	
	The importance of permission-seeking and giving in relationships with friends, peers and adults	Breakout- Keeping Safe- Risk, Danger, Hazard- Spr 1- Rec Breakout- Keeping Safe- Stranger Danger- Sum 1-Y1 KidSafe	
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not	Breakout- Keeping Safe- Internet Safety- Aut 1	Breakout- Keeping Safe- Internet Safety- Aut 1- Y1, Y2, Y3, Y4

		Breakout- Keeping Safe- Social Media- Aut 2 KidSafe- Week 3	Breakout- Keeping Safe- Social Media- Aut 2- Y4, Y5, Y6
	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	Assemblies Anti-bullying team, week and events Cyber-Bullying/ Internet Safety day/ week	Breakout- Keeping Safe- Internet Safety- Aut 1- Y3, Y4 Breakout- Keeping Safe- Social Media- Aut 2- Y3
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them		Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups Breakout- Keeping Safe- Social Media- Aut 2- All year groups
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups Breakout- Keeping Safe- Social Media- Aut 2- All year

			groups
	How information and data is shared and used online		Breakout- Keeping Safe- Internet Safety- Aut 1- Rec, Y1, Y2, Y6 Breakout- Keeping Safe- Social Media- Aut 2- Y1,Y2, Y4, Y5
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Breakout- Sex & Relationships- Friends- Aut 1- All year groups Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups Breakout- Keeping Safe- Social Media- Aut 2- All year groups PSHCE Health & Wellbeing- Mental Health- Spr 2 KidSafe Assemblies Anti-bullying team, week and events	Breakout- Sex & Relationships- Friends- Aut 1- All year groups Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups Breakout- Keeping Safe- Social Media- Aut 2- All year groups
	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		Breakout- Sex & Relationships- Feelings- Sum 2- Y6 KidSafe- Week 4
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and		

	other, contact	Cyber-Bullying/ Internet Safety day/ week	KidSafe- Week 4
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know		Breakout- Keeping Safe- Internet Safety- Aut 1- All year groups Breakout- Keeping Safe- Social Media- Aut 2- All year groups Breakout- Keeping Safe- Stranger Danger- Sum 1- All year groups
	How to recognise and report feelings of being unsafe or feeling bad about any adult		Breakout-PSHCE Health & Wellbeing- Mental Health- Spr 2-Y4 KidSafe
	How to ask for advice or help for themselves or others, and to keep trying until they are heard		Breakout-PSHCE Health & Wellbeing- Mental Health- Spr 2-Y4 KidSafe
	How to report concerns or abuse, and the vocabulary and confidence needed to do so		Breakout- PSHCE Health & Wellbeing- Mental Health- Spr 2-Y4 Breakout- Keeping Safe- Risk, Hazard,

			Danger- Spr 1- All year groups KidSafe
	Where to get advice e.g. family, school and/or other sources		Breakout- PSHCE Health & Wellbeing- Mental Health- Spr 2-Y4 Breakout- Sex & Relationships- Feelings- Sum 2- All year groups Breakout- PSHCE Health & Wellbeing- Mental Health- Spr 2-All year groups KidSafe

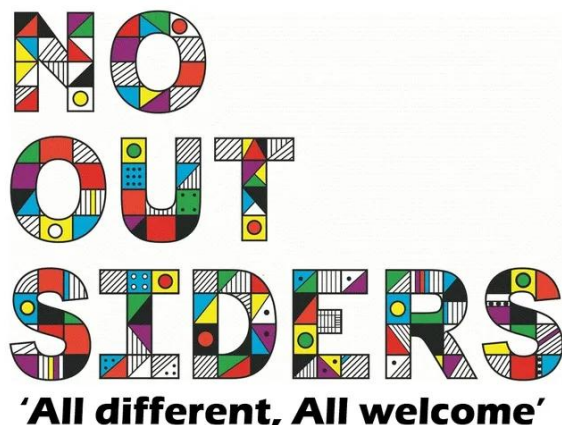
Curriculum Breakout Yearly Overview- showing Focus areas where RSE is taught

Appendix 3: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, 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 others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• 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	<ul style="list-style-type: none">• 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, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), 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 reporting 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • What sorts 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

Appendix 4: No Outsiders Approach



At Eppleton Academy we are committed to providing children with an inclusive education, we aim to promote community cohesion and are focused on preparing children for life in modern Britain. This is part of our existing curriculum and wider school culture.

So how do we do this? We have an ethos that is backed up by language and behaviour. All children are taught that we are all different and we like that. Wouldn't life be boring if we were all the same? As children grow up, they can sometimes learn that difference is a barrier, the aim is to remove that barrier.

We have adopted a 'No Outsiders' approach to further develop this school ethos, to support what we already do. Through picture books, photographs, discussions and assemblies, we explore differences in an age-appropriate way, so that children can feel comfortable in their own skin. Children should know who they are and also know that they are accepted without judgement. We want children to understand that no matter who you are, you are welcome in our school.

In early years and KS1 we use picture books where characters are different and we show that they are also friends and play together. We make sure there are characters that look different and the hope is children will see themselves reflected in those books "I'm different too and that's OK".

As children move up the school, we explore reasons why people might feel left out, an outsider. After all, it is a fact that prejudice and discrimination exist and children are going to experience it at some point. We need to prepare them, give them confidence to disagree when they hear prejudice and show them that they are not alone.

We talk about The Equality Act and the nine protected characteristics. No one should face discrimination because of: Race, religion, sex, gender reassignment, age, disabilities, sexual orientation, pregnancy, marriage or civil partnership.

Here are some of the specially selected picture books that we use to build a foundation where an understanding of difference is accepted. We can't always shield children with all the negative things in the world, but we can counter it by filling their world with stories of community cohesion, acts of kindness, friendship, empathy, hope and confidence.



For further information about our No Outsiders Approach, please visit the link below with lots of further information for parents and carers.

<https://no-outsiders.com/parents-and-carers#2619e025-132a-48d7-99bd-79181394f7ff>

Appendix 5: Legislation

Sections 406 and 407 of the Education Act 1996

- **Section 406: Prohibition of partisan political views:**

This section mandates that maintained schools must not promote partisan political views in the teaching of any subject. This applies to all aspects of school life, including classroom teaching, extra-curricular activities, and interactions with pupils.

- **Section 407: Balanced presentation of opposing views:**

This section requires maintained schools to take reasonable steps to ensure that when political issues are discussed, pupils are exposed to a balanced presentation of opposing views. This means that schools should not present only one side of a political debate, but should strive to offer a range of perspectives.

Part 6, chapter 1 of the Equality Act 2010

Part 6, Chapter 1 of the Equality Act 2010 addresses discrimination, harassment, and victimisation in education, specifically within schools. It prohibits these actions based on protected characteristics like disability, sex, race, religion or belief, sexual orientation, and gender reassignment. The chapter also outlines the duty of schools to make reasonable adjustments for disabled pupils.

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010)

Key Elements of the Public Sector Equality Duty:

Eliminate discrimination, harassment, victimisation, and other prohibited conduct:

Public bodies must actively work to prevent and address unlawful discrimination, harassment, and victimisation, as defined by the Equality Act.

Advance equality of opportunity:

This involves taking steps to remove or minimize disadvantages faced by people with protected characteristics, meet their specific needs, and encourage their participation in public life.

Foster good relations:

Public authorities must actively work to tackle prejudice and promote understanding between people with different protected characteristics.

Protected Characteristics:

The Equality Act 2010 identifies nine protected characteristics:

1. Age
2. Disability

3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

Who does it apply to?

The PSED applies to public authorities, as well as those exercising public functions. This includes a wide range of organizations, from government departments and local councils to schools, hospitals, and police forces.

In essence, the PSED means that when making decisions or developing policies, public bodies must consider how these actions might impact people with different protected characteristics and actively work to promote equality and inclusion.