



**Newhampton Church of England  
Schools Federation**

# **Relationships And Sex Education Policy**

Newtown Church of England Primary School

&

Welshampton Church of England Primary School

**Agreed by the FGB May 2025**

**Review by May 2027**



## **Values and Vision**

**Growing together in strength, love and wisdom, we shine.**

**“Let your light shine” Matthew 5:16**

‘Let your light shine’ encapsulates the Federation’s commitment to provide an enriching education which is deep and broad. Pupils will be equipped for life in all its fullness through our Christian values of strength, love and wisdom.

Learning will be a journey of fun and adventure, broadening the horizons of our pupils and inspiring them to be the best they can be. Within a nurturing environment, we will support our pupils to give them the strength to flourish as confident, resilient and independent members of society.

Christian character illuminates all aspects of school life, where everyone is understood and valued. At the heart of our safe and inclusive schools, pupils will be kind, patient and respectful - developing a love of one another, a love of learning and a love of life itself.

The aspirational curriculum will foster curious and creative thinkers, who will be encouraged to maximise every opportunity and be proud of their achievements. Pupils will find joy in seeking knowledge and learning new skills, as they grow together on their journey through childhood.

Our schools are forward-thinking and outward-looking. We will continuously improve and evolve together, in order to inspire pupils who leave our schools feeling excited and ready for the future.

## Introduction

At Newhampton, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships and Sex Education to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Newhampton, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is an essential part of the curriculum which aims to allow children to develop into healthy, independent and responsible members of a society who understand how they are growing both personally and socially. RSE encourages all pupils to develop their understanding of their physical and emotional development and to enable them to make positive decisions in their lives. It is compulsory for all schools to teach about the biological aspects of sex education and our RSE programme is tailored to the age, physical and emotional maturity of our children. It provides a means of exploring, appreciating and understanding the world in which we live and how our children can make a valuable contribution to the world in which we live in.

RSE is taught within the PSHE curriculum and aims to provide pupils with the confidence to cope with many of the moral, social and cultural issues that many pupils experience whilst growing up. Pupils are given the opportunity to understand the importance of their rights and responsibilities and to appreciate what it means to belong to a diverse community. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

**Sex Education** is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

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Written By: RJ/BC

Approved By: GB/BC

## **Intent & Aims**

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

These aims complement those of the Science curriculum in KS1 and KS2

## **Curriculum**

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children should know:

- 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.

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## **Caring friendships**

Children should know:

- 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 physically or verbally aggressive behaviour 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.

## **Respectful relationships**

Children should know:

- 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 granting in relationships with friends, peers and adults.

## **Online relationships**

Children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.

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- 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**

Children should know:

- 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 and others.
- 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.

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).

### **Foundation Stage**

RSE is taught in Reception as an integral part of the topic work covered during the year. We relate the PSHE and RSE aspects of the pupil's work to the objectives set out in the Early Years curriculum which underpin the planning for pupils aged three to five. In the Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

### **Key Stage 1 and 2**

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. RSE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase.

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## Key Stage 1 and 2

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 6. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 5 and 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PHSE Co-ordinator.

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected

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- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

### **Dealing with sensitive issues and difficult questions**

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### **Spiritual, moral, social and cultural development**

**Spiritual development:** By helping pupils to recognise the importance of holistic wellbeing and the significance of adopting a positive attitude, pupils will gain a greater understanding of how both can impact on mental health and wellbeing.

**Moral development:** Through helping pupils to reflect on how to make good choices and to respect the choices of others.

**Social development:** Through helping pupils to understand the need to consider the views and actions of others through tolerance and acceptance.

**Cultural development:** By exploring different approaches and attitudes across communities' pupils will gain a greater understanding of diversity, which in turn will lead to a higher level of acceptance and consideration.

### **Progression and Continuity**

The school uses a variety of teaching and learning styles in our RSE lessons. Our principal aim is to develop the pupil's knowledge, skills and understanding in RSE. We use a variety of teaching and learning styles in our lessons. We believe in whole class teaching methods and we combine these with practical group activities. We encourage pupils to share their ideas and to explore alternative opinions within the safety of the classroom environment. We recognise the fact that we have pupils of differing abilities within all our classes, and so we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults. The progression of skills and knowledge are detailed within the Progression document which explains the specific skills and knowledge pupils will experience over the course of a year.

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## **RSE curriculum planning**

At Newhampton Federation RSE is taught through our PSHE curriculum. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. We believe that knowledge builds on knowledge and therefore, our curriculum is sequenced cumulatively, always building upon prior knowledge. The curriculum is a spiral in which the paths of knowledge and understanding are deepened over time in increasingly complex ways. This spaced repetition over time with constant retrieval is what we use to make learning stick. Our RSE curriculum is also flexible in the sense that as specific situations arise, teachers can adapt planning to suit and address any current issues.

## **Reasonable Adjustments and Inclusion**

At Newhampton we have a specific responsibility in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **Parents and RSE**

The RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

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Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

## **Equality and Diversity**

### **Equality in Teaching and learning**

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

## **Progress and Achievement**

Pupils are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used and deployed within school.

### **Assessment and Recording**

At Newhampton assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of pupils' work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the pupils as soon as possible, and marking work will be guided by the school's Feedback Policy.

### **Monitoring**

Monitoring takes place regularly through sampling pupils' work, and teacher planning, through a book scrutiny and lesson observations carried out by the subject ambassador.

## **Roles and Responsibilities**

The subject is led by the staff as a whole and each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

## **Leadership and Management of RSE**

The PSHE leader will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

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- Monitoring that the Scheme of Work has clear timetabled teaching time throughout the term;
- Moderate work samples with the pupils and/or teachers;
- Discussions with pupils;
- Conducting learning walks to observe the coverage and outdoor learning opportunities within RSE;
- Provide guidance to colleagues and governors;
- Assist with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;
- Ensure that the Schemes of Work allow for progression across school;
- Keep up to date with changes or new initiatives that would support the development of PSHE at Newhampton Federation.

### **Resources**

We have a wide range of text books, such as and interactive boards to access the internet as a class and there is a wide range of relevant material in the school library. People with an interest, or expertise, in a particular topic or area of RSE could be invited into school to work with the pupils. These might be parents, grandparents, other family members, neighbours or representatives of the local community.