

## RELATIONSHIPS AND SEX EDUCATION POLICY

**This policy was approved by Governors on November 20<sup>th</sup> 2025 and will be reviewed annually.**

### 1. Introduction

1.1 We have based our school's RSE policy following consultation with parents, Governors, pupils, staff and external agencies and the available statutory guidance outlined below in preparation for the implementation of the new statutory guidance.

Related Government Documents:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance RSE for the 21st Century (2014)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2025)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers (July 2025)

### 2. Aims and Objectives

2.1 *The DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2025) it states that: 'Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.*

Our school family promotes values, models positive interactions and delivers unfaltering care to instil healthy well-being, confidence, independence and ultimately a sense of belonging.

We provide an inclusive environment by:

- Fostering gender equality and LGBT+ (lesbian gay, bisexual, trans) equality and challenging all forms of discrimination in RSE lessons and in every-day school life.
- Meeting the needs of all pupils with diverse experiences – including those with special educational needs and disabilities. SRE lessons will be accessible for all pupils with differentiation and personalization where necessary. All teaching will be age-appropriate, sensitive and developmentally appropriate.
- All RSE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. We ensure an inclusive and supportive environment where diversity is celebrated.

- All pupils have access to the RSE curriculum. Where pupils have specific SEND, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum. For some individual children, content of some lessons will be shared with parents, so that learning can be personalized for their needs. Parents have the right to withdraw their child from certain aspects of RSE education (as detailed later in this policy).

**2.2** In the statutory guidance from September 2025 'Relationships Education and Health Education', puberty is now a statutory topic when delivered as part of the statutory science curriculum.

Our curriculum plan is set out as per **Appendix 1**, we follow the JIGSAW curriculum planning but we may need to adapt it as and when necessary. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. We recognise that sex education is not compulsory in primary schools; however, we have decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to high school.

At Navenby Primary School, sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

When delivering the National Curriculum for Science in *Year 5: Animals, including humans*, pupils are taught to describe the changes as humans develop to old age.

Pupils may draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

In Years 5 and 6, children are taught to describe the life process of reproduction in some plants and animals. To find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals...They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

**Parents/guardians do not have the right to withdraw from this aspect of the National Curriculum.**

### **3. Implementation**

**We aim to:**

- Provide a framework in which sensitive discussions can take place so that pupils have confidence to ask questions
- To ensure that misconceptions are addressed so that pupils know more, remember more and understand more about RSE
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Reinforce feelings of self-respect, confidence and empathy within relationships
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

**We will teach children about:**

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies,
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people.

#### 4. Organisation

- 4.1 We teach RSE through our JIGSAW curriculum. While we carry out the main RSE teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some RSE through other subject areas, for example Science and PE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.
- 4.2 In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell all children how their bodies change during puberty. We encourage the children to engage in an open and mature discussion, asking appropriate questions.
- 4.3 During Key Stage 1 & 2, teachers follow the guidance material in the National Curriculum for Science
- 4.4 We may liaise with external agencies about suitable teaching materials to use with our children in these lessons if needed. Teachers answer all questions with sensitivity and care to the best of their knowledge, but would not answer an age-inappropriate question. Teaching staff will use anonymous question boxes for any children that do not wish to ask a question publicly. If a teacher feels uncomfortable answering a question, they can refer the child to the Headteacher or the PHSE lead. By the end of Key Stage 2, we ensure that both boys and girls know how babies are conceived, the process of pregnancy and birth and how their bodies and emotions will change during puberty. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy)
- 4.5 Pupils will be taught about the importance of equality and respect throughout their education. This will be done most weeks during class collective worships, where current affairs and how they are linked to the protected characteristics is delivered to classes using Picture News.

#### 5. The Role of Parents

- 5.1 The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:
- inform parents about the school's RSE policy and practice;
  - answer any questions that parents may have about the RSE of their child;
  - take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
  - encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
  - inform parents about the best practice known with regard to RSE, so that the teaching in our schools supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
  - Work with parents if they feel they need support and guidance to have discussions about puberty and a sense of self at home with their child.

5.2 Parents can only withdraw from the elements of sex education the school decide to include over and about that which is covered in NC science. They cannot withdraw from any elements of relationships education or health including puberty. The school always complies with the wishes of parents in this regard.

**(SEE APPENDIX 2)**

## 6. Confidentiality

Teachers conduct PSHE and RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of Child Protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals (see also Child Protection Policy).

## 7. The Role of the Headteacher

7.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

7.2 The Headteacher liaises with external agencies, if required, regarding the school RSE programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

7.3 The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## 8. Monitoring and Review

The delivery of RSE is monitored by the Headteacher, Deputy Head (Year 6 teacher) and PSHE Leader.

The following monitoring will take place in 2025-2026:

April 2026: Curriculum coverage evaluation through looking at floor books

May 2026: Pupil discussion and Staff Meeting Discussion

June 2026: Lesson observations

This policy will be reviewed by RSE Co-ordinator in consultation with staff, pupils, parents and the nominated Governor

The Senior Leadership Team gives serious consideration to any comment from parents about the RSE programme.

This policy was agreed at the GB meeting on 23<sup>rd</sup> November 2023 and will be reviewed annually in accordance with the programme for policy review unless change of policy / statutory requirements indicate it should be sooner. It will be reviewed in the Autumn Term 2024

Signed:

Chair of Governors: ..... Mr J Kirby

Headteacher: ..... Mr C Elliott

Appendix 1: Curriculum Overview Map

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

