



Newlands CofE School Federation

A partnership of Shere and Clandon Schools

Relationships and Sex Education Policy

1. RSE Aims and Objectives

Relationships and Sex Education (RSE) is lifelong learning about physical, moral, and emotional development. It is about understanding the importance of loving, caring, and respectful relationships.

The aim of RSE is to provide children with age-appropriate information, support them in exploring attitudes and values, build knowledge, and develop life skills over time. This prepares pupils to face real-life issues and make positive, informed decisions about their health and wellbeing.

Newlands Federation schools are committed to enabling children to:

- Cherish themselves and others as unique and wonderfully made individuals.
- Form healthy relationships based on mutual respect and dignity.
- Understand their rights and responsibilities in all areas of life – the classroom, the playground, and the wider community.

Kindness and consideration will be at the heart of all RSE teaching and learning.

Research shows that high-quality, comprehensive RSE does not encourage early sexual activity; rather, it can delay it and help identify safeguarding concerns in young children.

Through our RSE provision, we aim to:

- Teach RSE in accordance with *The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*, made under sections 34 and 35 of the *Children and Social Work Act 2017*, which make Relationships Education compulsory for all primary pupils.
- Ensure all pupils receive their entitlement to knowledge and information.
- Raise pupils' self-esteem and confidence, particularly in their relationships with others.
- Help pupils develop key skills: language, decision-making, assertiveness, and resisting peer and media pressure.
- Promote understanding of healthier, safer lifestyles.
- Support pupils in respecting and caring for their bodies.
- Prepare pupils for puberty and adulthood.

- Teach pupils about sex, sexuality, and sexual health in an appropriate, factual, and sensitive manner.
- Enable pupils, parents, and carers to access reliable information and support.

2. Learning Outcomes of the RSE Curriculum

Early Years Foundation Stage

Children will:

- Learn about the concept of male and female and young animals.
- Use accurate terms for all body parts.
- Develop friendships and positive relationships.
- Work towards the Early Learning Goals, including understanding and managing their feelings, setting goals, cooperating, and showing sensitivity to others.

Key Stage 1

By the end of Key Stage 1, pupils will:

- Build and maintain healthy relationships.
- Recognise the effects of their behaviour on others.
- Respect differences between people and understand family and friendship roles.
- Understand personal hygiene and name main external body parts, including the penis and vagina.
- Understand the concept of growing from young to old.

Key Stage 2

By the end of Key Stage 2, pupils will:

- Express and respect different opinions.
- Recognise and manage peer pressure.
- Understand different types of relationships and how to maintain them.
- Prepare for the emotional and physical changes of puberty.
- Develop online safety awareness and understand the impact of digital behaviour.

Key Learning Outcomes by Stage

Key Stage 1 – Pupils will:

- Recognise similarities and differences between themselves and others.
- Identify and communicate feelings.
- Understand safe and unsafe situations and know whom to trust.
- Develop basic personal safety strategies.
- Know humans and animals grow and reproduce.
- Learn about consent in simple contexts (e.g. personal space).

Key Stage 2 – Pupils will:

- Discuss topics like relationships, bullying, and emotions.
- Recognise trusted adults and know how to seek help.
- Build self-confidence and positive self-image.
- Understand life processes, human growth, puberty, and reproduction.
- Navigate the impact of the media and online influences.

- Identify and challenge stereotypes and bullying, including those based on differences and family structures.

Detailed progression maps and long-term plans are available on the school websites.

3. Roles and Responsibilities

The Governing Body

- Approve the RSE policy and monitor its implementation.
- Ensure the curriculum meets statutory requirements and is inclusive.
- Provide parents with clear information regarding RSE content and withdrawal rights.

The Executive Headteacher

- Oversee consistent RSE delivery across the schools.
- Manage withdrawal requests from non-statutory RSE components.

PSHE Subject Leader

- Support staff with training and resources.
- Monitor and evaluate RSE provision and liaise with all stakeholders.

Staff

- Deliver RSE sensitively and without bias.
- Model positive attitudes.
- Respond to pupil needs and ensure inclusive practice.
- Address withdrawal requests appropriately.

Staff do not have the right to opt out of teaching RSE. Any concerns should be discussed with the Executive Headteacher.

4. Organisation of RSE

- RSE is primarily taught within the PSHE curriculum and is supported by Science and RE.
- Lessons use a range of participatory methods, including group work, discussion, role-play, and circle time.
- Learning is scaffolded to ensure coherence and age-appropriateness across all key stages.
- Ground rules and distancing techniques ensure a safe environment for discussion.
- In general, RSE is taught in mixed-gender groups, though single-sex sessions may be used where appropriate.
- Parents will be informed in advance when topics such as puberty and sex education will be covered.

5. Use of Visitors

- Visitors complement, but do not replace, planned RSE lessons.
- All visitors' contributions must align with the learning outcomes of the RSE curriculum.
- A teacher will always be present during sessions led by visitors.
- Visitor input will be evaluated by staff and pupils to inform future planning.

6. Terminology

- Anatomically correct terms (e.g. penis, vagina) will be introduced gradually from Year 1, as recommended by Ofsted.
- Teachers will also acknowledge commonly used terms while reinforcing correct terminology.

7. Dealing with Sensitive and Difficult Questions

- Questions will be answered honestly, sensitively, and in an age-appropriate way.
- If staff are uncomfortable answering a question, they may use distancing techniques or arrange a private discussion.
- Parents may be contacted regarding sensitive discussions.
- Safeguarding concerns will always be referred to the Designated Safeguarding Lead.

All staff, in all contexts, are responsible for upholding this policy and promoting positive relationships throughout school life.

8. Withdrawal and Complaints Procedure

- Parents may not withdraw their children from statutory Relationships Education.
- Parents may request withdrawal from non-statutory sex education components.
- The Executive Headteacher will discuss the benefits of RSE with parents considering withdrawal.
- Once withdrawn, pupils cannot rejoin RSE sessions unless the request is rescinded.
- Complaints regarding RSE should be addressed to the Executive Headteacher

9. Equal Opportunities

- All pupils are entitled to RSE, regardless of gender, ability, race, religion, sexual orientation, disability, or family background.
- The curriculum promotes positive attitudes towards diversity and challenges prejudice.
- Issues of sexual orientation will be discussed objectively and sensitively.
- Discriminatory behaviour, including bullying, will be addressed promptly and seriously.

The Governing Body will ensure the school meets its obligations under the Equality Act 2010.

10. Inclusion

- RSE will be adapted to meet the diverse needs of all pupils, including those with SEND.
- All pupils will have access to the curriculum at a level appropriate to their needs and understanding.

11. Safeguarding and Confidentiality

- RSE may lead to safeguarding disclosures. Staff will follow school safeguarding procedures in such cases.
- Staff cannot promise confidentiality if safeguarding concerns arise.
- Pupils will be supported throughout the safeguarding process.

- Staff will apply safeguarding knowledge and the school's Safeguarding Policy when delivering RSE.

12. Monitoring and Evaluation

- The Executive Headteacher, PSHE Subject Leader, and the Children and Learning Committee are responsible for monitoring and evaluating RSE provision.
- Assessment methods include lesson observations, self-assessment, and pupil feedback.
- The RSE policy will be reviewed annually.

Policy First Adopted: September 2021

Last Review: Summer 2025

Next Review: Summer 2026