

Springwood Infant and Junior School Federation

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Springwood Federation Relationship and Sex Education Policy

Statutory Policy

Approved By: **Governing Body**

Effective Date: **July 2026**

Review By: **July 2027**

Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud

POLICY AND GUIDELINES FOR RELATIONSHIPS AND SEX EDUCATION

This policy statement sets out our school's approach to Relationships and Sex Education, it was produced by the PSHE leadership team through consultation with pupils, parents, school leadership and governors.

This policy statement should not be read in isolation, but in conjunction with the DfE document Relationships and Sex Education (RSE) and Health Education - statutory guidance updated December 2025, the Education Act 1996, Children and Social Work Act 2017 and all other school policies including Behaviour Policy, Child Protection Policy, Safeguarding Policy and Equalities Policy. Particular attention should be paid to the school's Visions and Values, the Schools PSHE curriculum and Science guidelines.

Definitions, Rationale and Ethos

The DfE's statutory requirements mean that schools must teach Relationships Education, Health Education and the Science content relating to human body parts, growth and reproduction. At Springwood Federation, we are committed to ensuring that every pupil receives accurate, age-appropriate information that supports their wellbeing, safety and personal development. To build on this statutory foundation, we also provide carefully chosen additional content that helps children form positive friendships, understand and respect boundaries, value differences, stay safe online and feel prepared for the changes they will experience as they grow. Our aim is for pupils to become confident, well-informed and emotionally ready for the next stage of their education. We believe RSE plays a vital role in supporting pupils' overall wellbeing and emotional development, helping them recognise unsafe situations, manage change and establish healthy, respectful relationships in an increasingly complex world.

We define 'relationships education' as... and 'sex education' as

- Relationships Education is the teaching of skills, knowledge and attitudes that help pupils build healthy, respectful and safe relationships with family, friends, peers and the wider community.
- Sex Education (at Primary level) is defined as additional teaching about human reproduction beyond the national science curriculum, including preparation for changes in puberty and understanding how a baby is conceived and born.

The intended outcomes of our programme are that pupils will:

- Know and understand how to build healthy relationships, keep themselves safe (including online), manage feelings and understand the changes that happen during growth and puberty.
- Understand that they have a right to be safe, respected, listened to, included and supported to develop their understanding at an age-appropriate level.
- Understand they have a responsibility to treat others with kindness and respect, look after their own wellbeing, keep themselves safe and seek help from trusted adults when needed.
- Develop the skills of communication, empathy, recognising and reporting concerns, managing emotions and setting and respecting personal boundaries.
- Develop the attributes of confidence, resilience, respect, tolerance, self-esteem, and responsibility for their own behaviour and actions.

This policy was developed by the PSHE lead in collaboration with the senior leadership team and informed by consultation with teaching staff, governors, parents/carers and, where appropriate, pupils, ensuring it reflects the needs and values of our school community.

Curriculum Design

We have embedded the Department for Education's guiding principles for RSE by shaping our curriculum through meaningful dialogue with pupils, ensuring it remains inclusive, engaging and relevant to their experiences. We work in close partnership with parents, sharing RSE materials in advance and clearly outlining their right to request withdrawal from sex education. Our teaching focuses on developing positive attitudes, healthy norms and respectful relationships, while avoiding language that could unintentionally reinforce harmful behaviours. Learning is carefully sequenced so pupils develop the knowledge and confidence they need before encountering new situations and the curriculum is

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continually reviewed to remain age-appropriate, responsive and reflective of our community's needs. RSE is delivered by well-trained staff who create a safe, supportive and interactive learning environment, underpinned by strong safeguarding practice. This sits within a wider whole-school commitment to promoting positive relationships and a culture of care.

We ensure RSE is fully inclusive and accessible to all pupils, including those with special educational needs and disabilities (SEND), by tailoring our teaching to the needs of each child. This may involve adapting how lessons are delivered, providing extra support or resources, using clear and accessible language and working closely with the SENDCO to ensure the content is developmentally appropriate. Through this approach, every pupil is able to take part confidently and meaningfully in their learning.

Provision for Pupils on Reduced Timetables / Alternative Provision (AP)

Where pupils access education through a reduced timetable or alternative provision, the school retains overall responsibility for ensuring they receive their entitlement to statutory Relationships Education, Health Education and relevant Science content, in line with the Department for Education guidance. The PSHE leader will work collaboratively with class teachers and the SENDCO to ensure that appropriate RSE content is planned and delivered, either within the school setting, through the alternative provision, or via a blended approach. Parents/carers will have access to curriculum materials as outlined in this policy. The school will monitor coverage through communication with providers, review of planning and records, and, where appropriate, pupil discussions or work scrutiny to check understanding. This ensures that all pupils, regardless of their educational arrangement, receive a coherent, safe and age-appropriate RSE curriculum. This policy is published on the school website and is available to parents/carers on request.

Roles and Responsibilities

The RSE programme will be led by the PSHE leadership team and will be taught by class teachers. External support, guidance and training will be sought as necessary.

Safe and Effective Practice

We ensure a safe learning environment by establishing clear expectations for respectful behaviour and creating a supportive classroom climate where pupils can engage in their learning confidently. Teachers model sensitivity, use inclusive language and remain alert to safeguarding concerns throughout all RSE lessons. Pupils' questions are answered by staff in an honest, age-appropriate and factual manner, using professional judgement to ensure responses are accurate and sensitive, while also reinforcing the values and learning intentions of the lesson. Teachers and pupils agree ground rules by co-creating simple, shared expectations at the start of RSE learning—such as listening respectfully, not using names in sensitive discussions and recognising that everyone has different levels of comfort and experience. These rules are revisited throughout the year to support consistent, safe participation. Distancing techniques such as the use of scenarios, characters, case studies or story-based activities are used because they allow pupils to explore issues at a safe emotional distance, reducing the pressure to share personal experiences and helping them to think objectively about healthy choices and behaviours.

The Role of Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children, and they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents will be kept informed about the policy through the school website and parent consultations. We hope parents can develop a meaningful dialogue in partnership with the school in order to discuss and review the relationships and sex education policy and guidelines, such that it reflects the culture of our community. The school offer support through parent information sessions and provide resources they plan to use as this enables conversations started in class to continue at home.

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The right to withdraw from sex education

Parents/carers have the right to withdraw their child from sex education, but not from any content that forms part of the statutory Science curriculum or from statutory Relationships or Health Education. Only the non-statutory elements of sex education can be withdrawn from. If a parent/carer wishes to withdraw their child from some or all of sex education, they can contact the Headteacher or PSHE Lead, who will discuss the request, clarify the content and purpose of the lessons, answer any questions and ensure the parent/carer has the information needed to make an informed decision. This conversation will be documented and confirmed in writing. The school will fulfil its responsibility to ensure children withdrawn from sex education receive purposeful education during the withdrawal.

Safeguarding

The RSE policy underpins our school's approach to safeguarding and is guided by other relevant policies and statutory and non-statutory guidance, including our Child Protection and Safeguarding Policy and Keeping Children Safe in Education (KCSIE). Together, these frameworks ensure that RSE is delivered in a way that places pupil safety and wellbeing at the forefront. Teachers understand that effective RSE may sometimes lead to disclosures of child protection concerns and are aware of their responsibility to respond promptly, calmly and appropriately. In such cases, or if they have any other concerns about a pupil's wellbeing, teachers will consult the designated safeguarding lead (DSL) immediately to ensure that the child receives the support and protection they need.

Monitoring, reporting and evaluation

The PSHE leadership team monitors RSE provision and content. They ensure that planning and evidence in a class journal is meeting the statutory requirements.

Pupils have opportunities to review and reflect on their learning during lessons through discussion. They are able to judge for instance, whether they feel more confident, or have a firmer sense of their own beliefs or opinions than they did before a particular series of lessons. Pupil voice is influential in adapting and amending planned learning activities for subsequent cohorts.

RSE policy review

As part of effective RSE provisions, leaders review the RSE policy annually. This ensures that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance and this will go to consultation every year.

Appendix 1

Science National Curriculum Programmes of Study

Key Stage 2 (7-11 years)

The National Curriculum for science shows the requirement for us to teach children about the changes from birth to old age. We also have to teach the life processes of reproduction for some plants and animals. This is compulsory for all children and is not part of the right to withdraw. In addition, the science curriculum requires us to inform and teach children about basic aspects of evolution and genetics, including how off-spring are different to their parents and that species reproduce to give off-spring that are the same species.