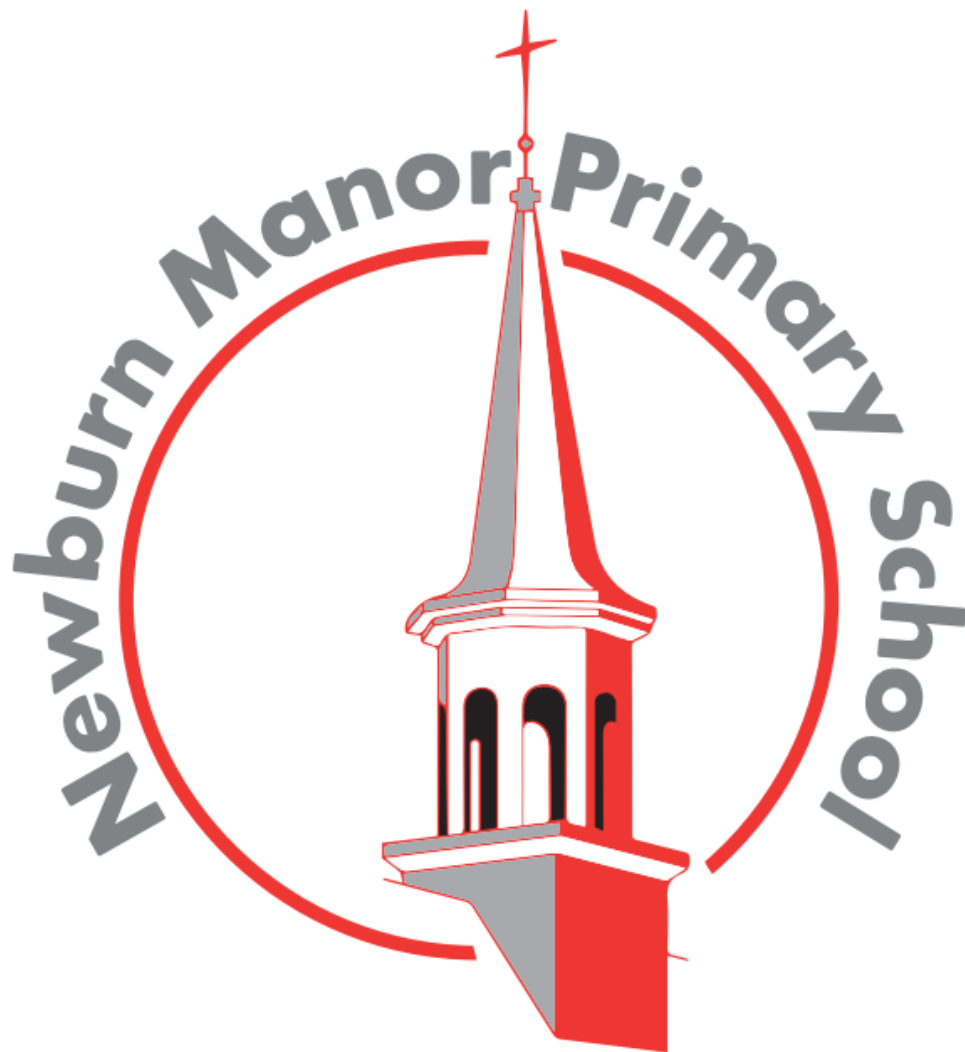


Newburn Manor Primary School Primary School Relationship and Sex Education (RSE) Policy

Updated for new DfE statutory guidance

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026.pdf



Policy Approved: July 2026

Policy Review: July 2027

Definitions, Rationale and Ethos

The DfE Guidance advises that all primary schools should have a Relationship and Sex Education programme tailored to the age and maturity of the pupils. According to the guidance, sex education should prepare both boys and girls for the changes of adolescence, drawing on knowledge of the Human Life Cycle as outlined in the national curriculum for Science.

We believe RSE is important for our pupils and school because it is vital for equipping pupils with the knowledge, resilience, and values needed to make informed, safe, and respectful decisions. It empowers young people to build healthy relationships, understand bodily autonomy, and navigate complex personal and online challenges safely.

We ensure that RSE is fully inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by liaising with parents, and offering bespoke tailored education to those children whom need it in the form of our acorns provision, 1:1 support and Lego therapy.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity and this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Newburn, for example, through teaching about different types of family, including those with same sex parents.

We define 'relationships education' and 'sex education' as follows:

Relationships education:

Relationships education is statutory. Children are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of their time at Newburn Manor Primary school, building on early education, children are taught how to take turns; how to treat each other with kindness, consideration and respect; the importance of honesty and truthfulness; permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical contact — these are the forerunners of teaching about consent. Through relationships education our children will develop the positive values and skills to make and maintain healthy, safe and respectful relationships and to recognise when a relationship, whether in the family, amongst friends or in an intimate relationship is unhealthy or unsafe and where to seek help. They learn the knowledge and skills about what is and is not appropriate and about what is legal and illegal behaviour online and how to be safe online.

Sex education:

Sex Education is not compulsory in the primary phase, though the DfE statutory guidance recommends that 'primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science'. We believe all children should participate in a programme of sex education before they leave primary school. We define sex education as understanding human reproduction.

Newburn Manor Primary School's RSE policy was produced by Stuart Pickup (Headteacher) through consultation with the school's SLT and lead governor, Suzanne Bell.

Roles and responsibilities

Governing Body: The governing board will approve the RSE policy and hold the headteacher to account for its implementation. This includes ensuring that the policy reflects statutory guidance, safeguarding responsibilities (KCSIE), and the Equality Act 2010

Headteacher:

Ensuring that RSE is taught consistently across the school.

Overseeing the development, review and implementation of this policy.

Providing oversight of staff training and professional development in RSE.

Ensuring safeguarding and statutory duties are met, including parent/carers consultation.

Sharing resources and materials with parents/carers.

Managing requests to withdraw pupils from the non-statutory, non-science components of RSE

Staff:

Delivering RSE in a sensitive, inclusive and developmentally appropriate way.

Modelling positive attitudes towards RSE.

Monitoring pupil progress and adapting teaching to meet SEND needs.

Responding appropriately to the individual needs of pupils.

Challenging sexism, misogyny, homophobia and stereotypes in line with statutory guidance.

Using correct terminology and following the agreed common language framework.

Responding appropriately to pupils whose parents/carers 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.

Pupils:

Engage fully in RSE lessons.

Treat others with respect and sensitivity when discussing issues related to RSE.

Contribute to pupil voice activities to help shape and review the RSE curriculum

Curriculum design:

Our RSE programme is an integral part of our whole school PSHE education provision which has been developed in accordance with the scheme of work produced by the PSHE Association and the Department for Education's guiding principles for RSE. Children will cover the statutory requirements of Relationships (Sex) and Health Education under the following areas:

Relationships Education

Families and people who care for me

Caring friendships

Respectful, kind relationships

Online safety and awareness

Being safe

Health Education (Health and wellbeing)

General wellbeing

Wellbeing online

Physical health and fitness

Healthy eating

Drugs, alcohol, tobacco and vaping

Health protection and prevention

Personal safety

Basic first aid

Developing bodies

We have ensured that RSE is matched to the needs of our pupils by engaging with parents and welcoming our pupils input through whole class or focus group discussions. Our RSE programme will be taught through a range of teaching methods and interactive activities including: circle time, games, story time, debate, role play, discussions and case studies. High quality resources will support our RSE delivery, from well-known reputable sources such as the PSHE Association, NSPCC, CEOP, OHID, Medway Council, Careers and Enterprise Company, Guardian Foundation, British Board of Film Classification, St John's Ambulance, National Crime Agency and the Environment Agency.

Pupils will be encouraged, through facilitated discussions, to reflect on their own learning and progress, and any pupils who need additional support to meet the learning outcomes will be supported by the SEN learning support assistant.

Safe and effective practice:

We will provide a safe learning environment by ensuring that all children feel that they have a voice, are listened to and respected. Teachers and pupils will establish ground rules which support and maintain a safe learning environment and will share the responsibility for monitoring them throughout the lessons. Pupils' questions will be answered by the class teacher during sessions however if sensitive issues arise, a follow up will be arranged by the class teacher or our SEN Support Assistant who provides pastoral care throughout school. Pupils will be able to raise anonymous questions to the class teacher if they need further

clarification or support. All staff teaching RSE will be continually supported by the PSHE lead or SLT.

Openness and engagement with parents and other stakeholders:

Parents will be informed about the RSE policy and their right to withdraw via newsletter, which will include summarised details of the policy and the curriculum for their child's year group. The full policy will be available for parents and carers to view on the school website. School will be committed to working with parents and carers, governors and the wider school community by frequently updating the website and sending newsletters regarding the learning in each year group. We will notify parents and carers when the teaching of RSE will be taught by external visitors or agencies. We will advise all parents and carers of their right to withdraw their child from any RSE content that is not part of the Science National Curriculum, however we will be happy to discuss any concerns and reassure them that the content will be age appropriate and beneficial to their child's learning and development. The lead governor for RSE and PSHE will be involved in the formulation of the RSE policy and any changes which need to be implemented.

Right to withdraw from sex education:

We hope that parents and carers will support this important part of children's education, and the understanding of what changes are happening to their bodies, and we will make sure that all parents and carers know what we will be teaching and when. As of September 2025, Parents may request withdrawal from sex education, but not from relationships or health education.

If a parent or carer wishes to withdraw or has concerns about the sex education lessons, they should arrange a meeting with a member of the Senior Leadership Team and or class teacher who will talk through their concerns and discuss the benefits of their child learning about sex education. Where appropriate we will include the young person in these conversations.

Safeguarding:

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed. Our RSE and wider PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty. All class teachers are aware that effective RSE, (which teaches an understanding of what is and what is not appropriate in a relationship), can lead to a disclosure of a child protection issue. In this case, the teacher will follow our school's protocol and inform the schools designated safeguard lead Mr Stuart Pickup, or in their absence their deputy (Mrs Claire Gill) immediately. Visitors and/or external agencies coming in to deliver part of the RSE curriculum will be pre-informed of the schools safe guarding policy and will be made aware of the designated safe guard lead or deputy should they wish or need to raise any concerns to them.

Monitoring, Reporting and Evaluating

Teachers will critically reflect on their work in delivering RSE through discussions with the PSHE lead and other teachers in their key stage phase. Work scrutiny will take place termly, carried out cooperatively between the class teacher and the PSHE lead and any areas for development will be identified and the teacher will receive support by the PSHE lead in implementing any changes required. Pupil voice will continually be influential in adapting and amending planned learning activities, and any national or local issues which impact on our pupils will be incorporated into our planning.

Policy review:

This policy will be reviewed in July 2027

It will be reviewed by NMPS Local Governing Body

A handwritten signature in black ink, appearing to read 'D Sheriff', is positioned above the printed name.

Darren Sheriff, Chair of Governors