

EPPING UPLAND C of E PRIMARY SCHOOL



Relationships and Sex Education (RSE) Policy

Approved by	The Governing Committee
Signed off by	Lesley Duffin
Date	September 2026
Next review date	September 2027

Intent

At Epping Upland CofE Primary School, our intent is to deliver a Personal, Social and Health Education (PSHE) curriculum which is accessible to all and maximises the children's ability to become healthy, independent and responsible members of society. Our PSHE curriculum helps children to understand how they are developing personally, socially and physically and will tackle the moral, social and cultural issues that are part of growing up. At Epping Upland CofE, we value living in a diverse society and we provide children with the opportunity to learn about the rights and responsibilities that go along with that. Ultimately, children at Epping Upland CofE Primary School are encouraged to develop a strong sense of self-worth and to respect the contributions of other people.

1. Philosophy and Aims

- 1.1 We have based our school's sex education policy on the DfE guidance document 'Relationship Education, Relationships and Sex Education (RSE) and Health Education' (2019). This policy gives information on how we provide sex and relationship education (RSE) as part of the personal, social, health and economic (PSHE) education and citizenship framework as well as how to support the health and social needs of all pupils with regard to sex and relationships. RSE should also be taught through the statutory requirements of the National Curriculum Science curriculum.
- 1.2 The Education and Inspections Act (1996) places schools under a duty to promote the well-being of their pupils. This act, as amended by the Learning and Skills Act (2000), requires Headteachers and Governing Bodies to have regard to guidance from the DfE.
- 1.3 The Equality Act (2010) prohibits schools from unlawfully discriminating against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics). It also requires that schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and build a culture where these are not tolerated.
- 1.4 In this document, we believe RSE to be:

- lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, human reproduction, sexual behaviour, sexuality and sexual health;
- most effective when provided in the wider context of social and emotional development;
- rooted in effective personal, social, health and economic education (PSHE).

2 Objectives

- 2.1 The school believes that the essential aim of sex and relationship education should be to provide pupils with the knowledge to enable them to make informed and responsible choices, now and in later life, emphasising the benefits of a healthy lifestyle and relationships.
- 2.2 We also believe that RSE should be taught within a climate of trust, respect and appropriate confidentiality in which pupils and adults feel able to talk openly and honestly.
- 2.3 Furthermore, we teach children about a range of related issues, including:
- the physical development of their bodies as they grow into adults;
 - the way humans reproduce;
 - respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
 - the importance of family life;
 - attitudes towards friendships, sexuality and gender;
 - moral questions;
 - self-esteem and confidence especially in their relationships with others;
 - relationship issues;
 - decision making skills including how to negotiate and resist unwanted pressure;
 - respect for the views of other people;
- 2.4 Pupils are given time to question and discuss related matters with a member of staff.

3 Context

- 3.1 We teach RSE in the context of the school's PSHE and Citizenship Policy. While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school.

4 Organisation

- 4.1 Responsibility for coordinating RSE comes as part of the wider responsibility for PSHE Education. This is delegated to each class teacher who carries out the programme.
- 4.2 The school currently chooses to use a scheme of work called Jigsaw to provide a cohesive and thorough long term plan for PSHE teaching. Teachers usually use the

resources provided by Kapow, although they do have the freedom to augment the scheme with other resources when it will enhance the children's learning experience.

- 4.3 We teach SRE through different aspects of the curriculum. While we carry out the main sex education and relationships teaching in PSHE lessons, we also teach some SRE through other subject areas (for example Science), 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.
- 4.4 We offer to meet with all parents and carers of children in our school who would like to discuss this particular programme of lessons, to explain what the issues are and how they are taught, as well as to see the materials the school uses in its teaching.
- 4.5 In Key Stage 1, we teach children about how animals, including humans, move, feed and grow. We also teach them about the main parts of the body, including the names for male and female reproductive organs. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth.
- 4.6 Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

5 The Role of Parents

- 5.1 The school is well aware that the primary role in children's sex and relationships education 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 cooperation. In promoting this objective we:
 - inform parents about the school's sex education and relationships policy and practice;
 - answer any questions that parents may have about the sex education of their child;
 - take seriously any issue that parents raise with teachers or governors about this policy or
 - clearly explain the arrangements for sex education in the school, including sharing commonly used resources.
- 5.2 Parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Children can not be withdrawn from lessons about human development and reproduction when they are taught as part of the science curriculum.

6 Confidentiality

- 6.1 Teachers conduct sex and relationships education lessons in a sensitive manner and in confidence. However, teachers are expected to exercise their professional judgement during discussions with children. Sometimes, a teacher may have concerns that a child is at risk from, or suffering, sexual or physical abuse or neglect. 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 Designated Safeguarding Lead in the school or in their absence, the Headteacher. Either of these representatives will then deal with the matter in consultation with social and health care professionals. (See also Child Protection Policy.)

7 The Role of the Headteacher

- 7.1 The Headteacher monitors this policy and reports to governors, when requested, on the effectiveness of the policy.

8 Monitoring and Review

- 8.1 This policy will be reviewed by the Governing Committee every three years, or earlier if considered necessary.