

1. School vision and values

FROM ALPHA TO OMEGA



‘Life in all its fullness’

(JOHN 10:10)

At Emmanuel Church of England School, broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure.

Building on our Christian ethos and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically.

It is a primary aim of our school that every member of the school community feels cared for, valued, respected, and that each person is treated fairly and well. This is promoted through our school values so that they can experience:

‘Life in all its fullness’ – John 10:10

2. Purpose of the Policy

This policy explains how Relationships Education is taught and supported at Emmanuel. It aims to:

- Inform staff, parents, carers, governors, pupils and visitors about our RSE provision.
- Help parents support their child’s learning at home.
- Outline the school’s aims, values and legal responsibilities.
- Demonstrate compliance with statutory duties under the *Children Act 2004*, *Education Act 2006*, *Equality Act 2010* and safeguarding guidance.

The policy also includes our statement on **Sex Education** and parents’ right to withdraw.

3. Policy Development

This policy was developed in consultation with parents, Camden Learning, the LDBS, and Emmanuel Church. It reflects:

- *DfE Statutory Guidance on Relationships, RSE and Health Education (2019)*
- Camden model policy (2021)
- *Equality Act 2010* and *Public Sector Equality Duty*
- *Ofsted Review of Sexual Abuse in Schools and Colleges (2021)*

4. Links to other policies

This policy links with our **Safeguarding and Child Protection, Behaviour, Anti-bullying, Equality, and Online Safety** policies.

RSE supports our Healthy School status (achieved October 2025).

5. Definition of Relationships Education

Relationships Education helps pupils understand:

- Different kinds of relationships, including online, and how to form healthy, respectful ones.
- The role of families in caring for children.
- How to recognise unsafe or unhealthy relationships and seek help.
- Respect for diversity – including family structures, faith, disability, race, and sexual orientation.
- The impact of bullying and discrimination and how to prevent or report it.
- How stereotypes can lead to prejudice.
- How to identify risk and stay safe online.

6. Why We Teach Relationships Education

Relationships Education is statutory in all primary schools. It helps pupils:

- Build caring, respectful friendships and family relationships.
- Navigate online life safely and responsibly.
- Recognise and report abuse or unsafe situations.

7. Values Promoted

We are committed to creating an inclusive school that promotes diversity and equality and fundamental British Values*. Teaching relationships education will ensure that all children develop respect for others and for difference, and tolerance and understanding of all aspects of diversity. We want all children to understand and feel accepted in the society they are growing up in and for every child in Camden to thrive in modern Britain.

We believe that Relationships Education promotes the aims and values of our school, which include:

- Respect for self and others;
- Kindness, empathy and consideration for others;
- Commitment, trust and love within relationships;
- Promoting equality and respecting rights and responsibilities in relationships;
- Respecting and celebrating difference and diversity;
- Preventing prejudice and discrimination based on religion or belief, race, disability, sexual orientation, gender and gender reassignment;**
- Promoting gender equality, challenging gender stereotypes and inequality;
- Valuing family life and stable, loving and caring relationships, including marriage and civil partnerships, for bringing up children;
- Everyone has the right to a healthy and safe relationship.

* democracy, individual liberty, the rule of law and mutual respect and tolerance

**6 of 9 protected characteristics as enshrined in law through the Equality Act 2010 (others are age, marriage and civil partnership, pregnancy and maternity)

8. Aims of RSE

Through RSE, pupils will:

- Develop confidence to discuss relationships.
- Form healthy, safe and respectful friendships.
- Recognise and respond to unsafe or inappropriate contact.
- Respect differences and challenge stereotypes.
- Identify and report bullying or discrimination.
- Learn to stay safe online.
- Know where to seek help and advice.

9. Organisation and Content

RSE is taught through the **Kapow** scheme by our specialist PSHE teacher. Learning is revisited and developed each year.

Topics are taught through class lessons, themed weeks (e.g. Anti-Bullying Week, Diversity Week) and cross-curricular links (e.g. Online Safety, “Me and My Family”).

Inclusion and approach:

- Ground rules create a safe environment for open discussion.
- Resources and activities are age-appropriate, inclusive and non-stereotypical.
- Content is differentiated for pupils with SEND.
- Teachers do not share personal experiences.

Answering questions:

Teachers answer sensitively and appropriately. Some questions may be deferred for follow-up or individual discussion.

Visitors:

Outside contributors may support RSE delivery, but always under teacher supervision and in line with school policy.

Right to withdraw:

There is no right to withdraw from Relationships Education at Emmanuel, in line with the government RSE review of 2020, as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

10. Sex Education

In primary schools, sex education focuses on the biological aspects of growing up. This includes teaching children about the human body, how it changes during puberty, reproduction, and the differences between males and females. The aim is to provide age-appropriate factual knowledge that helps children understand themselves and others, laying a foundation for later learning in secondary school. Sex

education at this stage is factual and straightforward, without going into the broader emotional or social aspects of relationships, which are covered under RSE.

In addition to the science curriculum, Year 6 pupils learn how a baby is conceived and develops, taught by the class teacher.

Parents are invited to an **RSE Parent Workshop** before RSE Week to view materials and ask questions.

Right to withdraw:

Parents may request withdrawal from sex education (not science or puberty lessons) following a meeting with the Senior Leadership Team.

11. Science and Health Education

Science covers biological aspects of reproduction and life cycles.

Health Education (statutory) includes puberty from Year 4 onwards.

In Years 5–6, pupils learn about physical and emotional changes, with opportunities for single-gender discussions when appropriate.

12. Curriculum Overview (Summary)

EYFS

Building relationships: Special relationships

In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.

Building relationships: My family and friends

In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.

Year 1

Y1 Families and relationships

Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair.

Y1 Safety and the changing body

Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.

Year 2

Y2 Families and relationships

Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.

Y2 Safety and the changing body

Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.

Year 3

Y3 Families and relationships

Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.

Y3 Safety and the changing body

Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence.

Year 4

Y4 Families and relationships

Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement.

Y4 Safety and the changing body

Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma.

Year 5

Y5 Families and relationships

Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.

Y5 Safety and the changing body

Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.

Year 6

Y6 Families and relationships

Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.

Y6 Safety and the changing body

Learning about: the reliability of online information, the changes experienced during puberty, about pregnancy and how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.

13. Involving Pupils

The PSHE Coordinator gathers pupil and teacher feedback annually to ensure lessons are engaging and relevant.

14. Safeguarding and Confidentiality

Staff cannot promise absolute confidentiality. Any safeguarding concern or disclosure is referred to the **Designated Safeguarding Lead** in line with school policy.

15. Assessment, Monitoring and Evaluation

Pupil progress in RSE is assessed through PSHE.

The PSHE Coordinator monitors planning and delivery and gathers feedback from staff and the school council.

16. Staff Training

Teachers receive regular training through INSET and external providers (e.g. Camden Health and Wellbeing Team). Training covers:

- Curriculum knowledge
- Managing sensitive issues
- Inclusive teaching
- Answering pupil questions confidently

17. Parental Engagement

We value strong partnerships with parents and carers. We:

- Consult parents on policy and curriculum changes.
- Publish the RSE policy on the school website.
- Invite parents to annual information sessions.
- Share lesson content and resources before teaching sex education.

We aim to respect cultural and religious views while fulfilling our duty to provide inclusive, statutory Relationships Education.

18. Disseminating the policy

A copy of this policy is on the school website.

The policy will be reviewed every year and parents and carers will be informed through the newsletter and school website.

Policy reviewed	September 2025
Agreed review schedule	1 year
Next review due	September 2026

Appendix 1

Sex Education in National Curriculum Science

The programmes of study for science is set out year-by-year. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. Schools can also introduce key stage content during an earlier key stage if appropriate.

Key Stage 1

Year 1

Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow

Key Stage 2

Year 3

No content linked to RSE

Year 4

No content linked to RSE

Year 5

Living things and their habitats

- Describe the life process of reproduction in some plants and animals.

Non-statutory guidance

Pupils should find out about different types of reproduction, including 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.

Animals, including humans

- Describe the changes as humans develop to old age.

Non-statutory guidance

Pupils should 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.

Year 6

No content linked to RSE

