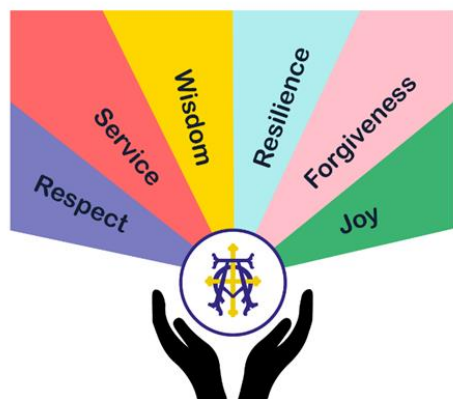


Relationship and Sex Education Policy

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 sets out how Relationships Education, Health Education and the non-statutory Sex Education taught at Emmanuel are planned, taught, monitored and supported.

It aims to:

- inform staff, parents, carers, governors, pupils and visitors about Emmanuel's provision;
- explain the school's aims, values and approach to Relationships Education, Health Education and Sex Education;
- help parents and carers understand and support their child's learning;
- set out the content, organisation and progression of the curriculum;
- explain how teaching is made accessible and appropriate for all pupils, including pupils with Special Educational Needs and Disabilities (SEND);
- explain the school's approach to safeguarding, sensitive questions and disclosures;
- explain parents' rights in relation to withdrawal from non-statutory Sex Education;
- demonstrate the school's regard for the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, together with relevant legislation and safeguarding guidance.

Relationships Education and Health Education are statutory for pupils receiving primary education. Sex Education is not compulsory at primary level, although Emmanuel provides age-appropriate Sex Education in Year 6 as set out in this policy.

The school has regard to the Department for Education's statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, which came into force on 1 September 2026.

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Emmanuel also fulfils its duties under relevant legislation, including the Education Act 1996, Education Act 2002, Children and Social Work Act 2017 and Equality Act 2010, together with statutory safeguarding guidance including *Keeping Children Safe in Education* and *Working Together to Safeguard Children*.

Through this curriculum, we aim to equip pupils with the knowledge, understanding and skills they need to build positive relationships, look after their physical and mental health, make informed and responsible choices, recognise risks, stay safe and know how to seek help and support.

3. Policy Development

This policy has been developed in consultation with parents and carers and takes account of the views of pupils and relevant professional partners.

In developing and reviewing the policy, Emmanuel has had regard to:

- Department for Education statutory guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, in force from September 2026;
- relevant national curriculum requirements;
- Camden guidance and resources;
- advice from appropriate health and wellbeing professionals;
- the Equality Act 2010 and the school's Public Sector Equality Duty;
- relevant safeguarding guidance and good practice;
- the school's Christian ethos and vision;
- feedback from pupils, parents and staff.

The school will continue to engage with parents and pupils when significant changes are made to the policy or curriculum. Parents will be given appropriate opportunities to understand the content, resources and purpose of the curriculum.

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 and Sex Education and Health Education

Relationships Education equips pupils with the knowledge, understanding and skills needed to develop positive, respectful and healthy relationships throughout their lives.

At primary level, Relationships Education focuses on:

- families and people who care for us;
- caring friendships;
- respectful and kind relationships;
- online safety and awareness;
- being safe.

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Pupils learn how to develop positive relationships, communicate respectfully, manage difficulties and conflict, establish and respect boundaries, recognise when relationships may be unhealthy or unsafe, and know how and where to seek help.

Relationships Education also helps pupils understand that families can take many forms and that differences in family circumstances should be respected. Pupils are taught to recognise bullying, prejudice, discrimination and harmful stereotypes and to respond appropriately.

Health Education supports pupils to develop the knowledge and skills needed to look after their physical and mental health and wellbeing. This includes healthy lifestyles, physical health, mental wellbeing, keeping safe, puberty, medicines, drugs, alcohol and vaping, first aid and other aspects of health and prevention.

Sex Education is non-statutory at primary level. Where Emmanuel teaches Sex Education beyond the statutory Science curriculum, this is clearly identified in the curriculum and in this policy, and parents have the legal right to request withdrawal from this non-statutory content.

6. Why We Teach Relationships Education

Relationships Education is statutory in all primary schools and forms an important part of our wider commitment to safeguarding, promoting wellbeing, and preparing pupils for life in modern Britain. It provides children with the knowledge, understanding and skills they need to develop healthy, respectful relationships, make informed choices, and stay safe both offline and online.

Through Relationships Education, pupils are supported to:

- Build positive, caring and respectful friendships, family relationships and relationships with others.
- Develop empathy, kindness, resilience and respect for themselves and others.
- Understand the importance of personal boundaries, privacy and consent in age-appropriate ways.
- Recognise unhealthy, unsafe or abusive behaviours and know how, when and where to seek help from trusted adults.
- Navigate the online world safely, responsibly and respectfully, recognising both the opportunities and potential risks of digital communication.
- Appreciate and respect diversity, promoting inclusion and challenging prejudice, bullying and discrimination.
- Develop the confidence and skills needed to make safe, responsible and healthy choices as they grow.

7. Values Promoted

At Emmanuel, Relationships Education reflects our school's vision, values and ethos. We are committed to creating a safe, inclusive and respectful learning environment where every pupil feels valued, supported and able to thrive.

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Our Relationships Education curriculum promotes equality, dignity and respect for all. It helps pupils develop positive relationships, understand their rights and responsibilities, appreciate diversity, and contribute positively to life in modern Britain. Teaching is delivered in accordance with the Equality Act 2010 and the school's duties to promote inclusion, safeguard pupils and foster mutual respect.

Relationships Education promotes:

- Respect for ourselves and for others.
- Kindness, empathy, compassion and consideration for others.
- Honesty, trust, commitment and responsibility within healthy relationships.
- The importance of equality, fairness and respecting the rights of others.
- Respect for diversity, recognising and valuing different backgrounds, cultures, beliefs, disabilities, family structures and life experiences.
- An understanding that discrimination, prejudice, bullying and harassment are unacceptable and should be challenged appropriately.
- Equality of opportunity and the challenging of harmful stereotypes, including gender stereotypes.
- The importance of stable, caring and supportive relationships for children's wellbeing, recognising that families may take many different forms, including marriage and civil partnerships.
- Every person's right to feel safe, valued and respected within healthy relationships.

Relationships Education also supports pupils in developing an understanding of the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Teaching is inclusive and age-appropriate, recognising the protected characteristics set out in the Equality Act 2010 and fostering respect for all members of our school community.

8. Aims of RSE

Through Relationships and Sex Education (RSE), pupils will:

- Develop the confidence to discuss relationships, feelings, emotions and wellbeing using age-appropriate and accurate vocabulary.
- Build healthy, safe and respectful friendships and relationships based on kindness, trust and mutual respect.
- Understand personal boundaries and, in age-appropriate ways, the importance of consent, privacy and respecting the boundaries of others.
- Recognise, respond to and report unsafe, inappropriate or unwanted behaviour or contact, both offline and online.
- Respect diversity and value differences, while challenging stereotypes, prejudice, bullying and discrimination.
- Develop the knowledge and skills to stay safe, healthy and responsible in both online and offline environments.
- Know how, when and where to seek help, advice and support from trusted adults and appropriate services when they have concerns about themselves or others.
- Develop resilience, confidence and the skills needed to make informed, safe and responsible choices as they grow.

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9. Organisation and Content

Relationships Education, Relationships and Sex Education (RSE), and Health Education are delivered through the Kapow Primary scheme of work by our specialist PSHE teacher. Learning is carefully planned to build progressively on pupils' knowledge, understanding and skills, with key themes revisited and developed each year to ensure progression.

Teaching takes place through planned classroom lessons, themed events and enrichment activities, such as Anti-Bullying Week and Diversity Week, and through cross-curricular links where appropriate, including Online Safety and topics such as *Me and My Family*.

Inclusive Teaching and Learning

Our approach to teaching RSE ensures that:

- Classroom ground rules help create a safe, respectful and supportive environment where pupils feel confident to participate.
- Teaching resources and learning activities are age-appropriate, inclusive, accurate and free from harmful stereotypes.
- Learning is adapted to meet the needs of all pupils, including pupils with Special Educational Needs and Disabilities. This may include the use of visual resources, concrete examples, repetition, pre-teaching of vocabulary, alternative communication methods, additional adult support, differentiated activities and carefully considered groupings. Staff consider individual pupils' developmental level, communication needs, sensory needs and previous experiences when planning sensitive learning.
- Teaching reflects the diversity of families, communities and experiences while remaining sensitive to pupils' ages, backgrounds and faiths.
- Staff maintain professional boundaries and do not share personal experiences or opinions when teaching RSE.

Answering Pupils' Questions

Where a pupil asks a question about sexual activity or another aspect of Sex Education which falls outside the school's planned curriculum, staff will respond calmly and appropriately, taking account of the child's age and developmental stage. Staff will not provide teaching beyond the school's agreed curriculum. Where appropriate, the question may be answered individually, with parents/carers involved where appropriate, and staff will follow safeguarding procedures where a question or disclosure raises a concern.

External Visitors

Appropriately qualified external visitors may contribute to aspects of the RSE curriculum where this enhances pupils' learning. All visitors work under the supervision of school staff, and teachers remain responsible for planning, delivery and ensuring that teaching is consistent with the school's curriculum, values and statutory guidance.

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Parents' Right to Withdraw

Relationships Education is statutory in all primary schools, and parents do not have the right to withdraw their child from these lessons.

Parents have the right to request that their child be withdrawn from the non-statutory elements of Sex Education delivered in primary school. The Headteacher will discuss any such request with parents, explain the nature and purpose of the curriculum, and seek to work in partnership with families wherever possible.

10. Sex Education

At our school, statutory Relationships Education and Health Education are delivered through the Kapow Primary PSHE scheme of work. Through this curriculum, pupils develop their understanding of physical and emotional wellbeing, including puberty, body changes, personal hygiene, healthy relationships and keeping themselves safe.

Most learning about the human body, puberty, human reproduction and growing up is delivered through the statutory Science and Health Education curriculum.

In addition, Emmanuel provides a carefully planned programme of non-statutory Sex Education in Year 6. This enables pupils, in an age-appropriate and sensitive way, to learn how a baby is conceived and develops in the womb. This learning builds on pupils' scientific understanding, supports their physical and emotional development, and helps prepare them for secondary education.

The content is delivered within a safe, respectful and inclusive learning environment using age-appropriate resources and teaching methods.

Parents and carers are invited to an annual RSE information session before RSE unit commences, where they can view teaching resources, understand the lesson content, ask questions and discuss any aspects of the curriculum with school staff.

Puberty is taught before the end of primary school as part of the statutory Health Education curriculum, with learning planned in an age-appropriate and progressive sequence through the Kapow Primary PSHE programme. Where appropriate, pupils may have opportunities for single-gender discussions to support confidence, comfort and respectful learning

Parents' Right to Withdraw

Parents have the right to request that their child be withdrawn from the non-statutory elements of Sex Education taught in primary school.

There is no right to withdraw a child from the statutory content taught through the National Curriculum for Science, Relationships Education or Health Education.

Any request for withdrawal should be made to the Headteacher, who will discuss the request with parents or carers, explain the purpose and content of the programme, and seek to reach a shared understanding

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before a decision is made. The school will respect parents' legal right to withdraw their child from the non-statutory elements of Sex Education.

11. Science and Health Education

Science education covers the biological aspects of human development, reproduction and life cycles in line with the National Curriculum.

Health Education supports pupils' understanding of physical and emotional wellbeing, including puberty, body changes, personal hygiene, relationships and staying safe.

Puberty is taught as part of statutory Health Education from Year 4 onwards, with learning developed appropriately through Years 5 and 6. Where appropriate, pupils may have opportunities for single-gender discussions to support confidence, comfort and respectful learning.

12. Drugs, Alcohol & Vaping Education

As part of our PSHE and statutory Health Education curriculum, pupils receive age-appropriate learning about medicines, drugs, alcohol, tobacco and vaping. The programme equips children with the knowledge, understanding and skills they need to make informed, healthy and responsible choices, both now and in the future.

Pupils will learn to:

- Understand the difference between substances that support health, such as medicines prescribed by a healthcare professional or administered by a trusted adult, and substances that may be harmful if misused.
- Know that medicines should only be taken safely, according to instructions and under the supervision of a trusted adult, and understand the importance of never sharing medicines with others.
- Develop an understanding of the physical, emotional, social and legal risks associated with smoking, vaping, alcohol and other harmful substances, recognising that these risks increase as children grow older.
- Understand that vaping products are not intended for children and young people and recognise the potential health risks associated with their use.
- Recognise situations where they may experience influence, pressure or persuasion from peers, advertising, social media or online content, and develop the confidence, resilience and decision-making skills needed to make safe and healthy choices.
- Develop critical thinking skills to identify misinformation, challenge myths and make informed decisions based on reliable evidence.
- Know where and how to seek help, advice and support from trusted adults and appropriate services if they have concerns about substances, their own wellbeing or the wellbeing of others.
- Understand how positive lifestyle choices, including healthy relationships, physical activity, nutrition and good mental wellbeing, contribute to lifelong health.

Teaching is delivered through an age-appropriate, inclusive and evidence-informed curriculum that reflects current statutory guidance. Lessons encourage respectful discussion, critical thinking, informed

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decision-making and the development of practical skills that enable pupils to manage risk, resist pressure and seek help whenever they need it. The programme is delivered in a safe and supportive learning environment where pupils are encouraged to ask questions and develop the knowledge and confidence to make healthy, responsible choices.

13. Curriculum Overview (Summary)

EYFS

Pupils develop an understanding of themselves and others through learning about healthy habits, managing feelings, building positive relationships and recognising trusted adults. They are introduced to keeping themselves safe, showing kindness and respect, and understanding that everyone is unique and valued. Units covered:

- My feelings
- Special relationships
- Taking on challenges
- Listening and following instructions
- My family and friends
- My wellbeing

Year 1

Children explore how to look after their physical and mental wellbeing by making healthy choices. They develop positive friendships, learn how to stay safe both online and offline, understand how to protect their health, and begin to recognise their role within their school and wider community. The year concludes with activities that prepare them for the transition into Year 2. Units covered:

- My healthy self
- Connecting with others
- The online world
- Citizenship
- Health protection
- Staying safe
- Transition lesson

Year 2

Children build on their understanding of healthy lifestyles and positive relationships while beginning to learn about growing up and the changes that happen as they get older. They continue to develop strategies for keeping themselves safe, recognise their responsibilities as members of a community, and prepare confidently for the move to Key Stage 2. Units covered:

- My healthy self
- Connecting with others
- The online world
- Citizenship

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- Growing up
- Staying safe
- Transition lesson

Year 3

Children deepen their understanding of physical and emotional wellbeing, healthy relationships, and responsible online behaviour. They learn about keeping themselves healthy, managing risks, understanding their rights and responsibilities as citizens, and making informed, respectful choices in different situations. Units covered:

- My health self
- Connecting with others
- The online world
- Citizenship1
- Health protection
- Citizenship 2

Year 4

Children further develop their understanding of healthy lifestyles, friendships, and respectful relationships. They explore how to stay safe in a range of situations, including online, learn more about protecting their health and wellbeing, and consider how they can contribute positively to their communities. Units covered:

- My health self
- Connecting with others
- The online world
- Citizenship
- Growing up
- Staying safe
- Transition

Year 5

Children develop greater independence by exploring personal wellbeing, healthy relationships, online responsibility, and personal safety. They begin to discuss the physical and emotional changes associated with puberty, understand the importance of respecting diversity, and learn how to make responsible decisions that support their wellbeing and that of others. Units covered:

- My health self
- Connecting with others
- The online world
- Citizenship1
- Health protection
- Citizenship 2

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- Transition

Year 6

Children prepare for the transition to secondary school by developing resilience, independence, and confidence. They explore identity, relationships, and the changes of adolescence in greater depth, while strengthening their understanding of online safety, health protection, citizenship, and personal responsibility. They also develop practical first aid knowledge and skills to help them respond safely in emergency situations. Units covered:

- My health self
- Connecting with others
- The online world
- Citizenship
- Staying safe
- First aid/ Sex education
- Transition

Curriculum Approach

Across all year groups, pupils are supported to:

- Develop respectful and healthy relationships.
- Understand personal boundaries and respect the boundaries of others.
- Recognise unsafe situations and know how to seek help.
- Stay safe and responsible both online and offline.
- Respect diversity and challenge bullying, prejudice and discrimination.
- Build confidence, resilience and the skills needed to make safe and informed choices.

14. Involving Pupils

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

Pupil voice helps inform curriculum development and ensures learning remains relevant, accessible and appropriate.

15. Safeguarding and Confidentiality

Ground rules are established in RSE lessons to ensure pupils feel safe, respected and able to participate appropriately. Teachers encourage open discussion but cannot guarantee confidentiality. If a pupil shares information that suggests they or another person may be at risk of harm, staff must follow safeguarding procedures and report concerns to the **Designated Safeguarding Lead** (DSL) in line with the school's Safeguarding and Child Protection Policy.

Staff will respond sensitively and ensure pupils receive appropriate support.

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16. Assessment, Monitoring and Evaluation

Pupil progress in Relationships Education, RSE and Health Education is monitored through PSHE assessment processes.

Assessment focuses on pupils' knowledge, understanding, confidence and ability to apply learning to real-life situations. The PSHE Coordinator monitors curriculum coverage, teaching quality and pupil engagement through planning reviews, lesson visits and feedback from staff and pupils.

17. 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

18. Parental Engagement

At Emmanuel, we value strong partnerships with parents and carers and recognise the important role they play in supporting children's learning.

We will:

- Consult parents and carers on policy and curriculum developments where appropriate.
- Publish the RSE Policy on the school website.
- Provide opportunities for parents to learn about the RSE curriculum through information sessions.
- Share information about lesson content and resources, particularly for non-statutory Sex Education.
- Work respectfully with families, recognising different backgrounds, cultures and beliefs, while ensuring all pupils receive inclusive Relationships Education in line with statutory requirements.

19. 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 2026**

Agreed review schedule **1 year**

Next review due **September 2027**

Reviewed September 2026

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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

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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

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