



Relationships **Sex and Health** Education Policy

September 2025

Aims

- At Newlands, we aim to:
- Provide the knowledge and information to which all children are entitled
 - Clarify/reinforce existing knowledge
 - Raise children's self-esteem and confidence, especially in their relationships with others
 - Enable children to understand the importance of safe and stable relationships that promote respect, love and care
 - Help children develop skills (language, decision-making, choice, assertiveness, resilience) and make the most of their abilities
 - Provide the confidence for children to be participating members of society and to value themselves and others
 - Help children to gain access to information and support
 - Develop skills for a healthier safer lifestyle
 - Develop and use communication skills and assertiveness skills to allow children to cope with the influences of their peers and the media
 - Allow children to develop resilience and positivity when responding to influences that may affect body image
 - Reinforce and develop children's understanding of how to stay safe online
 - Teach children to respect and care for their bodies
 - Teach children to be prepared for puberty and adulthood

Legal requirements

Parents **do not** have the right to withdraw their child/children from the elements of the Science curriculum that overlap with the **RSHE** curriculum. Parents have the right to withdraw their children from the sex education aspects of the **RSHE** curriculum that are not included in the Science curriculum.

Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

Curriculum links

Through the Science curriculum, children build on their knowledge of life cycles and learn to describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.

Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Children also learn about changes that happen during puberty.

Through the Computing curriculum, children in Year 6 will learn about appropriate use of social media, cyber-bullying and what to do if they are asked to send inappropriate content via a social media platform.

Relationships education involves the learning about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Within these units, children will learn that there are different patterns of friendship. They will also develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

Adaptive Teaching

The National Curriculum provides a broad and balanced education for all children. Throughout all teaching and learning at Newlands, we provide opportunities that enable all pupils to make good progress. We do this by setting suitable challenges and responding to each child's individual needs, as well as choosing activities to suit each year group and lesson. Teaching is adapted to meet the needs of all pupils. Appropriate support, whether adult support or the use of manipulatives or other extra learning resources, is given to any child that needs it to move their learning forwards.

Child Protection/Confidentiality

Teachers need to be aware that effective **RSHE** lessons, which bring an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher/DSL in line with school policy. A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for Relationships, Sex and Health Education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

