# New Pastures Primary School

# Relationships and Sex Education Policy

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| 1 | Summary | Relationships and Sex Education Policy | | | |
| 2 | Responsible person | A Turner | | | |
| 3 | Accountable SLT member | B Wray | | | |
| 4 | Applies to | ☒All staff<br>☐Support staff<br>☐Teaching staff | | | |
| 5 | Who has overseen development of this policy | SLT | | | |
| 6 | Who has been consulted and recommended policy for approval | Staff | | | |
| 7 | Approved by and date | Draft for consultation; approval pending | | | |
| 8 | Version number | Draft 5 | | | |
| 9 | Available on | Every | ☐Y<br>☐N | Trust website<br>Academy website<br>SharePoint | ☐Y ☐N<br>☒Y ☐N<br>☒Y ☐N |
| 10 | Related documents (if applicable) | Safeguarding Policy<br>Science curriculum<br>Year group medium term plans | | | |
| 11 | Disseminated to | ☐Trustees/governors<br>☒All staff<br>☐Support staff<br>☐Teaching staff | | | |
| 12 | Date of implementation (when shared) | Following approval after 2 November 2026 | | | |
| 13 | Consulted with recognised trade unions | ☐Y ☒N | | | |

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## 1. Introduction

The revised Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education came into effect on 1 September 2026. This policy explains how New Pastures Primary School teaches these subjects through its Kapow Primary RSE and PSHE programme, alongside the national curriculum for science, and how we work with parents and carers. It is a draft for consultation until 2 November 2026.

## 2. What is RSE

RSE means Relationships and Sex Education. In primary school, Relationships Education and Health Education are statutory. Sex education beyond the national curriculum for science is optional for primary schools. Our PSHE programme also covers wider personal, social and economic learning.

Our teaching helps pupils learn about relationships, personal safety, physical and emotional development, growing up and health. Children learn accurate vocabulary and practise seeking support from trusted adults.

We create a safe learning environment with clear ground rules and respond to questions honestly and appropriately.

## 3. Our Aims

Our aim is to help children develop respectful relationships, understand their bodies and feelings, make safe choices and know how to ask for help. Teaching is factual, inclusive, sensitive and appropriate to pupils' age and development, including the needs of pupils with SEND.

Pupils learn about diverse families, friendship, respect, boundaries and safety without stigmatising any child or family. Puberty and related health content are taught in line with statutory expectations.

Our curriculum develops knowledge and skills throughout primary school.

This means that we want our children to understand:

- the importance of caring and supportive relationships;
- respect for others, including differences in family, belief and identity;
- personal boundaries, privacy and how to seek help;
- physical and emotional changes as children grow.

We believe this will help them become confident and responsible young people and prepare them for adult life.

Through this curriculum, pupils develop:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

At New Pastures Primary the aims of the RSE curriculum are:

- to develop listening, empathy and communication skills;
- to use accurate vocabulary for bodies and understand age appropriate changes;
- to make informed choices about health and wellbeing;
- to recognise unsafe situations and seek help;
- to understand puberty and its physical and emotional effects.

## 4. RSE provision

We use Kapow Primary's revised RSE and PSHE scheme from Reception to Year 6. It builds knowledge through themes including My healthy self, Connecting with others, The online world, Citizenship, Growing up, Health protection and Staying safe. Year 1 to Year 4 follow the attached school long term plans. Year 5/6 follows a two year mixed age cycle: the uploaded Cycle A plan covers healthy relationships, online influences, citizenship, self-respect and safety; the proposed Cycle B follows Kapow's six unit mixed age sequence set out in Appendix 1. The optional sex education unit is proposed for Cycle B. Relevant content is also taught through science and other subjects. Teachers adapt lessons for pupils' needs while maintaining the planned knowledge.

## 5. Working with parents / carers and the right to withdraw

We consult parents and carers when developing and reviewing this policy and the content of primary sex education. Our plans and policy are available to families, and teaching materials can be viewed on request. Parents may share views by email to newpastures-admin@vennacademy.org or in person at parents' evening. The current consultation closes on Monday 2 November 2026.

Parents cannot withdraw children from statutory Relationships Education or Health Education, or from the national curriculum for science. A parent may request that their child be withdrawn from sex education beyond science, including the optional Kapow unit in Cycle B. Requests should be made in writing to the Principal. We will discuss the request and provide purposeful alternative education for any withdrawn lessons. Parents may ask to see all materials planned for teaching.

## 6. Role and responsibilities

The Principal

The principal is responsible for consistent delivery, parent consultation, responding to requests to view materials and managing requests for withdrawal from optional sex education.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Supporting pupils withdrawn from optional sex education with purposeful alternative work.

Staff should discuss any concerns about teaching RSHE with the Principal or subject leader.

Pupils

Pupils are supported to engage respectfully and sensitively. Purposeful alternative education is arranged when a pupil is withdrawn from optional sex education.

## 7. Training

Staff receive appropriate training and guidance to deliver RSHE confidently and sensitively, including Kapow Primary resources and subject leader support. External professionals may support teaching where appropriate; school staff remain responsible for the curriculum.

## 8. Monitoring

The principal, senior leaders and subject leader monitor planning, teaching and pupils' understanding. Feedback from pupils, staff and parents informs review of the policy and curriculum.

# Appendix 1

## Kapow Primary RSE and PSHE curriculum overview

### Reception

In Kapow's Reception units, children name feelings, notice facial expressions and body clues, and try strategies such as a calm space when emotions feel difficult. They identify people who are special to them, practise sharing and taking turns, and talk about what makes a good friend. Through games and stories they listen to and follow instructions, communicate their ideas and persevere when a task is challenging. They explore family and friendship relationships, physical activity and everyday ways to care for their wellbeing. These are Kapow scheme examples; the school's Reception long term plan will confirm the units and order adopted.

### Year 1

Children name emotions, notice facial expressions and body clues, and practise what to do when they feel worried, annoyed or upset. They explore how friends, family and classmates support one another and how to help someone feel included and safe. They consider different uses of the internet, respectful behaviour online and what to do if something worries them. Citizenship includes caring for babies, other people, animals and the environment, and understanding why shared rules matter. Health protection includes handwashing, common illness and injury, healthcare workers and how to get medical help. Staying safe covers everyday hazards and rules that reduce the risk of harm.

### Year 2

Children consider how movement, sleep, food and drink affect their bodies. They learn that families and communities can be different and practise kindness, respect and safe friendships. They identify online content that may be unsuitable or untrustworthy and tell a trusted adult if something makes them uncomfortable. In citizenship they look at belonging, local jobs, how people earn money and where money comes from. Growing up includes changes from childhood, the fact that people develop at different rates, correct and respectful body language, privacy, personal boundaries and whom to approach if they feel unsafe. They recognise hazards at home and elsewhere, what to do if separated from a trusted adult, and water safety.

### Year 3

Children recognise a wider range of feelings, explore the link between physical and mental wellbeing, and identify ways to care for both. They identify personal strengths and boundaries and practise expressing themselves respectfully so others feel included. Online learning covers ways people communicate, respectful messages and how to respond to uncomfortable contact. Citizenship introduces children's rights, human rights and responsibilities. Health protection considers healthy habits, medicines, sun safety, how the body responds to illness, basic first aid for common injuries and how to get help in an emergency. Children explore different careers, transferable skills and how stereotypes may limit choices.

### Year 4

Children examine how exercise, nutrition and hydration affect physical and mental wellbeing. They distinguish respectful from disrespectful behaviour and consider how expectations vary by setting. Online learning asks how information is found, shared and presented, and how to check whether it is trustworthy. They explore spending, saving and making responsible choices with money. In Growing up they learn that puberty happens at different times, consider physical and emotional changes, including menstruation, and identify adults who can answer questions or offer support. Safety lessons help them recognise warning signs, respond to uncomfortable situations and seek help in an emergency.

### Year 5 and Year 6 (Cycle A)

Across the mixed age Cycle A, pupils consider identity and values, what commitment, care and protection look like in families, and how to maintain healthy friendships or seek help with an unsafe relationship. They examine advertising, influencers and persuasive techniques online, then consider how online experiences affect feelings and behaviour, including responses to bullying. Money learning includes needs and wants, budgeting, borrowing and lending. Pupils practise self-respect, setting boundaries, challenging unfairness and bullying, and seeking support. Staying safe includes hazards when increasingly independent, peer pressure, drug misuse, safety at home and safety around water.

**Year 5 and Year 6 (Cycle B)**

Kapow's proposed mixed age Cycle B explores nutrition, physical activity and ways to manage emotions; how people make a difference in their communities; and puberty, including physical changes, menstruation, feelings, behaviour and relationships. Pupils consider how current choices, dental hygiene and mindset affect future health, and explore the protection of everyone's rights. In the optional sex education unit they learn scientific vocabulary for private body parts and explain that conception occurs when a sperm and egg join, usually through sexual intercourse. They learn that a baby develops in the uterus during pregnancy, that birth may be vaginal or by caesarean section, and that families may form through routes including IVF and adoption. They consider a baby's needs, the responsibilities of parenting, consent and the UK age of consent. The school proposes this shared unit for both Year 5 and Year 6; parents may request withdrawal from this optional unit.

## Appendix 2

## Long Term Overview

| PSHE/RSE | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 1** Introduction: Setting ground rules for RSE & PSHE lessons | My healthy self: How can we look after our emotions? | Connecting with others: How can I help myself and others feel happy and safe? | The online world: How do we spend time online? | Citizenship: How can I help others and the environment? | Health protection: How can I protect myself and others in daily life? | Staying safe: How can I stay safe? |
| **Year 2** Introduction: Setting ground rules for RSE & PSHE lessons | My healthy self: How can we look after our bodies? | Connecting with others: How can I build safe, kind and caring relationships with others? | The online world: How can we stay safe online? | Citizenship: How do people belong to a community and earn money? | Growing up: How can we look after and respect our bodies as we grow? | Staying safe: How can I make safe choices in different places? |
| **Year 3** Introduction: Setting ground rules for RSE & PSHE lessons | My healthy self: How can I take care of my mind and body? | Connecting with others: What helps us feel safe and included? | The online world: How should we communicate online? | Citizenship: What rights and responsibilities do we have? | Health protection: How can we prevent illness and injury and respond if they happen? | Citizenship: What careers do people choose and why? |
| **Year 4** Introduction: Setting ground rules for RSE & PSHE lessons | My healthy self: How can I make healthy choices? | Connecting with others: How can we respect each other? | The online world: How can we decide what to trust online? | Citizenship: How can I spend money wisely? | Growing up: How will my body and emotions change as I grow up? | Staying safe: What signs help me recognise what is safe or unsafe? |
| **Year 5/6 Cycle A** Introduction: Setting ground rules for RSE & PSHE lessons | Connecting with others: Why are healthy relationships important? | The online world: How am I influenced by what I see online? | Citizenship: How can we be in control of our money? | Connecting with others: What does it mean to stand up for myself and others? | The online world: How do I feel about the things I see online? | Staying safe: How can I stay safe as I grow up? |
| **Year 5/6 Cycle B** Introduction: Setting ground rules for RSE & PSHE lessons | My healthy self: How can I support my mind and body as I grow? | Citizenship: How can we make a difference in our communities and beyond? | Growing up: How can I manage the changes to my body and emotions as I grow up? | My healthy self: How do my choices today shape my future health? | Citizenship: How can we protect everyone's rights? | Sex education: How do people become parents and carers? |