Great Massingham & Harpley CofE Primary Schools Federation

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Sex and Relationships Education Policy

Policy produced by	Headteacher	
Date policy reviewed and approved	Sep 2026	
Reviewed and approved by	Governing body	
Next review due	Sep 2027	
Published on website	**Yes**	No

Background Information
This policy will be developed by the school PSHE/RSHE Coordinator through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health adviser. All views will be taken into account when developing this policy and the Relationships and Sex Education (RSE) programme.

Policy Statement
RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2025) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE, Anti-Bullying Policy and Whole School Safeguarding Policy.

Aims and Objectives
Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

Moral and Values Framework
The RSE programme at the Great Massingham and Harpley CofE Primary Federation reflects the schools' ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement
The federation is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

Content

In Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Changes to RSHE:

Government guidance has been updated up to August 2026 with a view to changes being fully implemented in September 2026.
These changes include:

- Greater focus on online safety and wellbeing.
- Correct vocabulary for body parts used.
- Personal safety and recognising and reducing risk.
- Learning around loss and bereavement.
- Communicating effectively and managing difficult feelings.

Organisation

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At the Great Massingham and Harpley C of E Federation, the main content is delivered in PSHE lessons in Key Stage Two.

RSE is normally delivered by class teachers and teaching assistants in mixed gender groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. The Great Massingham and Harpley CofE Federation invites visitors to support the delivery of PSHE.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Elements of the sex education in the science curriculum are assessed formally. Evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson which is used by the coordinator to inform future planning.

Liaison procedures are already in place with the main secondary school in the area. Discussions on RSE are included.

The Great Massingham and Harpley CofE Federation believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective RSE.

Specific Issues within RSE

Withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any request for withdrawal of a child from sex education, the head teacher will arrange to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. School will document this process to ensure a record is kept. In primary schools that provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum. In secondary, head teachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

Materials are available for parents/carers to view prior to the learning being delivered.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding leader (DSL).

In line with safeguarding procedures children are always made aware that a concern may need to be passed to the DSL and are told if this happens.

Safeguarding and Child protection

The school has a separate Whole School Safeguarding Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. As part of our PSHE programme, the schools receive a 'Speak out, Stay safe' visit from the NSPCC at least every two years. It aims to equip children with the knowledge and understanding they need to stay safe from abuse and neglect. Children are taught to speak out if they are worried, either to a trusted adult or Childline. This is delivered via an assembly and a workshop.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions
Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated safeguarding lead if they are concerned.

Sexual Identity and Sexual Orientation
The Great Massingham and Harpley CofE Federation believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Dissemination
All staff members and governors have access to the RSE policy. Training is regularly delivered to staff on the policy content. A copy is available on request.

The PSHE coordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.