



SEX EDUCATION POLICY

ORIGINATOR: Kelly Jackson

SLT LINK: Rachael Coyne

July 2026

INTENT

We provide Sex and Relationship Education (SRE) for all children in accordance to the Relationships and Health Education 2020 guidance, encouraging a regard for the moral considerations and values of a range of different family lives. The programme will be appropriate to the maturity and individual needs of children at various stages of their development. A major focus is placed within Year 6.

SRE prepares children for adult life as parents and responsible individuals in society. The quality of relationships, values, standards, personal responsibility and factual information including the physical and moral aspects of sex and relationships are all of equal importance.

Opportunities are provided for honest and sensitive discussion of a broad range of issues, and questions are answered with sensitivity to individual needs and levels of awareness.

Staff, including the School Nurse, welfare and social workers, health visitors or any others with expertise to offer in this area of education, may be approached and asked for advice in sexual behaviour. In such circumstances, children should be advised to seek advice from parents, and will be guided to relevant information and support.

No member of staff who feels unable to deliver aspects of the sex education programme will be asked to do so. When training and advice is requested, it will be provided. Professional support will always be available if and when required.

The objectives of Sex and Relationship Education are:

- to provide the knowledge and information to which all pupils are entitled;
- to clarify/reinforce existing knowledge;
- to raise pupils' self-esteem and confidence, especially in their relationships with others;
- to help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- to help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- to provide the confidence to be participating members of society and to value themselves and others;
- to help gain access to information and support;

- to develop skills for a healthier and safer lifestyle;
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- to respect and care for their bodies;
- to be prepared for puberty and adulthood.

IMPLEMENTATION

THE TEACHING PROGRAMME FOR SEX AND RELATIONSHIP EDUCATION - LEGAL REQUIREMENTS

All schools must teach the following as part of the National Curriculum Science and National Curriculum guidance.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs or whether they are disadvantaged or looked after children.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required. The School uses CWP, a clear year by year programme for SRE. This has been updated to meet the guidelines as of September 2026. This has been shared with parents and carers.

Content to be covered by the end of Primary school.

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

PROCEDURES

Parents are informed when sex and relationship issues will be discussed formally within the curriculum. The year group curriculum is sent to parents and carers at the start of each year. The curriculum is shared on the school website for each year group. This was consulted upon with all stakeholders in July 2026 ready for September 2026 implementation.

Parents are encouraged to discuss with us, matters relating to SRE, and inform us of any specific issues or individual needs relevant to their child.

If parents wish to exercise their right to withdraw children from the SRE programme they should speak directly to the Head of School. Appropriate measures will be taken to ensure that their wishes are accepted.

In the event of a child being withdrawn from the SRE programmes, all staff should be made aware of this and take appropriate action whenever sexuality may be discussed in lessons.

During Science lessons, the biological process of reproduction will be taught to all children in line with the national curriculum. Parents do not have the right to withdraw their child from this aspect of sex education.

IMPACT

All children have the right to participate in and discuss a range of issues which may arise as a result of the SRE programme, and for these issues to be approached in a sensitive and sensible manner.

All children have the right to access a broad and balanced curriculum which supports their individual development and enables them to participate in and contribute to a range of healthy, secure and active relationships.