



Derwent and Southill Federation

*We are a Values-led Federation
We respect ourselves; We respect others; We respect the environment.*



Relationship Sex and Health Education Policy (RSHE)

Aim:

The following policy covers both our schools' approach to sex and relationships education. At both schools our overarching aims for our pupils are to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success. Relationships and sex education (SRE) is part of a child's lifelong physical, moral and emotional development. Equally it is about children understanding the importance of loving and caring relationships throughout their lives. We ensure SRE is inclusive and meets the needs of all our pupils, including those with educational needs and disabilities by supporting their learning during lessons and throughout their time at school. We also ensure that SRE fosters gender equality and LGBT equality by including all children in lessons and supporting their individual needs. This can include a partnership between school and home, and this will also be supported through children understanding the importance of equality and respect.

Relationship and sex education aims to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them make positive decisions. The intended outcomes of our programme are that children will:

Knowledge and understanding:

- Physical development at appropriate stages;
- Emotions;
- Relationships.

Personal and social skills:

- Manage emotions and relationships confidently and sensitively;
- Develop self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of consequences of choices made;
- Managing conflict as well as learning to recognise and avoid exploitation and abuse.

Attitudes and values:

- Learning values of family life, and stable and loving homes;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision making.

Roles and responsibility:

The schools SRE programme will be led by a designated subject lead and it will be taught by class teachers. The SRE programme will be supported by the SLT in school. The subject leader will receive regular SRE training which will be passed onto class teachers to support children with their relationship and sex education. Class teachers can request support and training with SRE if they feel it is needed.

Legislation: [RSHE Guidance to Sep 26](#)

As a maintained primary and lower schools, we must provide sex and relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#)

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Documents that also inform our schools SRE policy include:

- Keeping children safe in education (2026)

Curriculum:

We teach relationships and sex education in order to help and support children through their physical, emotional and moral development and to help them learn to respect themselves and others. We want them to be able to move with confidence from childhood through adolescence into adulthood, developing the skills and understanding that they need to live confident, healthy and independent lives. It will help children deal with difficult moral and social questions, to develop physically and mentally, preparing them for the opportunities, responsibilities and experiences of adult life.

The curriculum and lessons are appropriately set for the age and maturity of children at both schools. They will learn about the significance of stable relationships as key building blocks of community and society and we take care to ensure no child is treated differently as a result of their home circumstances. Children are given accurate information and helped to develop skills to enable them to understand differences. This is so that they respect themselves and others as well as preventing and removing prejudice.

Our SRE programme is an integral part of our whole school PSHE education provision and curriculum content is carefully managed in line with the latest guidance and published resources, including KCSIE and online safety. In particular, our resources are [OneDecision](#) and Purple Mash resources. We also use [Picture News](#) to support British Values and the wider implications of life and values of living in Britain.

Teaching methods

Our SRE lessons will be taught through a range of teaching methods and interactive activities such as practical lessons, discussions, debates, circle times, games, songs, activities etc. Lessons will be differentiated by ability, age, SEN to ensure that it is accessible to all children. Learning in relationship and sex education in PSHE education lessons will link to and complement learning in science, religious education, design technology (healthy eating). Assessment in SRE will take the form of marking by class teachers, class dojo as well as occasional student panels by subject leader. An overview of the learning in each year group can be found in their long term plans on our website.

Values

The schools are values led

The overarching ethos is

We respect ourselves

We respect each other

We respect the environment

Safe and Effective Practice:

We will ensure a safe learning environment by including all children, building a safe space based on equality and respect for others. Teachers and children will agree to ground rules for their classrooms and lessons, allowing all children to share and listen to others, respecting what is said and others opinions. Questions will be answered by teachers if they feel comfortable to do so, if class teachers feel questions need to be addressed further, they will come to the subject leader or SLT for advice and support. Sensitive issues will be handled by the class teacher if they feel they are able to, they can request support from the subject leader and/or SLT. All staff teaching SRE will be supported by both subject leader and SLT.

Safeguarding

Children have a right to be safe and staff will take notice of any fears, concerns or worries that they bring into the classroom. Teachers will consult with the DSL or DDSL's - Mrs Rimmer DSL Derwent , Mrs Read DSL Southill, Miss Bell, Miss Kell or Mr Masterson if they suspect that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse. Teachers will also report concerns that may arise from PSHE and RSE lessons including concerns about inappropriate relationships, radicalisation and child sexual exploitation. Visitors/external agencies which support the delivery of RSHE will be required to provide a DBS check or will be escorted around the school and never left unattended. Any disclosures will be reported on CPOMs and all staff have access to this.

Engaging Stakeholders:

The SRE policy will be available on both school websites for parents who can access and read it. As a school we are committed to working with parents and carers to support their children. Parents and carers can contact the school, subject leader or class teacher with concerns about SRE lessons. Parents can access what is being taught via long term and medium term plans, giving them an insight into exactly what is being taught in lessons. We work closely with parents, and class teachers/subject leaders who are happy to provide additional resources to support children and parents at home.

Parents' right to withdraw

Parents and carers have the right to withdraw their children from SRE content that is not part of statutory NC science; however, we would encourage them to discuss their concerns with SLT to come to an agreed decision about removing their child. If a parent or carer requests that their child is removed from sex and relationships education, we will move the child to a suitable class for that lesson and provide work for them. Governors will be informed of the RSHE policy and curriculum through ASC governors, there are also a long term plan and medium term plans for each half term for all year groups. Pupil voice will be used to review and tailor our teaching to match the different needs of pupils, this will be done on a regular basis to make sure that our SRE and PSHE curriculum is meeting the needs of all children throughout the key stages.

Monitoring, reporting and evaluation:

The subject leader will monitor lessons and content of learning through regular book looks, lesson observations, and pupil feedback as well as asking for feedback from staff via informal conversations through assemblies and in pupil progress meetings and SLT weekly meetings. Children will have the opportunity to review and reflect on their learning during lessons through discussions with their peers as well as discussing lessons with teachers. Pupil voice will be influential in adapting and amending planned activities by feeding back about their lessons and learning through a student panel of each year group.

Policy Review:

This policy will be reviewed by the subject leader to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance. This has been updated for the next academic year. The Governing Body of our school is responsible for ensuring the annual review of this

policy, and for reporting back to the Local Authority.

A handwritten signature in black ink, appearing to be 'NP' followed by a horizontal line.

Signed: Neil Parsons(Chair of Governors)

Date policy reviewed: September 2026

Annual review due: September 2027

Appendix 1: Parent application form for withdrawal from sex education within SRE

TO BE COMPLETED BY PARENT

Name of child

Class

Name of parent		Date	
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Reason for withdrawing from sex education within relationships and sex education

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Any other information you would like the school to consider?

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Parent signature

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**TO BE COMPLETED
BY THE SCHOOL**

Agreed actions from
discussion with
parents /carers

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[NB: this is not an application for withdrawal from the biological aspects of Relationship and Sex Education that are taught within the science curriculum]