



Approved by the Governing Body on: 15/09/2026

Reviewed: Autumn 2026 (Chrissie Dreher)

Next Review Date: Autumn 2028 (or following change in guidance)

ONGAR PLACE PRIMARY SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY

Ongar Place Primary School is committed to safeguarding and promoting the welfare of children. The recruitment and appointment of staff, school policies and procedures always consider the safeguarding of children as the first priority.

Ongar Place Primary School is committed to the teaching of Health and Relationships Education and believes in the suggested introduction of Sex Education in Upper Key Stage Two. This policy has been developed in consultation with staff, governors and parents. We have based our school's RSHE policy on the DFE guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (released July 2025 for introduction September 2026) and in conjunction with other guidance produced by the Secretary of State as required by the Education Act 1996. It links to other Ongar Policies and should be read in conjunction with these (Safeguarding, SEND, Equality, Anti-bullying, Teaching and Learning, E-Safety and Behaviour).

Context

We teach RSHE (Relationships, Sex and Health Education) in the context of the school's aims and values. The DFE guidance states (point 22.) 'Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.' Our RSHE curriculum is about preparing our children for growing up in an increasingly complex world both on and offline. Relationships and Sex Education at Ongar Place reflects the values of the PSHE (personal, social, health education) programme and is taught in the context of relationships. It promotes self-esteem and emotional health and wellbeing and supports children in developing respect for themselves and for others, at home, school and in the community. It links with the Science Curriculum, teaching about how to stay healthy, how we develop as we get older (including puberty), and then in Year 6, as recommended by the government, we explain how babies are made in non-statutory Sex Education lessons.

While relationships education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpins all our work in school. We teach the children key building blocks of healthy, respectful relationships focusing on family and friendships in all context, including online. In particular, we teach RSE in the belief that:

- Relationships education should be taught in the context of marriage and stable positive relationships
- Relationships education is part of a wider social, personal, spiritual and moral education process
- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control

Aims and objectives

The aim of RSHE is to provide children with age and developmentally appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions. [Kapow Primary's RSE & PSHE curriculum](#) is carefully planned by specialists to gradually build age-appropriate understanding. Learning is designed to meet the Government's [statutory guidance](#) by the end of primary school.

Some content, such as learning correct body part names and personal boundaries, is important for safeguarding and helps pupils communicate their worries or seek support.

Pupils are taught:

- About the importance of safe and happy relationships with family and friends
- The characteristics of a respectful and kind relationship (friendships and family) and that 'ups and downs' are normal and suggestions on how to deal with these
- What to do if a relationship doesn't feel safe or comfortable and where they could seek help and advice
- The importance of self-respect and self-esteem and how developing their own skills and interests enables them to establish their own identity and impact their own happiness
- About the importance of sleep for mental well-being and concentration
- How exercise can have a positive affect on mental wellbeing as well as physical health
- How diet plays a part in a healthy lifestyle – equipping children with the knowledge of how to get a good balance between different food groups and how to make informed decisions on what / how much of different food groups to eat
- The potential negative impact of stereotyping
- Different types of bullying and how to seek help, both when involved or as a bystander
- Online safety and awareness including; critically evaluating relationships and sources of information; minimum ages for many social media sites and games; the importance of privacy and location settings; exercising caution when sharing information or pictures; where to go to if they are concerned.
- To help pupils' feel equipped to handle social, emotional and physical boundaries that may arise in their current/adult and online lives
- To provide the confidence to be participating members of society and to value themselves and others, challenging all forms of discrimination
- 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

Further detail as to what is taught can be seen on the government National Curriculum for [Science](#) and [Relationships Education](#) . At Ongar Place Primary School, we follow the Kapow Scheme of work, making adjustments where we feel appropriate for our individual cohorts. Parents are able to view lesson content, particularly relating to Sex Education, via contacting the school office / teacher and teachers will inform parents of the term in which these lessons will occur. General information for Parents regarding the Kapow scheme can be found via this link to their [Parent Portal](#).

As per Government guidelines, Relationships and Sex Education at Ongar Place will:

- Be developmental and be appropriate to the age and maturity of the child. Common starting levels will not be assumed
- Put forward factual knowledge and encourage discussion of facts
- Examine opinions and concepts and encourage discussion
- Encourage awareness, respect and responsibility for oneself and others
- Promote the use of clear and appropriate vocabulary and distinguish between fact and opinion

The Organisation of Relationships, Sex and Health Education

RSHE is delivered primarily through the PSHE Curriculum but is also addressed through Science, RE, English activities and Circle Time.

A range of teaching methods which involve children's full participation are used to teach RSHE. These include use of video, discussion, looking at case studies, drama and role plays. The use of third party scenarios enables discussion and questions without personal information or situations being used. The Kapow scheme is used throughout the school and uses the same characters throughout enabling the children to feel there is continuity to their learning and the characters have been carefully chosen to ensure inclusivity.

RSHE is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant.

The teaching programme for Relationships and Sex Education is linked to other areas of the curriculum. At Ongar Place Primary, sometimes the Science, Computing, RE, PSHE and RSHE curriculum have linked objectives and so lessons may be intertwined.

Nursery/EYFS

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they learn about feelings, how these can be expressed and how to consider the feelings of others. They develop skills to form friendships and think about relationships with others, including learning about the importance of sharing, turn-taking and talking. They develop themselves through listening carefully, taking on challenges and learning to persevere.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. In RSHE they learn that change is normal, the scientific names for parts of the body and that there are many contributing factors to staying healthy, including good personal hygiene. They learn about the role of healthcare workers and how to get help in an emergency.

In PSHE, RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about the needs of others (babies, young children and pets), as well as their local environment, and how they can make a positive contribution to the world around them. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They consider what makes them, and others, special and how respect can be shown in different ways in different situations.

They also learn about personal safety, including online safety, the importance of boundaries and how to identify trusted adults and who they could turn to if they are worried.

Key Stage 2

In science, children build on their knowledge of life cycles, learning about what happens to both boys and girls during puberty and as well as how plants and animals reproduce through sexual / asexual reproduction. Through the Science and RSHE / PSHE curriculums they learn about the various physical, social and emotional factors that contribute to a healthy lifestyle.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships, to respect other people's emotions and feelings and to recognize their own qualities and self-worth. They will consider how to make simple choices and exercise some basic techniques for resisting pressures, including evaluating online experiences and sources of information. Children will be taught that worries are natural, and who they can turn to / what they can do in these situations or when something doesn't feel right, both online and in person. Through both RE and Citizenship, pupils consider their role in the world and how their decisions and actions can have a wider

impact. They learn about money and how different factors may affect what they chose to use it for and how they can themselves influence others, including in their local community, to affect change.

SEN/D

Teaching and resources are adapted as appropriate to address the needs of all children in order for them to have full access to the content of relationships and sex education.

The role of parents

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's Relationships, Sex and Health Education policy and practice
- Answer any questions that parents may have about the relationships education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school

Parents do not have the right to withdraw their children from relationships education or national curriculum Science lessons (puberty and parts of the body); however, parents have the right to withdraw their child from sex education lessons (e.g. How babies are made in Year 6). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, can give us valuable support with our relationships and sex education programme.

Confidentiality/ Safeguarding

Teachers lead RSE lessons in a sensitive manner and in confidence. However, if a teacher or additional adult has concerns regarding a child's safety these will be addressed in line with the Safeguarding Policy.

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher, named governor and teacher with responsibility for relationships and sex 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.

The effectiveness of the RSE programme will be evaluated by assessing children's learning with regard to the DfE key statements.