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# Welbourn Church Of England Primary School

## Relationships and Sex Education Policy

Date ratified by Governors	March 2025
Review date	March 2026
Signed by Chair of Governors	
Name of Chair of Governors	

## **Rationale**

The vision and values at our school underpin the need for developing the children's self-awareness and their empathy for the other children and people who surround them. Part of this developing self-awareness and empathy is concerned with the development of healthy secure relationships. We also want to help our children to grow in confidence and to develop a positive self-image. This policy outlines the practice in our school concerning the teaching and learning of key areas relating to Relationships and Sex Education.

## **Introduction**

The teaching of Relationships and Sex Education at our school, using an integrated and consistent approach, is an important aspect of pupils' education. Sex and Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

In this document, Relationships and Sex Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use Relationships and Sex Education as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Relationships and Sex Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Every child is entitled to receive Relationships and Sex Education. It is our intention that all children have the opportunity to experience a programme of Relationships and Sex Education at a level which is appropriate for their age and physical development with differentiated provision if required.

## **Aims of Relationships and Sex Education**

Relationships and Sex Education is to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Relationships and Sex Education.

Taking account of the age, maturity and needs of the pupils, and alongside other learning in school, Relationships and Sex Education aims to achieve the following:

- Help pupils develop sensitivity and respect for themselves and other;
- Provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- Support pupils in taking responsibility for their actions and the consequences of their actions;
- Provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution;

- Provide the knowledge and information to which all pupils are entitled;
- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- Provide children with the ability to safeguard themselves;
- Help children learn to recognise unhealthy relationships;
- Provide children with the confidence to be participating members of society and to value themselves and others;
- Prepare pupils for puberty and encourage them to take responsibility for their own actions;
- Give them an understanding of reproduction and sexual development;
- Give them an understanding of the importance of health and hygiene;
- Develop and use communication skills and assertiveness skills for children to cope with the influences of their peers and the media;
- Encourage children to respect and care for their bodies;
- Answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- Develop knowledge of boundaries and confidence to say 'no'; and
- Provide information on where individuals and families can get help and support.

## **Context**

We teach Relationships and Sex Education in the context of the school's aims and church school values framework. Whilst Sex and Relationship 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 underpin all work in our school. In particular, we teach Sex and Relationship Education with the belief that:

- Relationships and Sex Education should be taught in the context of loving relationships and family life;
- Relationships and Sex Education is part of a wider personal, social, 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 and healthy relationships with others, involving trust and respect, including and understanding the right to consent; and
- Children need to learn the importance of self-control.

## **Teaching and Learning including Delivery of the Curriculum**

We teach Relationships and Sex Education discretely. However, some relationship biological aspects are covered in Science. Most of SRE context is taught during the second half of the year.

The curriculum for SRE at Welbourn Church of England Primary School maps out a series of questions for each year groups to explore. These progress as the children move through the school and further questions can be explored in Upper Key Stage Two. Relationships and Sex Education has a mapped curriculum throughout the academic year to enable all pupils to access the relevant parts of the curriculum.

We also teach Relationships and Sex Education through other subject areas (for example Science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Linked with R.E, children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since Relationships and Sex Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including lunch and playtimes on the playground. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### **The Role of the Parents**

At Welbourn C of E Primary School, we wish to build a positive and supporting relationship with parents working in partnership with trust and cooperation to support this aspect of the curriculum. Due to statutory status, parents will be unable to withdraw children from Relationship and Sex Education. However, as the statutory curriculum develops and is implemented, parents will be welcomed to develop this with staff within school.

We aim to inform parents about the school's Relationships and Sex Education policy and practice by:

- Answering any questions that parents may have about the Relationships and Sex Education of their child;
- Giving an opportunity to explore the Relationships and Sex Education learning plans, resources and links to outside agencies that may support learning; and
- Making parents feel included and listening to their views by developing a learning curriculum that includes the statutory requirements and the needs of the children at our school.

### **Confidentiality**

Teachers conduct Relationships and Sex Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

### **Questions from Pupils**

It is recognised that children will have questions during the teaching of SRE. The following statements set out how the school will deal with pupil questions.

- Children's questions will not be disregarded. Where they fall outside the SRE lessons, teachers will make a professional judgement about whether to answer immediately, or to answer the question during a later SRE lesson. Where children do not feel confident to ask questions orally, they are given opportunity to write questions down and place them in a "Questions Box" which will be available in the classroom. Where questions from pupils that

are within the planned content of the curriculum, in the professional judgement of the teacher, the questions will be answered openly, honestly and using the correct vocabulary.

- Where the teacher is unsure whether a question falls within the agreed content, the teacher will seek the professional advice of the Headteacher / PSHE Coordinator. This person will advise on whether to answer the question and the answer to be given. All answers will be provided in a sensitive manner in keeping with policy and school guidance.

### **Children with Special Educational Needs**

We have a duty of care to all our children at Welbourn C of E Primary School. Additionally, we must provide alternative provision to ensure that there are no barriers to learning for any children, including children with special educational needs. This means, during the teaching, learning and delivering of the Relationships and Sex Education curriculum we, as a staff, must be mindful to ensure that delivery of the learning is inclusive. This could mean additional support within lesson time, small group or perhaps individual support. Including this, adaptation of resources and additional support from outside agencies may be accessed to provide the best learning environment which is inclusive for all. Working well with staff and parents, we will ensure that learning is suitable for any child with any physical, social or emotional additional needs.

### **Monitoring**

Due to the statutory requirements of Relationships and Sex Education, the PSHE Lead will continuously monitor this document within the normal framework of staff discussion and according to our monitoring schedule for teaching and learning.

### **Safeguarding**

All staff should record any concerns that they have during the delivery of these lessons in regard to safeguarding. If a child were to display any concerning behaviours or make a disclosure, then these should be dealt with in line with our Safeguarding policy.