

# Nettleham Church of England Voluntary Aided Junior School

## Sex and Relationships Education Policy



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**Nettleham Church of England (Aided) Junior School  
Sex and Relationships Education Policy**



We are one big family and each member of our school is a vital part of it.

As an inclusive church school we nurture everyone to feel loved, valued and unique, because God made us that way. We are ambitious that all of our children love learning for life, make a difference in the world, reach their full potential and become the best version of themselves.

“You are the body of the anointed one and each of you is a unique and vital part of it.”  
1 Corinthians 12:27 (passion translation)

## **1 Introduction**

**1.1** We have based our school's sex and relationships education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). In this document, sex and relationship education is defined as 'learning about physical, moral and emotional development. Sex and relationships education is part of the personal, social and health education curriculum in our school. While we use sex and relationship education to inform children about wider sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

At all times we shall seek to emphasize the importance of the family and long term loving relationships in the process of growing up. This is a continuous focus in the work of the school anyway. The importance of the family, and loving, caring, sharing relationships is emphasized in daily assemblies, RE and in everyday classroom interaction.

## **2 Aims and objectives**

- To encourage our children to respect and care for themselves and other people.
- To emphasis the importance of stable, loving, caring relationships in the process of growing up.
- To help children to understand that life is a continuous process of change and development for all of us.
- To show that all boys and girls change physically and emotionally as they grow older.
- To highlight the key physical changes that take place in boys and girls at puberty.
- To help children understand the link between these changes and the reproductive process.
- To strongly emphasise the powerful bond that exists in a loving relationship, and that a sexual relationship is an expression of that loving bond.
- To provide accurate and appropriate information which removes fear, misconceptions and misunderstandings.
- To provide opportunities for children to discuss issues which concern them.

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- Through education for life in all its aspects we hope to enable children to develop a personal and responsible moral code.

### 3 Context

- 3.1** We teach sex and relationships education in the context of the school's aims and values framework. In particular, we teach sex education in the belief that: sex education should be taught in the context of marriage and family life; sex 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 it is important to build positive relationships with others, involving trust and respect; children need to learn the importance of self-control.

### 4 Organisation

- 4.1** We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our relationships, social and health education (RSHE) curriculum, we also teach some sex and relationships 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.
- 4.2** In RSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.
- 4.3** In science lessons, teachers inform children about puberty. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- 4.4** In Year 5, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).
- 4.5** We arrange a meeting for all parents and carers of children in Year 5 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.
- ### 5 The role of parents
- 5.1** The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and

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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 sex and relationships education policy and practice;  
answer any questions that parents may have about the sex and relationships education of their child;  
take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;  
encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;  
inform parents about the best practice known with regard to sex and relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

- 5.2** Parents have the right to withdraw their child from all or part of the sex and relationships education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex and relationships 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.

## **6 The role of other members of the community**

- 6.1** We encourage other valued 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, give us valuable support with our sex and relationships education programme. Other people that we call on include local clergy, social workers and youth workers.

## **7 Confidentiality**

- 7.1** Teachers conduct sex and relationships 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, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy.)

## **8 The role of the headteacher**

- 8.1** It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 8.2** The headteacher liaises with external agencies regarding the school sex and relationships education programme, and ensures that all adults who work with

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children on these issues are aware of the school policy, and that they work within this framework.

- 8.3** The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

### **9 Monitoring and review**

- 9.1** The Curriculum Quality and Standards Committee of the governing body monitors our sex and relationships education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Quality and Standards Committee gives serious consideration to any comments from parents about the sex and relationships education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex and relationships education programme that we teach in our school.

**Signed:**

**Date:**

**Date of Review: 15<sup>th</sup> January 2026**

**Date of Next Review: January 2027**