

Newington Community Primary School



SRE Policy

2025-2026

Amended: Term 5 2025

Updated by:

Approved by the Governing Body:

Signed: (Chair of Governors)

Review: Term 5 2026

Intent

A curriculum which pupils develop the knowledge, skills and attributes they need to manage their lives and helps pupils to achieve their whole potential, now and in the future.

At Newington Community Primary School, we are committed to providing a PSHE curriculum which is reflective of the needs of our community and ensures that our young people are fully equipped to thrive socially and emotionally, so that they are prepared for their future.

This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

We work in partnership with the parents and carers to enhance their children's personal and emotional development. Parents and carers will have access to this policy through the school's website.

Our vision for SRE at Newington is;

For Children: Children from Newington have benefitted from the delivery of an outstanding and tailored SRE curriculum based on which equips, encourages and inspires them to thrive in their futures for themselves and their communities.

For Staff: SRE and PSHE at Newington is taught with equal importance to curriculum as maths and English and other subjects. It is regularly timetabled and resourced and the opportunities it provides for our children motivate our team.

Governors: supports our children to be confident, responsible and active members of our community and that Newington is recognised as an excellent provider of PSHE to our children. Consensus that a well delivered PSHE curriculum is key to strengthening a community.

Sex and Relationship Education (SRE) involves learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age appropriate and sensitive way. SRE forms part of the PSHE education curriculum and complements the biological aspects of sex education covered in compulsory science lessons. As well as providing accurate information on human biology and sexual reproduction, it gives pupils essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline.

Among other objectives SRE aims to:

- The development of a personal identity and to be able to value themselves and others
- The development of positive social interaction and the skills to live and work with others
- Children and young people learn how to be good parents and are able to make informed decisions in relation to their future families

Ambition, Achievement, Aspiration

Implementation

There are three main elements of SRE as laid out by the Guidance on Sex and Relationships Education (DFEE).

These are:

- Attitudes and Values.
- Personal and Social skills.
- Knowledge and Understanding.

At NCPS SRE is taught in line with the statutory curriculum requirements implemented in 2020. It is taught explicitly at the appropriate level and age during PSHE lessons by teachers and also discreetly during other opportunities such as assemblies, school visits and the wider curriculum.

Cross Curricular Links

All teachers and, therefore, curriculum areas, can make a contribution to SRE. Some subjects make a clear, focused contribution, such as science, whilst the contribution of other subjects is important but less obvious. Examples are:

- Discussion of specific relationships and moral dilemmas through Literacy
- Discussion of family and marriage through RE
- Wider social issues through Geography and History
- Discussion of feelings and emotions within relationships in Art or Music

Handling difficult questions

When teaching SRE it is important to set clear ground rules to ensure that pupils understand what is appropriate in a class setting.

- If a question is too personal, remind the pupil of the ground rules, i.e. the right to “pass” on a question. If the pupil needs further support, he/she can be directed to an appropriate person or agency outside of the classroom setting
- If the adult does not know the answer it will be important to acknowledge this and use the opportunity as a collaborative learning experience
- If the question is too explicit for the majority of the class, the adult should acknowledge it and promise to return to it later individually
- If the question raises concerns of sexual abuse, the adult should follow the school’s child protection procedures

Differentiation and Inclusion

Study in SRE will engage children in a variety of different activities: discussion, practical and written work, drama, use of audio-visual resources. Careful planning of lesson content to support the educational needs of all pupils will ensure that they are provided with tasks suitably matched to their ability. Differentiation in SRE may be achieved by modifying the task, language and stimulus, or by providing extension activities and individual support. Nevertheless, differentiation in some SRE activities will be by outcome. Pupils with specific learning difficulties and disabled pupils will be provided with modified learning programmes, resources and equipment appropriate to their needs.

Evaluation and Assessment

Assessment is an integral part of teaching SRE and enables teachers to measure what pupils have learnt and decide what to teach next. The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and pupils.

Parental Involvement

The prime responsibility of bringing up children rests with parents. The school therefore recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by NCPS School is complementary and supportive to the role of parents. Parents have the right to withdraw their child from the discrete sex education lessons. In the event of parents wishing to withdraw their child from sex education lessons, they should make an appointment to see the Headteacher or Leadership Team to discuss the matter. Where parents choose to withdraw their child, the school should make alternative arrangements.

Review of Policy

This policy is effective from its review date and the Governing Body will ensure the policy is reviewed to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council's policy.

Impact

There are 3 main outcomes from teaching SRE to children these are:

Attitudes and Values.

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and

Ambition, Achievement, Aspiration

- Developing critical thinking as part of decision-making.

Personal and Social skills.

- learning to manage emotions and relationships confidently and sensitively;
- developing 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 the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding.

- learning and understanding physical development at appropriate stages.
- understanding human sexuality, reproduction, sexual health, emotions and relationships.
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.