



WELLESBOURNE PRIMARY AND NURSERY SCHOOL

Living to Learn, Learning to Live

Relationships and Sex Education Policy

September 2025

Approved by: N.Ryan/ K.Howard

Date: September 2025

Last reviewed on: Sept 2024

Next review due by: Sept 2026

Rationale and Ethos

Through a positive caring environment, we provide the opportunity for every child to reach their full potential.

The school's policy for Relationships and Sex Education (RSE) is based on guidance from the DfE and PSHE Association Guidance 2025 with amendments taken from an updated RSE version 2025 and has been drawn up in consultation with parents, pupils, staff and outside agencies.

At Wellesbourne Primary School RSE is defined as learning about physical, moral, social and emotional development, love and care towards others and about the teaching of sex. Through the teaching of RSE, children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding they will be taught about personal space, privacy and consent.

Our developmentally-appropriate RSE aims to:

- Help children and young people to understand and take care of their physical health;
- Improve children and young people's emotional well-being and mental health;
- Safeguard children and young people by supporting them to report harmful behaviour, including online;
- Helping children understand and identify when things are not right.
- Inform children and young people of their rights and responsibilities in society, leading to greater community cohesion and appreciation of independence and interdependence within relationships;
- Develop emotional intelligence and critical thinking skills, including around gender equity and power dynamics in relationships;
- Reduce harmful behaviour, including sexual violence and relationship abuse, stigma and discrimination;
- Help children and young people to develop positive relationships with themselves and others, based on respect and equality.

Roles and Responsibilities

The Headteacher is responsible for the effective delivery of the RSE curriculum. The governing body holds responsibility for the RSE policy. The RSE programme will be led by Chris Lewis (PSHE Coordinator) and delivered by individual class teachers, it will be supported with PSHE assemblies, PSHE week, themed days and linked external visits to school.

Legislation

We are required to teach relationships and sex education as part of our PSHE curriculum. The government has decided that that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

The RSE policy supports/complements the following policies Child Protection Policy, PSHE Policy, ICT Policy and Science Policy

Documents that inform the school's RSE policy include: Education Act (1996) Learning and Skills Act (2000) Education and Inspections Act (2006) Equality Act (2010), Supplementary Guidance SRE for the 21st century (2014) Keeping children safe in education – Statutory safeguarding guidance (2016) Children and Social Work Act (2017). Key staff also attend PD training courses and access/use resources from Schools Improvement, Liverpool.

RSE in the curriculum

In each Year Group (Rec-Y6) the children discuss key safeguarding issues linked personal space and privacy. The school utilises the NSPCC resources to promote children's awareness of these issues in an age-appropriate manner. The teachers sensitively ensure children are aware and understand of the boundaries that should exist linked to the private areas of their body.

As a school we follow The PSHE Associations guidelines and medium-term plans. Children are taught RSE through three wider topics:

- Relationships (Autumn Term)
- Living in the Wider World (Spring Term)
- Mental Health and Wellbeing (Summer Term)

All year groups teach the same topics at the same time; this is to take advantage of related whole school assemblies and theme days.

Pupils in key stage 1 are taught about:

- Families and people who care for them
- Characteristics of a health family life
- Differences in families
- How caring relationships are important as they grow up
- Characteristics of friendships and how they are important in making us feel happy and secure
- Respect, loyalty, problems and difficulties in friendships and how to deal with them
- Behaviours and relationships online
- How to keep safe online
- How information is used and shared online
- The concept of privacy
- How to respond safely and appropriately to adults including whom they do not know
- Where to seek advice and support
- Mental wellbeing being a part of everyday life, in the same way as physical health
- A range of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including have a varied vocabulary of words to use when talking about their own and others' feelings

Pupils in key stage 2 are taught the above, plus:

- How their increasing independence brings increased responsibility to keep themselves and others safe
- Differentiate between terms such as 'risk,' 'danger' and 'hazard'
- What is meant by the term 'habit' and why habits can be hard to change
- Marriage and commitment including forced marriage
- Differences, including families, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability
- About the differences and terms associated with, sex, gender identity and sexual orientation
- The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- Where to seek advice e.g. family, school, and/or other sources
- People sometimes behave differently online including pretending to be someone else
- That the same principles apply to online relationships as to face-to-face relationships
- How information and data is shared and used online
- To judge feelings
- That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing
- Privacy online

- The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking
- Personal hygiene and body changes
- Puberty and the menstrual cycle

The objectives are taught using a graduated approach throughout the year groups. Sequenced planning ensures that children's knowledge is built upon year by year and any previous knowledge is considered.

At Wellesbourne Primary and Nursery School, RSE is taught through the PSHE curriculum. The curriculum is delivered in the spring term to account for Y4 girls that may already be approaching puberty as they enter Y5. The programme is a graduated, age-appropriate programme which will be delivered by the school staff with support and advice from health professionals.

Both boys and girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

Parents have a right to withdraw their children from all or any part of sex education, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science. It is statutory that ALL children receive relationships education at primary level. For more information on how to withdraw your child from the parts of sex education that do not occur in the science curriculum please come into the school office or call on 0151 226 9765.

Teaching staff receive suitable training, when available, to ensure they can deliver sex and relationships lessons effectively. Resources used are made available for parents to view and a meeting with parents is offered prior to the Year 5/6 lessons.

Questions raised by pupils are dealt with sensitively and are answered appropriately according to age and understanding if raised. Inappropriate or explicit questions do not have to be answered directly; however, children may be spoken to outside of the session or forwarded to our school mentor for further support. Teachers use their own discretion in these situations.

Homosexuality is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate to the age of the children.

In our school we are mindful that, beyond the facts and the law about biological sex and gender reassignment, there is significant debate. We are therefore careful not to endorse any particular view or teach it as fact. For example, we do not teach as fact that all people have a gender identity. As a school, we are also mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

The portrayal of sex in the media is discussed at length in Y6. The portrayal of and oversexualisation of women is discussed and the impact this can have on the development young girls as they grow up.

At Year 6, teachers may, where appropriate, split the group according to gender to discuss issues relating to puberty and sex; however, this is not always the case.

Assessment, Reporting and Recording

Class teachers assess progress and understanding in RSE education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHE. These will be in written form, once a term at least, to supplement learning. Pre and post learning tasks will be used to assess what the children know and remember.

Equal Opportunities

The Equality Act 2010 legally protects people from discrimination in wider society. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance through careful planning and knowledge of individual children. Full RSE education provision should be accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study.

For further details on withdrawal, please see the school office or call 0151 226 9765.

Child Protection

All teaching staff are trained in child protection issues. Any concerns raised through RSE are dealt with according to the school's child protection procedures (see Child Protection Policy).

Working with Parents

The school aims to work in partnership with parents when planning and delivering RSE. This is achieved through:

- consulting parents over the development of the policy
- involving parents in viewing resources and discussing the RSE curriculum
- advising parents on how they can answer questions about RSE with their children at home.
- supporting parents in helping children cope with the emotional and physical aspects of growing up
- making alternative arrangements for pupils who are withdrawn from RSE lessons and providing DfES materials for parents who choose to withdraw their children.

Monitoring and Evaluation

The monitoring of RSE is carried out by the Headteacher and PSHE Lead and reported to Governors. This policy will be reviewed on an annual basis.