

Relationships and Sex Education Policy



Where Learning Starts

Reviewed	April 2025
Policy Status	Statutory
Review Period	Bi - annually (April 2027)
Person Responsible	Head Teacher

1 Aims

Westoning Lower School is part of the Pyramid Schools Trust.

The aims of relationships and sex education (RSE) at our school are to:

- Bring about growth in self-respect, self-worth, confidence and empathy.
- Enable pupils to reflect and recognize the qualities that help them to grow, develop and sustain positive and effective relationships.
- Create a positive culture around issues of sexuality and relationships
- Enable pupils to have an understanding of themselves, their bodies and their emotional development including the correct vocabulary to describe themselves and their bodies
- Provide a safe framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

2 Statutory requirements

As a primary academy we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. At Westoning Lower School we have chosen to follow the National Curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Westoning Lower School we teach RSE as set out in this policy.

3 Policy development

This policy has been developed in consultation with staff, pupils, parents and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance;
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
3. Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback about the policy;
4. Pupil consultation – we investigated what exactly pupils want from their RSE;
5. Ratification – once amendments were made, the policy was shared with the Local Governing Board and ratified.

4 Definition

Relationships and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5 Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils, staff and governors, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education in Year 4 will focus on growing and changing:

- Preparing pupils for physical and emotional changes in puberty;
- Knowing and naming external genitalia;
- Talking about personal hygiene routines;
- And support with puberty

For more information about our curriculum, see our curriculum map in Appendix 1.

6 Delivery of Relationships and Sex Education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE is taught by the class teacher as part of the curriculum and is inclusive to match all pupil needs. This is more beneficial than a trained professional as they are familiar with the adult and it provides a safer environment for them to discuss personal views, opinions and ask questions for clarity.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2. This includes which areas are covered by the science curriculum and which through the RSE curriculum. This has an impact on which aspects parents have the right to withdraw their children from (see section 8).

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7 Roles and responsibilities

The Local Governing Committee of the school will hold the Head teacher to account for the implementation of the RSE policy.

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head teacher.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8 Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9 Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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The Head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

10 Monitoring arrangements

The delivery of RSE is monitored by Mrs Jacqui Boyle (Head teacher) through:

- Planning and book scrutiny
- Learning walks
- Pupil voice

The Local Governing Committee of the school will monitor the policy and its impact annually.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed and approved by the Local Governing Committee every two years.

Appendix 1: Curriculum map

Westoning Lower School PSHE Curriculum

(adapted from PSHE Association Programme of Study)

	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Y1	- Roles of different people; families; - feeling cared for	- Recognising privacy; - staying safe; - seeking permission	- How behaviour affects others - Being polite and respectful	- What rules are; - caring for others' needs; - looking after the environment	- Using the internet and digital devices; - communicating online	- Strengths and interests; - jobs in the community	- Keeping healthy; - food and exercise, hygiene routines; - sun safety	- Recognising what makes them unique and special; - feelings; - managing when things go wrong	- How rules and age restrictions help us; - keeping safe online
Y2	- Making friends; - feeling lonely and getting help	- Managing secrets; - resisting pressure and getting help; - recognising hurtful behaviour	- Recognising things in common and differences; - Playing and working cooperatively; - Sharing opinions	- Belonging to a group; - roles and responsibilities; - being the same and different in the community	- The internet in everyday life; - Online content and information	- What money is; - needs and wants; - looking after money	- Why sleep is important; - Medicines and keeping healthy; - keeping teeth healthy; - managing feelings and asking for help	- Growing older; - naming body parts; - moving class or year	- Safety in different environments; - risk and safety at home; - emergencies
Y3	- What makes a family; - features of family life	- Personal boundaries; - safely responding to others; - the impact of hurtful behaviour	- Recognising respectful behaviour; - the importance of self-respect; - courtesy and being polite	- The value of rules and laws; - rights, freedoms and responsibilities	- How the internet is used; - Assessing information online	- Different jobs and skills; - job stereotypes; - setting personal goals	- Health choices and habits; - what affects feelings; - expressing feelings	- Personal strengths and achievements; - managing and reframing setbacks	- Risks and hazards; - safety in the local environment and unfamiliar places
Y4	Positive friendships, including online	- Responding to hurtful behaviour; - managing confidentiality; - recognising risks online	- Respecting differences and similarities; - discussing difference sensitively	- What makes a community; - Shared responsibilities	How data is shared and used	- Making decisions about money; - Using and keeping money safe	- Maintaining a balanced lifestyle; - Oral hygiene and dental care	- Physical and emotional changes in puberty; - External genitalia; - Personal hygiene routines; - support with puberty - transition	- Medicines and Household products; - drugs common to everyday life

Appendix 2: By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong · How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded · That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

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Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			