



Faith is all around us.

We have to have faith in ourselves in order to be the best that we can be.

We are a small school, with big hearts and together we beat as one.

Sowing seeds of knowledge and faith, with nurture and love

We thrive, we grow.

WISTOW PAROCHIAL C of E PRIMARY SCHOOL

Head Teacher: Carla Cox

Relationships and Sex Education School Policy

Document Status		
Date of Next Review	July 2027	Responsibility – Full Governing Body
Date of Policy Creation	June 2026	Responsible Governor Name
Date of Review and Ratification at FGB Meeting	July 2026	Allen Blake
Policy Publication/Communication ☒ On the school website ☒ Shared staff network drive ☒ Updates to staff in staff meetings		<i>Signed off by the above named Governor during the full governing body meeting held on the date stated as ratified.</i>

At Wistow Parochial C of E Primary School, our Relationship and Sex Education (RSE) curriculum is designed to equip pupils with the knowledge, skills and values they need to:

- Build positive, respectful relationships
- Keep themselves safe in an increasingly complex world
- Develop confidence, resilience and self-respect

Our RSE curriculum is delivered in line with statutory requirements and is inclusive of all pupils, regardless of background or protected characteristics. It is inclusive, age-appropriate and rooted in our Christian values, while fully meeting statutory requirements and preparing pupils for life in modern Britain.

Contents

1. Aims
2. Statutory Requirements
3. Safeguarding and RSE
4. Policy Development
5. Definition
6. Age-Appropriateness and Content Boundaries
7. Curriculum
8. Delivery of RSE
9. Inclusivity
10. Use of Resources
11. Roles and Responsibilities
12. Parents' Right to Withdraw
13. Training
14. Monitoring Arrangements

1. Aims

At Wistow Parochial C of E Primary School, we welcome every child as a special individual loved by God. We celebrate children's awareness of their local, national and global community, supported in their development at home and at school.

In our Church of England school, we are tolerant of others and promote respect for the dignity and worth of each individual. We aim to nurture caring and self-regulating citizens.

At Wistow Parochial C of E Primary School, we help each child to fulfil their potential physically, academically, socially, morally, culturally and spiritually, without fear of discrimination.

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

- Provide a 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
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies

Children have **self-respect** as unique, self-regulating individuals and are responsible in their attitudes towards others, within their Christian community and beyond.

2. Statutory Requirements

As a primary school, 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.

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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Safeguarding and RSE

Relationships and Sex Education is a key part of our whole-school safeguarding approach. Through RSE, pupils are taught the knowledge and skills they need to **keep themselves safe, recognise risks, and seek help when needed**.

Teaching explicitly supports pupils to:

- Recognise unsafe or inappropriate behaviour (online and offline)
- Understand personal boundaries and the concept of consent (age-appropriate)
- Identify trusted adults and know how to report concerns
- Develop resilience to risks such as bullying, online harm, coercion and exploitation

RSE is planned and delivered in line with:

- Keeping Children Safe in Education (KCSIE)
- The school safeguarding policy
- Local safeguarding partnership guidance

Staff are aware that pupil questions or disclosures during RSE may indicate safeguarding concerns and will follow the school's safeguarding procedures at all times.

4. Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties received draft copies of the policy and thoughts, views and recommendations were taken into consideration.

Parent Partnership, Transparency and Consultation

We recognise that parents and carers are the **primary educators of their children in relationships and health matters**, and we are committed to working in partnership with them.

The school will:

- Consult with parents when developing and reviewing the RSE policy
- Provide clear information about what will be taught in each year group
- Proactively share information about key topics (e.g. puberty, conception and birth) before they are taught
- Make curriculum resources available for parents to view
- Offer opportunities for parents to ask questions and discuss concerns

The school will consider parents' views carefully; however, the final decision on curriculum content rests with the school, in line with statutory requirements

- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils. It includes learning about:

- Families and relationships
- Respect, kindness and equality
- Personal safety and wellbeing
- Physical development and puberty

RSE involves a combination of sharing factual information and exploring attitudes and values in a safe and supportive environment.

In primary schools, RSE does not include explicit teaching about sexual practices. Teaching focuses on:

- Building healthy relationships
- Understanding body development
- Basic biological concepts (aligned with the science curriculum)

RSE is not about the promotion of sexual activity.

6. Age-Appropriateness and Content Boundaries

All RSE teaching is carefully planned to be **age-appropriate, developmentally suitable and sensitive to the needs of pupils.**

The school ensures that:

- Content is delivered in a gradual, structured way across year groups
- Pupils are not exposed to inappropriate or explicit material
- Teaching reflects the age and emotional maturity of pupils

In primary education:

- Teaching focuses on relationships, safety, respect and basic biological understanding
- Explicit sexual content is not taught
- Any discussion of reproduction is factual, scientific and age-appropriate

Teachers respond to pupil questions sensitively and appropriately, ensuring pupils receive accurate information while maintaining clear boundaries. Teaching avoids adult terminology or concepts that are not appropriate for primary-aged pupils.

7. Curriculum

Our RSE curriculum is set out as per the curriculum map on our website but we may need to adapt it as and when necessary. Parents have access to this via the school website and a hard copy of this can be provided upon request.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions

outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request. The School may adapt its timescales, process and content to respond to the needs of The School and the pupils.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

The curriculum is designed to be taught as a spiral approach. Therefore, previous years' learning will be revisited and revised to ensure knowledge, skills and understanding are embedded constantly in the following years.

For more information about our curriculum, see our curriculum map on the school website in the Curriculum drop down menu and clicking on PSHE.

The curriculum will ensure all of our pupils, including those with SEND and children who are, or have been, looked after are well prepared for their lives as fulfilled future citizens, respect themselves and others and have strategies to make positive and healthy life choices.

Pupil Questions

The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which goes beyond the school's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. Inset and other training will seek to include information on how teachers can respond.

We have developed the curriculum in consultation with parents, pupils and staff, 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.

8. Delivery of RSE

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).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Pupils also receive carefully planned, age-appropriate sessions related to human development and reproduction delivered by teaching staff and the school nursing team.

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

- Families and people who care for me
- Caring friendships
- Respectful healthy relationships
- Saying sorry
- Growing and changing
- Differences
- Life cycles
- Body parts & body differences
- Changes
- Puberty
- Personal space
- Conception & having a baby
- Online relationships
- Being safe

For more information about our RSE curriculum, visit our school website on the curriculum page and click on PSHE. We also ask that parents/carers speak with class teachers about any thoughts, questions or worries they may have, as working collaboratively is key in our school.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Primary-age children are taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. Our

provision is constantly reviewed to ensure it is appropriate for our pupils based on their:

- Age;
- Physical & emotional maturity;
- Religious & cultural backgrounds;
- Special educational needs and/or disabilities.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Reasonable adaptations are made to ensure pupils with SEND are able to access the curriculum.

RSE at Wistow Parochial C of E Primary School will be LGBTQ+ inclusive.

The school will provide sanitary disposal bins in appropriate toilets to break taboos around menstruation and will have a supply of menstruation products for pupils to address period poverty and any unforeseen circumstances arising from menstruation.

The guidance writes that 'schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated.' At Wistow Parochial C of E Primary School, children will learn about how stereotypes can be unfair as well as the importance of permission-seeking and giving in relationships.

Wistow Parochial C of E Primary School promotes mental health and wellbeing among all stakeholders, particularly pupils throughout the curriculum. This includes the harms of spending too much time online. The school promotes positive mental wellbeing by working with our Wellbeing Ambassadors across the school, which includes both children and staff. They organise events, special days and promote how to look after wellbeing at all times.

9. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them

- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed and needs of the children who are learning.

10. Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

Use of External Organisations and Materials

All teaching materials and resources are selected in line with the school's duty to maintain political impartiality

External organisations may be used to enhance the delivery of RSE; however:

- The class teacher remains responsible for the learning taking place

- External contributions are used to supplement, not replace, high-quality teaching
- All materials are reviewed in advance and aligned with:
 - Statutory guidance
 - This policy
 - Safeguarding requirements

We will ensure all external input is:

- Age-appropriate
- Accurate and evidence-based
- Balanced and free from bias
- Suitable for the developmental stage of pupils

Parents will be informed in advance where external providers are used, and materials will be shared on request.

11. Roles and Responsibilities

11.1 The Full Governing Body

The full governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The FGB will hold the headteacher to account for the implementation of this policy.

11.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

11.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes

- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)
- 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 headteacher.

11.4 Pupils

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

12. Parents' Right to Withdraw

Parents do **not** have the right to withdraw their child from:

- Relationships education
- Health education
- National Curriculum science (including human development and reproduction)

Parents **do** have the right to withdraw their child from the **non-statutory elements of sex education** taught as part of RSE (for example, lessons on conception and birth delivered outside of the science curriculum).

Requests for withdrawal must be made in writing to the headteacher. The school will:

- Discuss the request with parents
- Explain the benefits of the curriculum
- Respect the request where appropriate

Alternative work will be provided for pupils who are withdrawn.

13. Training

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

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

14. Monitoring Arrangements

The delivery and impact of RSE will be monitored by the PSHE leader, senior leadership and the governors through:

- Learning walks
- Work scrutiny

- Pupil voice
- Staff feedback
- Subject reports
- Governor subject reports and visits

Monitoring will focus not only on curriculum coverage but also on **pupil outcomes**, including their ability to:

- Stay safe
- Understand healthy relationships
- Demonstrate respect for others
- Seek help when needed

The policy will be reviewed annually to ensure it remains compliant with statutory requirements and reflects current best practice.