



"Coming together, learning to be the best we can be"

Relationship and Sex Education (RSE) Policy

Category: Statutory	Approved by: Full Governing Body
Approved: July 2026	Next Approval due: July 2027
Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Equalities Policy Information & Objectives	

AIMS

At Woolhampton CE Primary School, we want to ensure that our children grow up learning to safely and successfully navigate the world around them, to enable them to become well rounded, happy citizens who can make a positive contribution to society. Relationships and Sex Education (RSE), forms an important part of our personal development and wellbeing provision. It is taught as part of a combined curriculum with Personal, Social, Health and Economic Education (PSHE). Our RSE & PSHE curriculum is designed to support pupils to understand themselves, their relationships with others and the world around them. Through this learning, pupils develop the knowledge and skills needed to build healthy relationships, care for the physical and mental wellbeing of themselves and others, understand their role in society and stay safe in a range of situations, including online. These teachings are applied and enhanced further through many other aspects of school life, including our school vision and values, our collective worship, our forest school curriculum and our relational approach to behaviour management.

Our curriculum fully supports our school's Christian vision:

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

PSHE & RSE is an important part of our school's personal development and wellbeing provision. It helps supports children's wellbeing in the following areas:

- Confidence – helping pupils understand emotions, recognise strengths and express themselves, benefiting them in school and daily life.
- Self-regulation – developing strategies to manage behaviour and respond to challenges by learning about emotions, choices and consequences.
- Relationships – teaching about friendships, communication and conflict resolution to build stronger, more respectful relationships.
- Empathy – encouraging understanding of different perspectives and experiences.
- Respect – contributing to a positive, respectful environment and helping pupils recognise the impact of their words and actions.



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IMPLEMENTATION

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Statutory guidance recommends that schools teach sex education in Year 5 and/or Year 6, alongside learning about conception and birth, which is included within the Science National curriculum. In teaching RSE, we must 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).

Our Curriculum

As a school we have chosen to follow the Kapow Curriculum for PSHE & RSE. This is a comprehensive and regularly updated scheme that ensures full coverage of all statutory elements of PHSE/RSE and enables progression in skills and knowledge as the children go up through the school. Kapow Parent Zone has detailed information for parents: <https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>. Parents can also request to view the full curriculum and teaching resources. This information cannot be shared electronically with parents due to copyright restrictions, but parents can make an appointment to come into school to see all of the available planning and resources.

The key areas covered by the RSE/PSHE curriculum are listed below. These key areas are revisited and developed each year, allowing children to become confident and secure in their understanding.

- **My healthy self** – learning how to look after mental and physical health and making choices that support wellbeing.
- **Connecting with others** – learning to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
- **The online world** – learning to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
- **Citizenship** – learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.
- **Staying safe** – learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
- **Growing up** – learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.
- **Health protection** – learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.



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The RSE part of the curriculum covers the following areas:

- Relationships Education (families, friendships, respect, positive relationships).
- Health Education (physical and mental health, healthy lifestyles, safety).
- Sex Education (Year 6 - understanding reproduction and parenthood).

Sex Education

Sex Education is non-compulsory, but as a school we believe that it is important that children learn about sex education in an age appropriate way from trusted adults that can support them in their understanding. We believe that this prepares them for their next steps as they leave primary school and are exposed to many new situations, both in real life and online. We feel that giving children factual knowledge and understanding protects them from misinformation and ensures that they understand the best way to keep themselves safe. Children will learn about Sex Education during the summer term of Year 6. Parents have the right to withdraw their children from this unit of the curriculum.

Further information on the Sex Education unit is available for parents here:

<https://www.kapowprimary.com/rse-pshe-curriculum-sex-education-in-year-6-information-for-parents/>

Puberty

Learning about puberty, sexual development and body parts is part of the statutory curriculum and parents do not have the right to withdraw their children from these lessons. These topics are covered in every class as part of the 'Growing Up' unit (see table below for details). Learning is introduced gradually and understanding built over time.

Language and terminology

All content, language choices and sequencing are age-appropriate, inclusive and aligned with statutory guidance and best practice. Outdated or potentially stigmatising terms are avoided in favour of neutral, factual language. For example:

- 'Menstrual products' or 'period products', rather than 'sanitary products'.
- The correct scientific names for body parts, rather than slang or euphemisms.
- Neutral language that recognises the different ways babies may be born, rather than terms such as 'natural birth'.
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These choices help reduce stigma, avoid value judgements and support respectful, inclusive teaching. Using correct body part terminology from an early age is vital for safeguarding, as it allows children to report concerns clearly. It also normalises these terms and aligns with the Science curriculum.



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Growing Up Unit

Year 1/2 – Children will learn
• How they physically change as they grow (e.g. growing taller, losing teeth) • How to express personal boundaries using simple language (e.g. "Don't touch me there") • Bodies have similarities and differences and this makes each person unique. • It is not kind or respectful to comment on someone else's body. • To know that growing up means becoming more independent in looking after ourselves. • To understand that their body is special and belongs to them. • To know that some parts of the body are private and that they should always respect their own and others' privacy. • To know the correct names for private body parts (penis, vulva, vagina, testicles, scrotum and nipples). • To know that they should always talk to a trusted adult if someone says or does something they are not comfortable with.
Year 3/4 - Children will learn
• Some of the physical and emotional changes in adolescence and puberty • How to communicate personal boundaries clearly (e.g. "I'm not comfortable with that").* • The impact of unkind or negative comments about someone's body and that it is important to treat all bodies with respect. • As their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings). • One of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle). • During a period a small amount of blood leaves the body from the vagina each month. • Periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help. • Some people experience discomfort or pain during their period and that this is common. • The correct names for the external parts of the body that may change in adolescence (breasts, armpits, Adam's apple, pubic hair). • To know that they should talk to a trusted adults if they have any worries or concerns.
Year 5/6 will learn
• How to challenge behaviour that crosses personal boundaries, while staying respectful and safe. • The correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles). • More detail about puberty, including that puberty is preparing the body for reproduction • Emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings). • That puberty can be hard to deal with sometimes. • The importance of good hygiene. • The stages of the menstrual cycle. • How to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable.



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- Simple ways people can manage period pain
- What happens during a wet dream and that wet dreams are natural and normal
- An erection is when the penis becomes firmer or harder, that this is temporary and that it usually goes away on its own.
- To know they can seek support from a trusted adult when they have questions or concerns about their changing body, relationships or growing up.

Year 6 Sex Education (parents can withdraw their child from these lessons)

- Correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs.
- In simple terms, how a baby is conceived and born (e.g. that sexual intercourse is the way humans reproduce).
- To reproduce a sperm and egg join together to make a baby, usually through sexual intercourse (sex).
- The legal age for sexual intercourse is 16 years old, although many people wait until they are older.
- Pregnancy begins when a fertilised egg grows in the uterus.
- A baby develops in the uterus for approximately nine months.
- Birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section.
- There are different ways people can become parents, including through IVF and adoption.
- Babies need constant care and attention and that becoming a parent involves a lot of responsibility, time and support.

RSE/PSHE in Early Years Foundation Stage

During EYFS (Reception), pupils begin to develop the core dispositions within the three strands of personal, social and emotional development: self-regulation, managing self and building relationships. EYFS lessons use open prompts, stories and guided conversation to help pupils name feelings, talk about their experiences and begin to understand how others might feel. Teachers observe pupils' responses to assess understanding, noticing whether pupils can recognise emotions, explain their thinking or relate situations to their own lives.

Sexual orientation, gender identity

Our curriculum does not include explicit teaching about sexual orientation or gender identity. Instead the children learn that there are lots of different sorts of relationships and that everybody is different. Same-sex relationships will be represented naturally e.g. when looking at pictures of families, friends and relationships. These will be presented factually in line with statutory guidance. Discussion around stereotypes and prejudice may take place and children's questions will be answered simply and factually. The notion that everyone is different but we should treat everyone with respect is reinforced through our 'No Outsiders' programme (<https://no-outsiders.com/>)



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Delivery

PSHE/RSE will be taught by a known and trusted adult, normally the class teacher. The curriculum is planned so that lessons are taught once a week across the year.

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.

We will share all curriculum materials with parents and carers on request.

As a Church of England school, RSE will be delivered in a way that affords dignity and shows respect to all who make up our community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.

RSE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together. (The Church of England Charter)

Sensitive subjects

PHSE/RSE deals with many topics and issues that some families or children may feel are sensitive. These can include learning about friendships and conflict, feelings and mental wellbeing, personal boundaries, growing up and puberty, online safety and, for older pupils, reproduction. In some cases, topics may also feel sensitive for individual pupils due to personal experiences. The Kapow curriculum uses a range of fictional characters and stories to introduce and explore sensitive topics rather than discussing children's individual experiences. Teachers always ensure that individual pupils' situations are taken into account when planning and delivering lessons. If they have concerns, these will be discussed with parents/carers first. Additional support may be offered to children where a need is identified e.g. ELSA support. Children are encouraged to share concerns and questions, and each class has a 'worry box' where children can do this without having to ask an adult directly.

If children ask questions that are 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. If deemed necessary, a question will be answered outside of the main lesson and, if appropriate, will be shared with the child's parents. Any safeguarding concerns will be directed to the Designated Safeguarding Lead as per our safeguarding procedures.

Safeguarding

At Woolhampton, we focus on teaching children about boundaries and privacy, ensuring they understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers, in families and with others, in all contexts including online. Children will be taught how to report concerns and seek advice when they suspect or know that something is wrong.

If a child makes any disclosures of abuse or harmful sexual behaviour, or a concern arises during the sessions, staff will follow our school safeguarding procedures (see our Safeguarding Policy) by recording this on CPOMS and reporting it to the DSL (headteacher).



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Inclusivity

RSE/PSHE will be accessible for all children, including those with SEND. High quality teaching that is differentiated and personalised (where necessary) will ensure accessibility. This may include visual or audio resources, scaffolding of activities or additional support from an adult. For these subjects in particular, we aim for our teaching to be sensitive, age-appropriate and developmentally-appropriate.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). In lesson discussions around relationships, teachers will ensure that all family structures and backgrounds are talked about and treated respectfully.

Staff at Woolhampton are aware of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

Right to Withdraw from Sex Education

Parents wishing to withdraw their child from the Year 6 non-statutory Sex Education unit should notify the headteacher in writing. Parents will be offered the opportunity to discuss this with the school, but there is no requirement for the parent to do so. A child who is withdrawn from Sex Education will remain in school and be given alternative work to do.

Parents/carers do not have the right to withdraw their child from science or relationships education.

Parents/carers do have the right to withdraw their child from the non-statutory components of sex education within RSE.

IMPACT

Teachers will assess whether or not pupils have understood the content of the RSE curriculum through discussions with the child, observations, monitoring of the work produced and assessment resources provided by Kapow. There is no requirement to produce written work or evidence of learning in RSE/PSHE. Teachers then record their assessment of each child's knowledge and understanding on an assessment grid, which is shared with the headteacher. Where there are significant misunderstandings, teachers will report to parents when appropriate (phone call, face-to-face meeting, or at parents evening) and work with parents to support the child. Teachers will share the assessment grid with the next class teacher, and communicate with each other to ensure each cohort's specific needs are addressed as they move through the school.

Monitoring and Evaluation

Teachers will be given regular training in staff meetings to ensure they are up to date with curriculum requirements, have a good knowledge and understanding of lesson content and that school expectations on lesson delivery are clear.

The delivery of RSE is monitored by the PSHE Subject Leader and Headteacher, with the Headteacher having overall responsibility for RSE.

This policy has been developed in consultation with staff, pupils and parents/carers.