



North Wheatley C of E Primary School Relationships & Sex Education/ PSHE Policy

Autumn 2025

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EQUALITY STATEMENT

This document was formulated to meet the requirements of the Equality Act 2010.

The Governing Body recognises its legal responsibilities under the Equality Act 2010. This policy will ensure equality and fairness regardless of race, sex (gender), sexual orientation, religion or belief, gender re-assignment, pregnancy and maternity, marriage and civil partnership, disability or age.

GDPR DATA PROTECTION STATEMENT

Data will be processed in line with the requirements and protections set out in the UK General Data Protection Regulation.

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1. Vision and Values

The RSE policy and curriculum are consistent with the Christian Foundation of the school as expressed in the schools' vision and values and also takes into account the Framework for the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

RSE Policy

BELIEVE * ACHIEVE * THRIVE

Our Vision and Values

At North Wheatley C of E Primary School, our vision and values are:

The journey through North Wheatley C of E Primary will give every member of the school community the courage and faith to: '**BELIEVE, ACHIEVE & THRIVE**' to encourage them to '**be the best me that they can be**' so that they '**Shine as lights in the World**' - Philippians 2:15.

Christian Values are the heartbeat of our school.

Believe: Believe in yourself, your faith and others

Achieve: Achieve your goals, your dreams and your future

Thrive: Thrive through a love of yourself, your faith, your values, your love of learning

2. Aims

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

- o Provide a framework in which sensitive discussions can take place
- o Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- o Help pupils develop feelings of self-respect, confidence and empathy
- o Create a positive culture around issues of sexuality and relationships
- o Teach pupils the correct vocabulary to describe themselves and their bodies
- o RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.

3. Statutory requirements

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.

In teaching RSE, we must have regard to issued by the secretary of state, as outlined in section 403 of the

We must also have regard to our legal duties set out in:

- o Sections 406 and 407 of the Education Act 1996
- o Part 6, chapter 1 of the
- o The Public Sector Equality Duty (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

At North Wheatley C of E Primary, we teach RSE as set out in this policy.

4. Policy development

This policy was written following a consultation period with all school stakeholders and all responses from questionnaires have been taken into consideration when writing this document. Where parents did not respond to the questionnaire and the Curriculum consultation which took place, this was taken as a positive affirmation of the PSHE/RSE Curriculum which will be implemented in the Summer Term 2021.

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group 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/carers and any interested parties were invited to attend a meeting 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 governors and ratified

5. Definition

RSE 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.

6. Curriculum

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, 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.

The website shares the full curriculum with families and wider stakeholders as well as providing a range of resources for families to access. We will share the termly focus for the PSHE and RSE curriculum with families via the newsletter. We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

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

6.1 Autumn Term PSHE and RSE

This term the children throughout school will be covering three units under the Relationships section of our curriculum. The first unit is Families and Friendships which covers building friendships and maintaining positive friendships as well as being able to identify different types of friendships and families. This fresh start to the term is the perfect opportunity to develop the children's friendships with their peers. The children will then be moving onto the unit of Safe Relationships, learning about ways in which negative behaviours can affect others, how they can deal with conflicts and the ways in which they can stay safe. Our final unit is Respecting Ourselves and Others; thinking about the various ways in which we earn and show respect and courtesy, respecting the differences between us all and how we can still show respect for other people's opinions even when we do not share the same view.

6.2 Spring Term PSHE and RSE

Throughout the Spring Term we will be covering three new units of learning in PSHE and RSE. The first will continue on from our previous Concept of Community and focus on belonging to a community, our roles and responsibilities and the laws we abide by. This unit seeks to develop children's awareness of diversity and compassion towards others. The second unit delves into Media Literacy and Digital Resilience: thinking about not only keeping ourselves safe online but understanding the way that our information is used online and evaluating what we see online to think critically. Finally we move to the third unit of Money and Work. This unit develops the children's awareness of what jobs and careers are available, how to look after money and making sensible decisions about money.

6.3 Summer Term PSHE and RSE

This term, the children throughout school will be covering three units under the Health and Wellbeing section of our curriculum. The first unit: Physical health and Mental wellbeing covers the wide range of ways in which we take care of our bodies as well as making sure we have good mental health and wellbeing. This would be a

perfect time to support the children's learning through the use of our pupil Smiling Mind account (lgreaves@northwheatley.notts.sch.uk/ Pupil123). The children will then be moving onto the unit of Growing and Changing: thinking about own development and how our bodies change as we grow up. Our final unit is Keeping Safe: thinking about the various ways in which we stay safe online, medicines and emergency situations to name a few.

7. Delivery of RSE

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) and RSE (Relationships and Sex Education curriculum, we also teach some sex education through other subject areas (for example, science and PE, RE), where we feel that they contribute significantly to a pupil's knowledge and understanding of his or her own body, and how it is changing and developing. Our PSHE and RSE curriculum have been carefully tailored to meet the needs of our school and is underpinned by the spirituality and morality surrounding the issues which arise.

In PSHE & RSE we teach pupils about relationships, and we encourage pupils to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the pupils to ask for help if they need it.

In science lessons, teachers inform pupils about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach pupils about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Pupils learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Key Stage 2 RE, pupils will learn about the commitment of people of faith to each other in marriage and how this is expressed in marriage ceremonies. They will learn about the beliefs and values that underpin this commitment and support the nurture and care of pupils in the family.

In Years 5/ 6 we place a particular emphasis on health education, as many pupils experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our pupils in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the pupils (as stated earlier in this policy).

We have engaged in a consultation process prior to the implementation of our new RSE and PSHE curriculum whereby all stakeholders were fully informed of the programme of lessons and how they will be taught, including the key vocabulary that will be used within them.

All 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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

8. Difficult Questions & Sensitive Issues

We provide opportunities for pupils to 'talk honestly and openly'. At the same time, we must respect the pace of pupils' maturation. We feel that some topics are best postponed until the secondary school years. If a pupil asks a question on any topic which isn't listed on the long-term plans and deemed not to be age appropriate, teachers will explain that this is a matter not covered within the school curriculum and that the pupil should consult his/her parent for an answer. The school will seek to inform parents when such a question is asked.

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

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, developmental stage and background of our 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

11. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are in line with our schools curriculum and policy and in doing so:

- o Are age-appropriate
- o Are in line with pupils' developmental stage

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum Review any case study materials and look for feedback from other people the agency has worked with Be clear on:

- o What they're going to say
- o Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Share all external materials with parents and carers

We won't, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

12. Roles and responsibilities

12.1 The governing board

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

The governing board and Subject Link Governor will hold the headteacher to account for the implementation of this policy.

12.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

12.3 Staff

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/carers wish them to be withdrawn from the non-statutory/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 headteacher.

12.4 Pupils

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

13 Parents

The school is well aware that the primary role in pupils sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of pupils at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their pupil;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Inform parents about the teaching about sex education in school so that the parents and school can work together to support the pupil with regard to sex education. We believe that, through this mutual exchange of knowledge and information, pupils will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their pupil from all or part of the sex education programme that we teach in our school. If a parent wishes their pupil to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their pupil to participate in. The school always complies with the wishes of parents in this regard.

14. Parents' right to withdraw

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

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

Requests for withdrawal should be put in writing and addressed to the headteacher.

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

15. The role of the local church and community

We encourage other valued members of the community to work with us to provide advice and support to the pupils with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

Other people that we call on include local clergy, social workers and church youth workers.

16. 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 sexual health professionals, to provide support and training to staff teaching RSE.

17. Confidentiality and Safeguarding Pupils Procedures

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of pupil protection. Teachers will respond in a similar way if a pupil indicates that they may have been a victim of abuse.

If the teacher has concerns, they will draw their concerns to the attention of the headteacher and Designated Safeguarding Lead.

The headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

11. Monitoring arrangements

The delivery of RSE is monitored by the subject leader for PSHE through:

- Planning

Review Learning

Looks (floor books)

Classroom

observations

- Pupil and staff discussion

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

This policy will be reviewed by the headteacher and subject leader. At every review, the policy will be approved by the governing board.