



WEST GRANTHAM

Church of England Primary Academy

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Policy	Relationships and Sex Education (RSE) Policy
Approved by	Local Governing Body
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Introduction

Relationships Education, Relationships and Sex Education and Health Education 2026 makes Relationship Education compulsory for all pupils receiving primary education in England.

This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. It will be available to parents through the school website and a hard copy is available through the school office.

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Sex Education provides a safe environment for children to have a factual, age-appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in our school will always form part of a broader scheme of work presented in conjunction with Relationships Education, therefore will be referred to as **Relationships and Sex Education (RSE)**.

Curriculum

All content within the RSE curriculum supports the wider work of the school in promoting pupil wellbeing and developing the resilience, character and values that are fundamental to helping pupils become happy, successful and productive members of society.

Outcomes for pupils include:

- Pupils should develop a strong early understanding of the characteristics of positive, healthy relationships that promote happiness, wellbeing and security.
- Pupils should be able to recognise unhealthy or less positive relationships when they encounter them.
- RSE should provide opportunities for pupils to learn about positive emotional and mental wellbeing, including how healthy friendships can support their mental health and wellbeing.
- RSE should contribute to the prevention of abuse and the protection of children by teaching the knowledge and skills they need to stay safe and to recognise and report abuse, including emotional, physical and sexual abuse.
- Pupils should be prepared for the physical, emotional and social changes that occur during puberty, wherever possible before these changes take place, and understand that they are a natural and normal part of growing up.

Within our school we use scientific language for the genitals from Nursery. Boys have a penis and girls have a vagina; the children will be taught that whilst they may call these areas something else at home, at school we use the proper scientific words.

RSE is embedded within the PSHE curriculum. Please see the curriculum overview in appendix I that shows where RSE is taught and how it is delivered through a spiral curriculum.

Relationships and Health Education are statutory elements of the PSHE curriculum; however, we do teach a non-statutory sex education objective in year 5 and 6. The objective in years 5 and 6 links to the national curriculum for science around conception and birth: *'About the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for'*.

Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Delivery of Relationships and Sex Education (RSE)

At The West Grantham Church of England Primary Academy, RSE is taught through a range of approaches, including collective worship, circle times, PSHE lessons and Science lessons. The curriculum is primarily delivered by class teachers; however, external agencies may also be used to enrich pupils' learning experiences and provide valuable professional development for staff.

Whether delivered by class teachers or external agencies, teaching will be underpinned by the school's values of courage, love, integrity, welcoming difference, belief and ambition. These values help to ensure that all pupils feel valued, respected and supported within a safe, positive and secure learning environment.

The year 4 topic 'Me, my body and growing up' will be delivered separately to boys and girls; however, the same curriculum content will be taught to both groups. For any pupil who identifies as transgender, the school will work in partnership with the pupil and their parent/carer to determine the most appropriate arrangement, ensuring that the pupil feels comfortable, supported and included. The objectives taught in this topic are:

1. The external genitalia and internal reproductive organs in males and females
2. The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes
3. The facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing.

Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers

The school will maintain a record of any pupils who do not attend RSE lessons. Appropriate catch-up provision will be made, either through small-group sessions or whole-class teaching, to ensure that pupils receive accurate information and do not rely on information shared by their peers

Entitlement and Equality of Opportunity

We teach RSE to all pupils, recognising every child's right to access an education that meets their individual needs and interests, regardless of gender, culture, ability or aptitude. Teaching is planned and delivered in a way that takes account of pupils' age, ability, stage of development and cultural background, including those who speak English as an additional language, to ensure that all pupils can fully access the curriculum. Teachers adapt their planning and teaching to meet the needs of their class and individual pupils, and additional support is provided where necessary.

Children's Questions

To promote a positive and supportive environment for RSE, we aim to ensure that pupils feel confident to ask questions, knowing that these will be treated with respect and answered appropriately. At WGPA, we believe that children are best educated and protected from harm and exploitation when sensitive issues are discussed openly and honestly within the context of a planned RSE programme.

Pupils may have a range of questions about the topics covered. When responding, teachers will take account pupils' age, prior learning, understanding and readiness. Children's questions will be answered in an age-appropriate manner; however, they do not always need to be answered immediately. Where appropriate, a teacher may delay a response to seek further advice from the school's senior leadership team before providing an answer.

We provide opportunities for pupils to ask anonymous questions using an 'Ask It Basket'. This enables pupils who may feel uncomfortable asking questions in front of their peers to submit questions anonymously. Teachers can then respond to these questions with the whole class, ensuring that accurate information is shared and supporting other pupils who may have similar questions.

Some questions raised during RSE lessons may relate to sensitive or safeguarding concerns. These may include disclosures relating to pupils' personal experiences, abuse, neglect, illegal activity or behaviour that places a child at risk of harm. In such circumstances, the teacher will follow the school's safeguarding procedures and report the concern immediately to a Designated Safeguarding Lead (DSL).

Parental/Carer Engagement

We value the role that parents and carers play as educators and are committed to working in partnership with them. We want parents and carers to have a clear understanding of the RSE curriculum and the learning taking place in school. To support this, we will share information about what is being taught and when through the curriculum overview published on the school website, as well as through workshops and information letters where appropriate.

Termly curriculum newsletters will provide parents and carers with details of the RSE learning that will take place. This will enable them to discuss the learning with their children and share their own family values and beliefs. Pupils will also be encouraged to talk to their parents and carers about what they have learned in school and to continue their learning at home.

Withdrawal Procedure

We are legally obligated to provide pupils with Relationships Education, therefore parents **do not** have a right to withdraw their children from these lessons.

In Years 5 and 6, RSE (in conjunction with the national curriculum for science) provides pupils with factual age-appropriate information on reproduction. Parents have the right to withdraw their child from the sex education element of RSE only, but not the reproduction elements of the National Curriculum for Science. *'About the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for'.*

If a parent wishes to withdraw their child from the sex education content delivered as part of Relationships and Sex Education (RSE), we will invite them to meet with the Headteacher and PSHE Lead. During this meeting, we will discuss the benefits of receiving this important education and any potential implications that withdrawal may have for the child. If the parent still wishes to withdraw their child, we will respect their request and provide appropriate, purposeful learning for the child during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Confidentiality

All governors, teachers, support staff and parents/carers should be made aware of this policy, particularly in relation to issues of privacy and confidentiality.

Teachers should make it clear to pupils that they cannot offer unconditional confidentiality. While pupils will be encouraged to share their thoughts and concerns openly, any information that suggests a child may be at risk of harm, or that relates to illegal or abusive behaviour, must be shared with the appropriate members of staff in accordance with the school's safeguarding procedures. Wherever possible, the pupil will be informed before this information is shared.

Where a teacher suspects that a child is experiencing, or is at risk of, abuse or neglect, they must follow the school's safeguarding procedures and report their concerns immediately to a Designated Safeguarding Lead (DSL). The school's Designated Safeguarding Lead is Natalie Smyth.

School Roles Relating to RSE

Governors are responsible for;

- Ensuring that the school makes this policy available to parents
- Ensuring this policy is in line with other school policies, eg SEN, Safeguarding etc.
- Ensuring that the school provides parents with clear information about the statutory parts of the curriculum and any areas where they have the right to withdraw their child from participation
- Establishing a link governor to share in the monitoring and evaluation of the programme
- Ensuring that the policy provides proper and adequate coverage of the relevant National Curriculum Science topics and the setting of RSE within PSHE

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, appropriate agencies and the Local Education Authority.

Linked Policies

This policy supports the following policies of:

- Child protection and safeguarding
- Anti-Bullying
- Behaviour and Relationships
- PSHE

Monitoring and Review

The PSHE Lead is responsible for monitoring the quality of teaching and learning in RSE, as well as the standards of pupils' work. They will support colleagues in the delivery of RSE by keeping them informed of current developments, providing guidance and resources, and offering strategic leadership and direction for the subject across the school. Appropriate training and professional development will be provided for all staff involved in teaching RSE.

The policy will be reviewed every two years.