



**West Park
Church of England
Primary School**

**Relationship and Sex
Education Policy**

‘Let your light shine’ Matthew 5

Date of approval	Summer term 2026
Date of next review	Summer term 2027
Approved by	Full Governing Body

Relationship and Sex Education (RSE) Policy

West Park CE Primary School

Approved by: Full Governing Body

Date: March 2026

Last Reviewed On: Summer Term 2026

Next Review Due By: Summer Term 2027

Vision Statement:

West Park CE Primary School provides opportunities to encourage and challenge all pupils to 'shine' through our inclusive curriculum, which is inspired by shared Christian beliefs, values and practises in our school family. Our curriculum fosters creativity, faith, independence and kindness, chosen by our Worship Leaders. These values guide our approach to teaching Relationships Education.

1. Definition and Purpose of RSE

RSE is lifelong learning about relationships, emotions, health, safety, growing up, and human reproduction. It is taught sensitively and appropriately according to pupils' age and stage of development.

Our RSE curriculum supports children to develop the knowledge, skills, and attitudes they need to navigate life's opportunities and challenges. It empowers them to:

- Build positive and respectful relationships.
- Understand personal safety and boundaries.
- Develop confidence and self-esteem.
- Understand the physical and emotional changes during growth.
- Prepare for puberty and adult life in an appropriate way.
- Appreciate the diversity of relationships in modern society.
- Know where to seek help and advice.

2. Statutory Framework

We deliver RSE in line with the Department for Education's statutory guidance (2025). Relationships Education and Health Education are compulsory in all primary schools, while Sex Education remains optional. At West Park CE Primary School, we choose to provide optional age-appropriate Sex Education to prepare children for adolescence and secondary education.

3. Policy Development

This policy was developed in consultation with staff, pupils, and parents. The process involved:

1. **Review:** Gathering relevant national and local guidance.
2. **Staff Consultation:** Input from teaching staff.
3. **Parent Consultation (Every other year):** Inviting feedback from parents/carers.

4. **Pupil Consultation (Annually):** Understanding pupils' expectations and needs.
5. **Ratification:** Approval by the governing body.

4. How RSE is Delivered

RSE is woven into our school curriculum, delivered primarily through:

- **PSHE Lessons (weekly):** Core lessons on relationships, mental wellbeing, and physical health.
- **Science Curriculum (unit based throughout the year):** Teaching reproduction and life cycles.
- **Circle Times (reactive according to class need):** Opportunities for reflection and open discussions.
- **Assemblies and themed activities (when relevant)**

Our approach includes:

- **Relationships Education**

Pupils will learn about:

- Families and caring relationships
- Friendships and respect
- Online relationships and internet safety
- Bullying and peer pressure
- Personal boundaries and consent
- Respect for others and equality

- **Health Education**

Pupils will learn about:

- Physical and mental wellbeing
- Healthy lifestyles
- Personal hygiene
- Emotional wellbeing
- Puberty and changing bodies
- Keeping safe

- **Optional Sex Education**

The sex education taught at this school is age-appropriate and factual.

Upper key stage 2 pupils will learn about:

- That sexual intercourse is one way adults may conceive a baby
- That sperm from a male and an egg from a female join to create a baby
- Basic understanding of reproduction within loving, committed adult relationships

Teaching is delivered by school staff in a sensitive manner, using appropriate language and resources suitable for primary-aged children. If external providers are chosen to deliver or enhance any of this content then school staff will liaise closely with the provider, ensuring all content is approved before being delivered within lessons.

The school promotes respect for all pupils and families. Teaching materials and discussions are inclusive and appropriate, catering to pupils with SEND and reflecting diverse family structures. See Appendices 1 and 2 for more details of content.

5. Supporting Resources

We use high-quality, evidence-based resources to bring learning to life, including:

- The PSHE Association's programme of study.
- Tailored activities to meet the needs of our pupils.

Parents are provided with access to lesson content and materials ahead of teaching sessions.

6. Roles and Responsibilities

Governors: Approve and monitor the policy's implementation.

Headteacher: Ensure consistent delivery, manage parental withdrawal requests, and oversee training.

Staff: Deliver RSE sensitively, model positive attitudes, and support individual pupil needs.

Pupils: Engage actively and respectfully in RSE lessons.

Parents: Support RSE education through discussion at home and communicate with school.

7. Parents' Right to Withdraw

Parents cannot withdraw pupils from Relationships or Health Education. They may withdraw pupils from non-statutory sex education by submitting a written request to the Headteacher (See Appendix 3). This can be written and posted to West Park CE Primary School, Marlborough Road, Goring-By-Sea, W. Sussex, BN12 4HD or emailed to office@westparksch.co.uk Alternative education will be provided during withdrawal periods.

8. Staff Training

All staff delivering RSE receive regular training and support to ensure confidence and sensitivity in teaching.

9. Monitoring and Review

The governing body and PSHE Lead will:

- Review the curriculum annually to ensure it meets statutory requirements and reflects the needs of our pupils and the school community.
- Gather feedback from staff, pupils, and parents.
- Ensure lessons are delivered in a way that aligns with our school's ethos and core values.

10. Creating a Safe Space

Ground rules are established in all lessons to foster an environment where children feel safe to express themselves. These include:

- Respecting others' opinions.
- Using appropriate language.
- Encouraging openness without pressure to share personal experiences.

11. Safeguarding and Confidentiality

Teachers cannot offer complete confidentiality if a child discloses information that raises safeguarding concerns. All safeguarding procedures will follow the school's Child Protection and Safeguarding Policy.

This policy is a living document that reflects our commitment to nurturing informed, respectful, and empowered pupils. It will be reviewed regularly to ensure it remains relevant and effective.

Next Review Date: Spring Term 2027

Appendices

Appendix 1: PSHE Curriculum Map

Reception/ Year One

- people in my life – what they do for me and what I do for them
- my moods – feeling happy or sad
- friendships
- loss and mourning – a person or pet
- keeping safe – dangers I might come up against and saying no
- my body and other people's bodies – similarities and differences
- the beginning of life – me, animals and plants
- growth in people, animals and plants
- ageing – how we know things are alive, dead, young or old
- staying healthy

Year Two/ Year Three

- changes as we grow
- different types of families
- feelings in the family – love and jealousy
- what makes me happy
- keeping safe
- caring for myself – hygiene, sleep and exercise
- feelings – things which make me happy, sad, embarrassed and scared
- how young are born and how they grow
- making decisions – influences on me and peer group pressure
- being a good friend

Year Four/Five

- decision making and risk taking including keeping safe
- feelings about the future – changing schools and adolescence
- celebrations of birth, puberty, marriage and death in different cultures
- expressing feelings and how we do this – being assertive and not bullying
- differences and similarities in people
- body changes in me and others – why they are happening
- things that go into my body that help and things that harm
- respect

Year Six

Year 6 children will, in addition, have lessons on health and hygiene and changes through puberty into adulthood. Boys and girls will have the same input together but can be split up afterwards for separate follow-up discussion with the class teacher. We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.

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

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

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

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	