



West Park
Church of England
Primary School

Relationship and Sex
Education Policy

‘Let your light shine’ Matthew 5

Date of approval	February 2025
Date of next review	Spring term 2026
Approved by	Full Governing Body

Relationship and Sex Education (RSE) Policy West Park CE Primary School

Approved by: Full Governing Body

Date: February 2025

Last Reviewed On: February 2025

Next Review Due By: Spring Term 2026

Vision Statement:

At West Park CE Primary School, we provide opportunities to encourage and challenge all pupils to 'shine' through our inclusive curriculum, inspired by shared Christian beliefs, values, and practices. Our curriculum fosters teamwork, independence, faith, and creativity, while reflecting the values of trust, creativity, and hope chosen by our Worship Leaders. These values guide our approach to teaching Relationships Education.

1. Purpose of RSE

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 healthy, respectful relationships.
- Recognise and manage their emotions.
- Understand the physical and emotional changes during growth.
- Appreciate the diversity of relationships in modern society.

2. Statutory Framework

We deliver RSE in line with the Department for Education's statutory guidance (2019). 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 (Bi-annually):** 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:** Core lessons on relationships, mental wellbeing, and physical health.
- **Science Curriculum:** Teaching reproduction and life cycles.
- **Circle Time:** Opportunities for reflection and open discussions.

Our approach includes:

- **Relationships Education:** Families, friendships, respect, online relationships, and safety.
- **Health Education:** Mental wellbeing, physical health, hygiene, and puberty.
- **Optional Sex Education:** Age-appropriate content about human reproduction.

Lessons are inclusive, catering to pupils with SEND and reflecting diverse family structures. See Appendices 1 and 2 for more details.

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 plans 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.
- 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.

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 2026

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, 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 • That others' families, 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 • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • 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	