

Relationships and Sex Education Policy



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1. This Policy

At Woodham Burn we strive to foster a life-long love of learning, through adopting a highly practical, interactive and cross-curricular approach to learning. We aim to deliver a curriculum which will equip our children with the skills required to be an independent and responsible twenty first century citizen.

Our Values

- **Caring**
- **Learning**
- **Teamwork and Cooperation**
- **Respect**
- **Equality**
- **Independence**



2. At Woodham Burn we strive to foster a life-long love of learning, through adopting a highly practical, interactive and cross-curricular approach to learning. We aim to deliver a curriculum which will equip our children with the skills required to be an independent and responsible twenty first century citizen. Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

3. The children are at the heart of our school, at the centre of all learning, where we strive to develop the whole child through personalised learning;

4. Every individual is part of our Community, therefore we promote and develop the skills necessary to be an active, responsible citizen;

5. We provide a safe, enjoyable learning environment that promotes positive behaviour;

6. We promote British Values in all aspects of school life;

7. We have high expectations - our dedicated team are committed to ensuring our children achieve their full potential academically, socially and emotionally;

8. All our staff have current knowledge and training to ensure effective practice;

9. We promote equality for all within a mutually respectful environment;

10. Learning is a lifelong journey and we provide learning opportunities for all, at all stages of this journey;

11. We promote an open line of communication so that parents and carers can take an active role in their child's school life.

12. Aims

The aims of relationships and sex education (RSE) at our school are to: 1

12.1 Provide a framework in which sensitive discussions can take place and children feel safe and valued.

12.2 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene to help prepare them for their next steps.

12.3 Help pupils develop feelings of self-respect, confidence and empathy

12.4 Create a positive culture around issues of sexuality and relationships

12.5 Teach pupils the correct vocabulary to describe themselves and their bodies

12.6 To help children learn that the one thing that makes us all the same is that we are different

12.7 To support tolerance and understanding within the school and wider community and develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

13. Statutory Requirements

13.1 As a maintained primary school, we are legally required to provide Relationships Education to all pupils. This requirement is set out in *Section 34 of the Children and Social Work Act 2017*.

13.2 Primary schools are not required to teach Sex Education beyond the elements already included within the National Curriculum for Science. However, schools may choose to teach additional sex education as part of a broad and balanced curriculum.

13.3 When teaching Relationships Education, and any additional sex education, the school must have regard to the statutory guidance issued by the Department for Education (DfE): *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*, in accordance with *Section 403 of the Education Act 1996*.

13.4 Parents have the right to request withdrawal of their child from any non-statutory sex education lessons taught outside of the science curriculum. They do not have the right to withdraw their child from Relationships Education or from statutory science content.

13.5 The school must publish an RSE policy and keep it updated, outlining how statutory requirements are met. The school must also consult with parents when reviewing the policy.

13.6 At Woodham Burn], we deliver Relationships Education, Health Education, and any additional age-appropriate sex education through the KAPOW RSE and PSHE scheme of work, as described in this policy.

14. Policy Development

14.1 This RSHE policy has been developed in consultation with staff, pupils, parents and governors, in line with statutory guidance requiring schools to proactively engage with parents when developing and reviewing their Relationships Education policy. The process ensured that the policy reflects the needs of our school community and aligns with national expectations.

14.2 The consultation and policy development process involved the following steps:

14.2.1 Review

The Curriculum and Progress Committee undertook a full review of relevant national and local guidance, including the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, 2025)*, alongside the Kapow Primary RSE & PSHE scheme of work. Existing school policies and safeguarding requirements were also considered.

14.2.2 Staff Consultation

All school staff were given the opportunity to review the draft policy and proposed curriculum content. Staff provided feedback on clarity, progression and suitability for pupils, ensuring the policy reflects professional expertise and supports effective delivery.

14.2.3 Pupil Engagement

Pupil voice was gathered through age-appropriate activities and discussions to understand pupils' experiences, needs and perspectives. This informed how content is taught and sequencing decisions within the Kapow scheme.

14.2.4 Parent/Carer Consultation

Parents and carers were invited to participate in the consultation process. This included access to the draft policy, opportunities to view curriculum materials (as required by statutory guidance), and attendance at a parent meeting where the approach and content were explained. Feedback was used to revise the policy and ensure transparency.

14.2.5 Ratification

Once amendments were made following consultation, the final policy was presented to the Full Governing Body for approval, in accordance with statutory requirements.

14.2.6 Publication and Review

The approved policy has been published on the school website and is available free of charge upon request. The policy will be reviewed at least every three years, or earlier if required due to changes in statutory guidance or emerging school needs.

* New statutory guidance for Relationships, Sex and Health Education has been released, and the new framework will be in place from September 2026. Policy to be updated in Spring to reflect changes.

15. Definition

15.1 Relationships, Sex and Health Education (RSHE) at Woodham Burn Primary School supports the emotional, social, moral and cultural development of pupils. It enables children to learn about healthy, positive relationships; personal identity; diversity; emotional wellbeing; and the factors that contribute to safe, healthy lifestyles. At primary level, this includes Relationships Education and Health Education, alongside the statutory elements of sex education included within the National Curriculum for Science.

15.2 RSHE involves a balance of factual, age-appropriate information, supported by opportunities for pupils to explore feelings, values and beliefs. Learning is interactive, reflective and designed to develop pupils' self-awareness, empathy, resilience and decision-making skills in a safe and supportive environment.

15.3 RSHE is not about the promotion of sexual activity. Teaching is grounded in safeguarding principles, promotes respect and responsibility, and reflects the diverse range of families and experiences within our community. Where sex education beyond the science curriculum is included in Upper Key Stage 2, it is factual, sensitively delivered, and focuses on preparing pupils for the changes of adolescence.

16. Curriculum

16.1 Our RSHE curriculum is structured using the Kapow Primary RSE & PSHE scheme of work, which provides full coverage of all statutory Relationships Education and Health Education content for each year group. The curriculum is planned progressively, ensuring that learning builds year-on-year and reflects pupils' age, readiness and developmental needs. While our long-term plan is set out in, we may adapt content where necessary to respond to emerging needs, safeguarding priorities or local issues.

16.2 The curriculum has been developed in consultation with staff and parents/carers and takes account of the needs, experiences and feelings of pupils in our school community. Lessons are taught in a safe, supportive environment and reinforce our whole-school approach to wellbeing and safeguarding. If pupils raise questions outside the scope of the planned curriculum or this policy, teachers will answer sensitively and appropriately, ensuring pupils are not left with misconceptions or seeking information from unsuitable online sources.

16.3 At primary level, RSHE focuses primarily on Relationships Education and Health Education. Sex education is not compulsory in primary schools; however, we choose to teach a small amount of additional content in Upper Key Stage 2 to ensure our pupils are well-prepared for the changes of adolescence. In line with statutory guidance and in consultation with parents, our primary sex education covers:

16.3.1 Preparing pupils for the physical and emotional changes associated with puberty.

16.3.2 A simple, factual understanding of how a baby is conceived and born (delivered sensitively, age-appropriately and separate from the statutory science curriculum)

This additional content supports pupils' readiness for secondary school and forms part of the Kapow Primary "Safety and the Changing Body" units taught in Year 6.

For more information about our curriculum, including year-group coverage, please refer to our curriculum map in Appendix 1.

17. Delivery of RSHE

17.1 RSHE at Woodham Burn Primary School is delivered primarily through the Kapow Primary RSE & PSHE scheme of work, taught as part of our broader PSHE curriculum. Lessons are interactive, inclusive and age-appropriate, giving pupils the knowledge, skills and attitudes they need to build healthy relationships and make safe, well-informed choices about their wellbeing. Biological content is taught through the National Curriculum for Science.

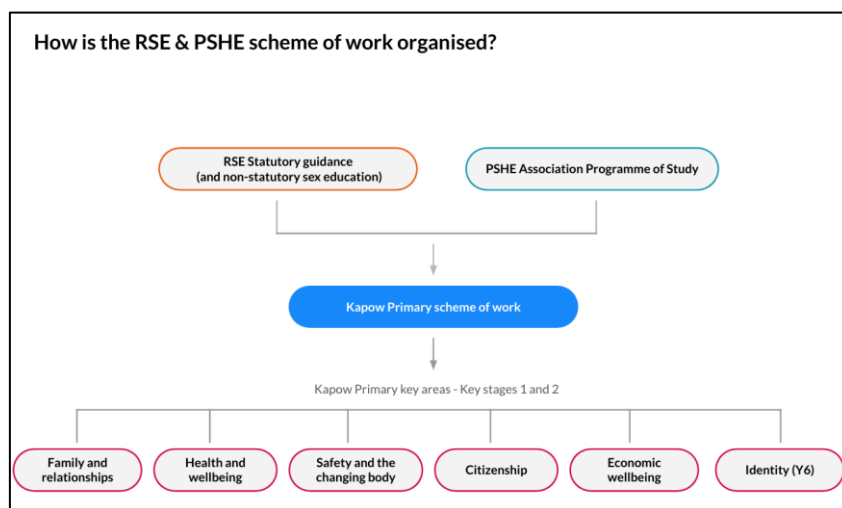
17.2 The curriculum for RSHE is structured as a spiral curriculum built on three key design principles:

- **Cyclical:** Pupils revisit the same five key areas of learning throughout KS1 and KS2.
- **Increasing depth:** Each time a key area is revisited, it is explored with increasing maturity, depth and complexity.
- **Prior knowledge:** Learning builds progressively, enabling pupils to make meaningful links with prior learning rather than starting each topic anew.

This approach ensures pupils can develop secure foundations and deepen their understanding year-on-year.

17.3 Across the Kapow Primary scheme, pupils study the following core units of work:

- **Families and Relationships**
- **Health and Wellbeing**
- **Safety and the Changing Body** (including puberty, personal safety and age-appropriate sex education in Year 6)
- **Citizenship**
- **Economic Wellbeing**
- **Identity** (introduced in Year 6)



These units are designed to equip pupils with essential life skills, promote empathy and respect, and ensure children understand how to keep themselves and others safe.

17.4 Lessons are taught within a safe and supportive environment. Staff establish clear ground rules and provide a safe space for children to ask questions. Teachers respond sensitively to pupil questions, ensuring responses remain factual, age-appropriate and in line with safeguarding procedures.

17.5 External visitors and specialists—such as health professionals—may support the delivery of certain topics. All visitors are selected carefully and are fully briefed on our RSHE policy. Their contributions are planned to enhance, not replace, teacher-led learning. A staff member is always present during sessions, and safeguarding checks are completed according to school policy.

17.6 Relationships Education focuses on helping pupils understand:

- Families and people who care for them
- Caring friendships
- Respectful, kind relationships
- Online relationships and online safety
- Personal safety and boundaries

Teaching reflects the diversity of our families and experiences within our community and avoids any stigmatisation of children based on their home circumstances.

17.7 Where stand-alone puberty or sex education sessions are provided—primarily in Year 6 through the “Safety and the Changing Body” unit—these are taught sensitively and support pupils to understand the physical and emotional changes of adolescence. All materials used are available to parents upon request. Parents are informed of when in the academic year this learning will take place and are encouraged to reach out to staff to discuss any questions they may have.

18. Roles and Responsibilities

An effective RSHE programme relies on whole-school commitment and clear leadership. The following groups and individuals have key responsibilities in ensuring high-quality delivery and safeguarding compliance.

18.1 The Governing Body

The Governing Body is responsible for:

- Approving the RSHE policy and ensuring it complies with statutory requirements.
- Holding the Head Teacher to account for the implementation and quality of RSHE across the school.
- Ensuring that the curriculum reflects the needs of the school community and aligns with the statutory *Relationships Education, RSE and Health Education Guidance (DfE, 2025)*.
- Ensuring parents are consulted during policy development and that the policy is published and reviewed in line with statutory expectations.

18.2 The Head Teacher

The Head Teacher is responsible for:

- Ensuring RSHE is taught consistently, accurately and sensitively across the school.
- Overseeing the development, implementation and monitoring of the RSHE curriculum.
- Providing staff with opportunities for training and professional development.
- Ensuring the subject leader is supported in coordinating RSHE and liaising with parents and external agencies.
- Managing requests from parents to withdraw their child from non-statutory, non-science components of sex education, in line with section 19 of this policy.
- Ensuring that all materials used in RSHE are available to parents on request, in accordance with statutory guidance.

18.3 Staff All teaching and support staff involved in RSHE are responsible for:

18.3.1 Staff Responsibilities

- **18.3.1.1** Delivering RSHE in a sensitive, inclusive and developmentally appropriate way.
- **18.3.1.2** Modelling positive attitudes and respectful behaviour in line with RSHE principles.
- **18.3.1.3** Monitoring pupil progress and assessing learning where appropriate.
- **18.3.1.4** Responding to the needs of individual pupils, including differentiation and pastoral support.
- **18.3.1.5** Responding appropriately when pupils are withdrawn from non-statutory sex education and ensuring alternative learning is provided.
- **18.3.1.6** Following the school's safeguarding procedures, including responding sensitively to disclosures arising during RSHE lessons.
- **18.3.1.7** Teaching RSHE as required. Staff do not have the right to opt out of delivering curriculum content. Staff with concerns about teaching RSHE should discuss them with the Head Teacher.

The **RSHE Subject Leader, Mrs Johnson**, is responsible for:

- Leading the development and implementation of the RSHE curriculum.
- Ensuring curriculum content is up to date, sequenced appropriately and aligned with Kapow Primary's spiral curriculum model.
- Providing staff with guidance, support and resources.
- Monitoring and evaluating the quality of teaching and learning in RSHE.
- Coordinating the use of external visitors and ensuring materials comply with statutory requirements.
- Ensuring RSHE information on the school website remains accurate and accessible.

18.4 Pupils

Pupils are expected to:

- Engage positively and respectfully with RSHE lessons.
- Treat others with kindness, respect and sensitivity when discussing personal or sensitive topics.
- Apply what they learn to help keep themselves and others safe.

19. Parents' Right to Withdraw

19.1 Parents do not have the right to withdraw their child from statutory Relationships Education or statutory Health Education, nor from any content that forms part of the National Curriculum for Science.

19.2 Parents **do** have the right to request that their child be withdrawn from non-statutory sex education taught as part of RSHE. At Woodham Burn Primary School, the only non-statutory sex education content offered is taught in Year 6, within the unit "Safety and the Changing Body" covering:

- How a baby is conceived (Lesson 5)
- Pregnancy and birth (Lesson 6)

These lessons are identified clearly in curriculum information shared with parents.

19.3 Parents wishing to withdraw their child from these specific lessons must put their request in writing to the Head Teacher. The Head Teacher will then arrange a meeting to discuss the request and outline the benefits and purpose of the lessons. The Head will explain how as a school we cover this content in a child-friendly, sensitive way.

19.4 In line with statutory guidance, withdrawal requests will be granted, except for content taught within the science curriculum. A written record of the request and outcome will be kept by the school.

19.5 Alternative, purposeful work will be provided for pupils who are withdrawn from non-statutory sex education, and they will be supervised in another part of the school during these lessons.

19.6 All RSHE materials used in school, including those relating to sex education, are available to parents on request, in accordance with DfE requirements for transparency.

20. Training

20.1 Staff receive training in RSHE as part of their induction and ongoing professional development. Specific training is provided for staff delivering sensitive content, including puberty and sex education lessons.

20.2 The Head Teacher and RSHE Lead ensure that staff are confident and well-prepared to teach RSHE, including through the use of Kapow Primary's structured teacher guidance and lesson resources in addition to their webinars on how to teach sensitive content.

20.3 Where appropriate, the school may invite external professionals—such as school nurses or health specialists—to provide additional support or training for staff. All visitors are briefed on the RSHE policy and work under the supervision of school staff.

21. Monitoring Arrangements

21.1 The delivery of RSHE is monitored regularly by the RSHE Lead and the Senior Leadership Team. Monitoring activities may include lesson observations, learning walks, planning scrutiny, staff feedback and pupil voice discussions.

21.2 The RSHE Lead is responsible for evaluating the effectiveness of the curriculum, ensuring coverage of statutory content and confirming that lessons are taught in a sensitive, inclusive and developmentally appropriate manner. Findings are reported to the Head Teacher and Governing Body as part of the school's quality assurance processes.

21.3 This policy will be reviewed by the RSHE Lead and the Governing Body **at least annually**, or sooner if required in response to:

- Changes in statutory guidance
- Local or national priorities
- Significant feedback from staff, pupils or parents
- Updates to the Kapow Primary RSE & PSHE scheme of work

21.4 Forthcoming national changes:

New statutory guidance for Relationships, Sex and Health Education (RSHE) has been released by the Department for Education, with the updated framework due to become mandatory from September 2026.

This policy will be formally updated in Spring 2026 to incorporate all changes required by the new statutory expectations and to ensure full compliance ahead of implementation.

21.5 Any amendments to this policy will be shared with parents/carers and published on the school website.

Appendix 1 – Long Term Plan