Policy Ref:
Student #011

Wiveliscombe
PRIMARY SCHOOL

Relationships & Sex Education (RSE) Policy

Statutory?	Yes
Date Approved	October 2026
Approved By	FGB
Review Date	October 2027

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Introduction

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) in the school. It takes account of the *'Sex and Relationship Education Guidance'* published by the DfEE in July 2025 that updated Circular 5/94 '*Sex Education in Schools'* as well as *the Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) regulations 2019* (Reviewed in 2024) under sections 34 and 35 of the children and social work act 2017. The policy has been drafted by a working party of the School Governors following consultations in school, together with local health education advisers and health promotion specialists and is based on a framework produced by a countywide multi-disciplinary group. It has been updated to take into account the new statutory requirement for schools to include relationships education as a larger part of its overall relationships and sex education delivery (2024). All teachers have their own copy of the policy. In addition, a copy is held in the Office and it can be made available on request. A statement on Relationship and Sex Education is also to be found in the School Prospectus.

Rationale

As a School, we believe that effective Relationships and Sex Education (RSE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in-place such a policy compiled by the School Governors.

We believe RSE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, SEAL and supplemented by Science and other subjects of our taught curriculum.

Definition of Relationships and Sex Education

Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical.

RSE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

Aims and Objectives

The School aims to provide our pupils with an age appropriate RSE programme that is tailored to their physical and emotional maturity. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having three main elements to our programme.

- **Attitudes and values**

learning to care about other people and being sensitive towards their needs and views;

learning the importance of values, and individual conscience and moral considerations;

accepting the differences between people and learning not to exploit them;

learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;

learning the importance and responsibilities of the family unit for all its members;

learning to respect oneself and others and being honest, loyal and 'Schoolworthy' in relationships;

learning to take responsibility for one's actions in all situations;

exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

- **personal and social skills**

learning to manage emotions and relationships confidently and sensitively;

developing self-respect and empathy for others;

learning to make choices based on an understanding of difference and with an absence of prejudice;

learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;

managing conflict;

learning how to recognise and avoid exploitation and abuse.

- **knowledge and understanding**

learning and understanding physical development at appropriate stages;

understanding human sexuality, reproduction, sexual health, emotions and relationships;

learning the reasons for delaying sexual activity and the benefits to be gained from such delay;

the avoidance of unplanned pregnancy.

We believe that high quality RSE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed; not intimidated, but focused; and where they have confidence in the knowledge, ability and skills of their teachers.

Our Aims and values as a School are central to the principles of this policy.

At Wiveliscombe Primary we aim to:

- Ensure outstanding teaching and a culture of high expectations and high attainment where all of our children reach their full potential and take pride in their achievements.
- Create a safe and stimulating environment, providing a learning experience which meets the needs of all;
- Enable children to develop as independent, motivated learners with creative enquiring minds;
- Promote and develop pupils' spiritual, moral and cultural growth via the delivery of the agreed Somerset RE syllabus (representing all faiths) and daily assemblies;
- Provide good examples that children will use as a reference for positive behaviour;
- Encourage children to care for and respect themselves, the local community and others

Working with Parents

The School is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are invited to view the teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher. Parents have the right to withdraw their children from all or part of those aspects of the RSE programme which are NOT part of the statutory National Curriculum Science Orders but may not withdraw their children from relationships education. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

Content and Organisation

The organisation of RSE is no different from other curriculum areas. It is delivered through planned programmes within Science, RE and PSHEC including SEAL. Occasionally, issues about RSE may arise spontaneously in other lessons, where it is not the main focus of the lesson. This is not considered to be part of the planned RSE programme and parents or carers cannot withdraw pupils in these circumstances.

Provision may be made for pupils in mixed age classes to be taught in separate age groups. Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by OFSTED.

Where visitors are invited to deliver aspects of the RSE programme, the schools follow the guidance in published by the Somerset Healthy Schools Team. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of RSE are encompassed within the ethos of the school and may be delivered through:

- PSHCE lessons
- Core and foundation subjects
- Circle time
- Literacy/numeracy lessons
- Health and Safety weeks
- Education visits
- Project/theme lessons

The RSE programme will be delivered by:

- Class teachers
- Other specified visitor/s or agency.

A range of teaching approaches will be used, e.g. small group work for discussion, etc.

The overview and co-ordination of the taught RSE curriculum including monitoring arrangements is the responsibility of the PSHCE/Science Co-ordinator in the school. Continuous professional development and training will be provided to ensure a high level of expertise for teachers involved in delivering the RSE programme in the school. It will be the responsibility of every teacher to deliver the RSE curriculum in our School.

Monitoring and Evaluation

The RSE policy is monitored and evaluated through an annual review process involving teachers, PSHE Co-ordinator, Leadership Team, and the Governing Body.

The delivery of RSE will be also monitored and evaluated through lesson observation, questionnaires and work sampling.

Governors
A designated Governor and the GB have a detailed understanding of the policy and provide a link to the full Governing Body including Trustees and directors with regard to RSE provision in the school.

Equal Opportunities

RSE is inclusive of all students; they have an equal entitlement to good quality RSE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

The school will not discriminate against any member of the school community who is infected or affected by HIV.

The Sexual Offences Act 2003

The Sexual Offences Act 2003 became law in May 2004. The Act outlines the law with regard to non-consensual offences including, rape, assault by penetration, sexual assault and causing a person to engage in sexual activity without consent.

Specific detail is given regarding child sexual offences (under the age of 16) and rape and other offences against children under 13.

It is clear that those who act with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their emotional well-being, will not be guilty of arranging or facilitating a child sex offence. This applies not just to health professionals but to anyone acting in the best interests of the young person, such as teachers, youth workers, Connexions Personal Assistants, social care professionals and parents. Young people under 16, including under 13s, can continue to seek contraceptive and sexual health advice or treatment in confidence.

The Act also outlines the law relating to the abuse of children by those in a position of trust. It is an offence for a person aged 18 or over intentionally to behave in certain sexual ways in relation to a child aged under 18, where the adult is in a position of trust in respect of the child. This applies to any person over the age of 18 working with a position of trust in an educational establishment. The offence covers all children under 18, however it is principally designed to protect young people aged 16 and 17 who, even though they are over the age of consent for sexual activity, are considered to be vulnerable to sexual abuse and exploitation from particular classes of persons who hold a position of trust or authority in relation to them.

Specific Issues

Personal Beliefs
The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

Language and Ground Rules in Lessons
All staff teaching RSE will set ground rules in their classes. For example:

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- the only language used will be easily understood acceptable to everyone in the class
- only the correct names for body parts will be used
- meanings of words will be explained in a sensible and factual way

Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Dealing with difficult questions
We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;

- if a child makes a disclosure that causes the teacher concern then the teacher must follow child protection procedures established within the county. (See *'Child Protection Handbook', 2000 Somerset Area Child Protection Committee*).

Puberty

Boys and girls need to be prepared for puberty before they reach this developmental stage. At Wiveliscombe Primary School we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities can be provided for single gender lessons.

Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils. (e.g. Requests for sanitary protection are dealt with by Staff. There are trained First Aid staff who are used to dealing with sensitive issues.)

Confidentiality

'Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school, which both pupils and parents understand. Teachers cannot offer or guarantee absolute confidentiality.'

'It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge.'
('Sex and Relationship Education Guidance', DfEE, Ref 0016/2000. p.30)

The school will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be persuaded to talk to their parents or carers. Child Protection issues will be addressed if necessary; but if not necessary, the wishes of the pupil will be taken into account.

Monitoring and Evaluation

The RSE policy is monitored and evaluated through an annual review process involving teachers, PSHE Co-ordinator, Leadership Team, and the Governing Body.

Signed: _____

Position held: _____

Date: _____

Appendix 1 - Learning outcomes

The following statements are offered as illustration of learning outcomes for RSE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in RSE. They draw on DfES and other guidance on RSE and they reflect elements of the non-statutory framework for PSHE.

Those statements marked with an asterisk are part of the National Curriculum Science requirements.

- By the end of Key Stage 1

1	**Pupils will be able to:**
a)	recognise and compare the main external parts of the bodies of humans*
b)	recognise similarities and differences between themselves and others and treat others with sensitivity
c)	identify and share their feelings with others
d)	recognise safe and unsafe situations
e)	identify and be able to talk with someone they Trust
f)	be aware that their feelings and actions have an impact on others
g)	make a friend, talk with them and share feelings
h)	Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

2	**Pupils will know and understand:**
a)	that animals, including humans, grow and reproduce*
b)	That humans and animals can produce offspring and these grow into adults*
c)	the basic rules for keeping themselves safe and healthy
d)	about safe places to play and safe people to be with
e)	the needs of babies and young people
f)	ways in which they are like and different from others
g)	that they have some control over their actions and bodies
h)	The names of the main external parts of the body including agreed names for sexual parts
i)	why families are special for caring and sharing.

3.	**Pupils will have considered:**
a)	why families are special
b)	the similarities and differences between people
c)	how their feelings and actions have an impact on other people.

- By the end of Key Stage 2

4	**Pupils will be able to:**
a)	express opinions, for example, about relationships and bullying
b)	listen to, and support others
c)	respect other people's viewpoints and beliefs
d)	recognise their changing emotions with friends and family and be able to express their feelings positively

e)	identify adults they can Trust and who they can ask for help
f)	be self-confident in a wide range of new situations, such as seeking new friends
g)	form opinions that they can articulate to a variety of audiences
h)	recognise their own worth and identify positive things about themselves
i)	balance the stresses of life in order to promote both their own mental health and well-being and that of others
j)	see things from other people's viewpoints, for example their parents and their carers
k)	discuss moral questions
l)	listen to, support their friends and manage friendship problems
m)	recognise and challenge stereotypes, for example in relation to gender
n)	recognise the pressure of unwanted physical contact, and know ways of resisting them

5	**Pupils will know and understand:**
a)	that the life processes common to humans and other animals include growth and reproduction
b)	about the main stages of the human life cycle*
c)	that safe routines can stop the spread of viruses including HIV
d)	about the physical changes that take place at puberty, why they happen and how to manage them
e)	the many relationships in which they are all involved
f)	where individual families and groups can find help
g)	how the media impact on forming attitudes
h)	about keeping themselves safe when involved with risky activities
i)	that their actions have consequences and be able to anticipate the results of them
j)	about different forms of bullying people and the feelings of both bullies and victims
k)	why being different can provoke bullying and know why this is unacceptable
l)	about, and accept, a wide range of different family arrangements, for example
j)	second marriages, fostering, extended families and three or more generations living together

6	**Pupils will have considered:**
a)	the diversity of lifestyles
b)	others' points of view, including their parents' or carers'
c)	why being different can provoke bullying and why this is unacceptable
d)	when it is appropriate to take a risk and when to say no and seek help
e)	the diversity of values and customs in the school and in the community
f)	the need for Trust and love in established relationships.

Relationship Topics

By the end of their primary education we ensure that our pupils also know and understand the **relationships topics** covered within the following five key areas which are delivered in an age appropriate context taking into account the developmental stage of the pupils being taught:

Families and people who care for the pupil

- 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 (available to both opposite and same sex couples) and civil partnerships represent 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're very different (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

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're 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's 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're 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)

The following contacts are available for further information and advise on the content of this document and on Sex & Relationship Education in general:

	Advisor for Relationship & Sex Education **Somerset LEA** **telephone 01458 860482**
Fiona Moir	**Somerset Healthy Schools Co-ordinator** **Somerset LEA** **fxmoir@somerset.gov.co.uk** **telephone 01823 357253**
Sex Education Forum	**National Children's Bureau,** **8 Wakley Street, London EC1V 7QE** **www.ncb.org.uk** **telephone 0207 843 6000**
Brook Advisory Service	**www.brook.org.uk** **admin@brook.org.uk**
Wired for Health	**www.wiredforhealth.gov.uk**