



June 2026

WRAY COMMON PRIMARY SCHOOL

Relationships and Sex Education Policy

Policy Originator:

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Next review Date:

Summer Term 2027

Introduction

At Wray Common Primary School, Relationships and Sex education (RSE) and Health education is part of the Personal, Social, Health and Economic education curriculum (PSHE). We agree with the Sex Education Forum* who believe that *“ALL children and young people are entitled to good quality sex and relationships education in a variety of settings. That Relationships and Sex education (RSE) is the joint responsibility of schools, parents, carers and communities and is an important element of children’s and young people’s development. It is part of lifelong learning, starting early in childhood and continuing throughout life. RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex and human sexuality. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.”*

**Sex Education Forum; a unique collaboration of organisations and practitioners. For more information about the work of the SEF Forum, resources and who the members are visit www.sexeducationforum.org.uk*

At Wray Common Relationships and Sex Education (RSE) is about...

- establishing and maintaining healthy relationships
- understanding and celebrating different types of relationships
- negotiation and assertiveness
- developing independence
- communication and vocabulary
- recognising the need for personal space and boundaries
- understanding physical and emotional growth and change, including puberty
- valuing a healthy lifestyle, including positive mental wellbeing
- recognising the importance of caring for others
- valuing ourselves and self-esteem
- taking responsibility for our choices
- understanding that all families are unique

Aims of Relationships and Sex Education (RSE)

- to offer balanced and factual information appropriate to the age and maturity of the pupils, acknowledging the moral and ethical issues involved
- to provide a developmental programme which lays a foundation for further work in adolescence
- to work in partnership with parents to complement and support the work of parents
- to help prepare pupils for the responsibilities and experiences that the next stage of their life may bring
- to work within a moral and values framework of our school
- to develop the skills needed to express feelings and emotions
- to safeguard children against potential exploitation

Objectives

- To discover what pupils know, understand, think and feel and to identify their needs.
- To create a programme for progressive and differentiated learning which caters to pupils' needs and is sensitive to individuals and groups.
- To recognise the value of loving and caring relationships.
- To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for parts of the body and encourage positive attitudes to all bodily functions.
- To generate an environment where questions and discussions on sexual matters can take place without embarrassment.
- To prepare children for the changes they will face, both physically and emotionally
- To educate around self-care, both physically and relating to emotional well-being
- To counteract misunderstanding of how the body functions.
- To enable pupils to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or sexual activities commence.
- To provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes.
- To inform children of the law surrounding sexual activity
- To inform children about how to keep themselves safe online

Principles of Teaching and Learning

It is important that a range of teaching approaches is employed. Children need to acquire knowledge but will also have opportunities to discuss issues openly. Group work is important as it enables children to develop personal and social skills, exchange ideas and express attitudes. Consideration needs to be given to the organisation of group work, for example, size and composition of groups, negotiating ground rules to promote a confident and secure atmosphere. In upper KS2, some lessons may be taught in single-sex groups where deemed appropriate by class teachers.

Programme Contents

At Wray Common Primary School, Relationships, Sex and Health Education (RSHE) is delivered through a carefully sequenced, progressive curriculum from EYFS to Year 6. The curriculum is designed to equip pupils with the knowledge, skills and values needed to form positive relationships, keep themselves safe and manage their physical and mental wellbeing.

The RSHE curriculum is structured around the following key strands:

- Relationships Education – including families, friendships, respectful relationships and being safe
- Health Education – including physical health, mental wellbeing, hygiene, nutrition, drugs and alcohol education, safety and first aid
- Online Safety and Digital Awareness – including safe use of technology, privacy, online relationships and reporting concerns
- Living in the Wider World – including community, diversity, responsibility and economic wellbeing
- Sex Education – taught in Years 5 and 6, focusing on human reproduction and changes during puberty

The curriculum is developmentally appropriate and builds on prior learning each year. It reflects the statutory guidance (DfE, 2025) and is responsive to the needs of pupils.

A detailed breakdown of knowledge and skills for each year group is set out in the PSHE End Points Overview (Appendix 1), which ensures full coverage of statutory content and progression across the school.

Teaching is delivered primarily by class teachers, supported by high-quality resources and, where appropriate, carefully selected external providers. All external contributors are vetted to ensure alignment with the school's values and policy.

RSHE is delivered within a safe, supportive environment where pupils are encouraged to ask questions, develop understanding and build confidence in discussing sensitive issues.

Safeguarding and Safe Teaching

RSHE plays a vital role in safeguarding pupils. Through the curriculum, children are taught how to:

- Recognise unsafe situations and inappropriate behaviour
- Understand personal boundaries and privacy
- Use correct vocabulary to describe their bodies
- Seek help and report concerns confidently

Teachers create a safe and supportive environment for discussion. Ground rules are established to ensure respect and confidentiality within the classroom; however, staff will never promise confidentiality to pupils.

If a safeguarding concern arises, staff will follow the school's Child Protection and Safeguarding Policy and report concerns to the Designated Safeguarding Lead (DSL).

Staff are trained to manage sensitive topics appropriately and to respond to disclosures in line with safeguarding procedures.

Working with parents

At Wray Common, we recognise that parents and carers are the primary educators of their children in relationships and health matters. We aim to work in partnership with parents to ensure a consistent and supportive approach.

The school is committed to transparency in its RSHE provision. Parents and carers:

- Can access this policy via the school website
- Can view the full curriculum progression through the PSHE End Points Overview
- Will be informed in advance when specific units, including sex education in Years 5 and 6, are taught
- Have the right to view curriculum materials and resources used in RSHE upon request

We encourage open communication between school and home and provide opportunities for parents to discuss the curriculum, ask questions and raise concerns.

Where appropriate, guidance may also be offered to support parents in discussing RSHE topics with their children at home.

Parent Withdrawal

In line with statutory guidance:

- Parents cannot withdraw their child from:
 - Relationships Education
 - Health Education
 - Content covered within the Science curriculum (including puberty and reproduction)
- Parents have the right to request withdrawal from non-statutory sex education taught in Years 5 and 6.

If a parent wishes to withdraw their child, they must make a formal request in writing to the Headteacher. The Headteacher will arrange a meeting to discuss the request, clarify the curriculum content and ensure parents understand the purpose and benefits of the education provided. Following this discussion, the Headteacher will confirm the request. Where a pupil is withdrawn, the school will ensure they receive appropriate, purposeful education during this time. The school will ensure that pupils are aware of how to access support and information from trusted adults if needed.

Use of Visitors

If visitors, for example the school nurse, are used to support the provision of sex education, the teacher(s) must ensure that:

- A preliminary meeting has taken place to ensure appropriate content
- That the content of the school's policy is known and understood
- That the needs of the individual class are catered for
- The teacher is present so they can follow up the input at a later stage
- The visitor can offer something specific and useful that the teacher cannot
- The pupils have been told beforehand of the visit and are prepared
- That the visitor has experience in RSE and working with children

Equality, Inclusion and SEND

RSHE is delivered in a way that is inclusive and accessible to all pupils.

At Wray Common, teaching:

- Reflects the diversity of families and relationships in modern Britain
- Promotes respect for all, regardless of gender, race, disability, religion or sexual orientation
- Challenges stereotypes and promotes equality
- Is adapted to meet the needs of pupils with special educational needs and disabilities (SEND)

All pupils are supported to access the curriculum at an appropriate level, ensuring that no child is excluded from learning about relationships, health and safety.

Sensitive teaching ensures that pupils' individual backgrounds, experiences and beliefs are respected.

Governors are mindful of the range of religious and cultural issues associated with sex education and ask any parents who have concerns arising from their cultural, religious or ethnic beliefs to discuss these with the Headteacher.

Policy responsibility

The responsibility for this policy lies with the policy writer. The content is to be approved by the governors and parents before publication. The writer of the policy, the PSHE lead, will update policy in line with the most relevant government guidance. Any updated content will be shared appropriately with staff. The policy is reviewed biennially.

Links to other policies

Safeguarding Policy
Teaching and Learning Policy
Behaviour Policy
Anti-Bullying Policy
Online Safety

Appendix 1. Attached document - RSE End Points Overview

[RSE End Points Overview.docx](#)

Appendix 2. Key Stage 1 and 2 – Science curriculum

Science: Statutory Programme of study: (NC, 2014)
Pupils should be taught:

KS1

Animals, including humans

- notice that animals, including humans, have offspring which grow into adults

KS2

Living things and habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction of some plants and animals

Animals, including humans

- describe the changes as humans develop to old age

Evolution and inheritance

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 3. Relationship Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (2025)

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.
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	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	Curriculum content: 1. That people should be respectful in online interactions, and that the same

Safety and awareness	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 4. Wray Common guidance to responding to pupils' questions

During lessons on relationship and sex education, pupils may ask questions about topics which are not specifically taught as part of a planned programme. Such topics might include contraception, sexually transmitted diseases, abortion and rape. The teacher has to decide whether:

1. To answer the question right away.
2. Explain to the child that is a question to be followed up at home.
3. To contact the child's parents.
4. To deal with the question in accordance with the school's Child Protection Policy.

Generally, if the question is about something appropriate to and relevant for most of the class, then it should be answered honestly, openly and right away.

All staff, including teaching and support staff, may be asked questions relating to sexual matters. The adult should be clear about what the child wants to know and the reason why. This will indicate the child's own level of understanding. If possible, a simple, honest answer should be

given but if a member of staff feels uncomfortable then the question should be referred to the head teacher and/or the child's class teacher.

Staff should not promise confidentiality. If a child protection issue came to light, it must be reported to the Designated Safeguarding Lead (DSL) who would take the appropriate action.