



Waltham Leas Primary Academy

Relationships and Sex Education Policy

September 2025

This policy will be reviewed in September 2026 or earlier in light of any new legislation or guidance.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Rationale

The DfE's Relationship and Sex Education Guidance states:

"All schools must have an up-to-date policy, which is made available to parents and others. The policy should:

- Define Relationship and Sex Education;
- Set out the subject content, how it is taught and who is responsible for teaching it;
- Describe how the subject is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Confirm the date by which the policy will be reviewed.

1. Description of setting

Waltham Leas Primary Academy is a large, single academy. The majority of the pupils are of white British heritage and the proportion of pupils with special educational needs is broadly in line to that found in most schools.

2. Values Statement

Relationships and Sex Education sits within the school's PSHE curriculum and will reflect and build on values outlined in the National Curriculum 2013 and the Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.

We teach Relationships and Sex Education (RSE) in the context of the school's aims and values. We do this with an awareness of the moral code and values that underpin all our work in school.

In particular, we teach Relationships and Sex Education in the belief that:

- sex education should be taught in the context of marriage / long term relationships and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;

- children should be taught to have respect for others and their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving commitment, trust, love and respect;
- children need to learn the importance of self-control;
- children should learn about the diversity regarding religion, culture, and sexual orientation.
- children are taught about the nine protected characteristics

3. Consultation

Governors, teachers, parents and carers must all be involved in providing an appropriate relationships and sex education curriculum for the children. Each has their own role to play, and together we must make sure that all of the children in the school receive a programme of relationships and sex education that will help them to understand and cope with the changes that will take place as they move through childhood to adulthood, and to make mature and responsible sexual choices when they become adults.

Parents are important in helping the school deliver an effective RSE programme and we want parents to be involved in shaping our RSE policy. Parents have been consulted prior to adoption of this policy (1.5.24) and will continue to be involved in its delivery and development.

A useful information leaflet for parents provided by the Sex Education Forum can be found at:

<http://www.sexeducationforum.org.uk/media/6360/talk-to-your-children.pdf>

We encourage other valued members of the community to work with us to provide advice and support to pupils with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other professionals, give us valuable support with our sex education programme.

This Relationships and Sex Education Policy was developed in consultation with staff, governors, parents, pupils and partner agency Think2Speak.

The process by which the policy has been adopted was:

- audit of previous RSE provision;
- consultation between the Head, Deputy Head Teacher, teaching staff, and governors;
- consultation with parents and partner agency;
- consultation with pupils;
- review by the full governing body.

4. Role of the Relationships and Sex Education Lead

The Relationships and Sex Education (RSE) coordinator is the designated teacher with responsibility for coordinating Relationships and Sex Education. As part of the role, the coordinator will:

- access appropriate training;
- ensure the implementation of relationships and sex education;
- ensure staff are confident to teach and discuss RSE issues;
- consider the needs of all pupils;
- monitor and advise on RSE organisation, planning, assessment and resources;
- coordinate with external providers to ensure provision meets planned outcomes using age appropriate materials;
- liaise with parents and ensure they are informed when their child will be taught RSE.

5. Aims and Objectives

Effective Relationships and Sex Education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and

furthering their respect for themselves and others as they move through life. This requires a school wide approach, growing children's knowledge, skills and attitudes, as well as responding in a bespoke manner to situations and issues if they arise, from Foundation Stage through to Year 6.

Relationships and Sex Education involves:

- knowing how to protect themselves and ask for help
- developing friendship/relationship skills
- developing positive attitudes and values
- gaining knowledge and understanding about their bodies including puberty and reproduction, and sexuality
- addressing concerns and correcting misunderstandings in all areas of RSE, including the relevant protected characteristics of marriage and civil partnership, pregnancy and maternity, sex (gender) and sexual orientation in an age and stage appropriate way. Awareness of gender reassignment will only be covered if it is deemed necessary in UKS2.
- developing the confidence to talk, listen and think about their feelings and relationships
- challenging negative and prejudiced attitudes
- developing empathy towards others and understanding that people may have different beliefs and opinions to them
- exploring attitudes and values to help children to make healthy and informed choices and develop positive relationships
- developing skills in communication, risk assessment, decision making and assertiveness
- the ability to make informed choices
- understanding their own and others' values and beliefs, and an individual moral framework that will help pupils to make well considered decisions
- encourage an appreciation of the varieties of family which exist in our multi-faith and multi-racial society
- having a discerning eye for the messages they receive from the media

6. Organisation

We teach Relationships and Sex Education primarily within the personal, social, health and economic education (PSHE) and science curriculums. Some Relationships and Sex Education is also taught through other subject areas (for example, science, RE, Citizenship and circle time), where we feel they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing.

The academy informs parents when aspects of the Relationships and Sex Education programme are taught and provides opportunities for parents to view resources being used.

Relationships and Sex Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse or partner agencies.

A range of teaching methods, which involve pupils' full participation are used to teach relationships and sex education. These include: the use of videos, printed resources, discussions, looking at case studies, drama and role-play.

School follows the recommendations of The Sex Education Forum to work through the following criteria when selecting resources:

- Resources should support inclusion in terms of the range of people and relationships they portray and must contain medically correct facts.
- Individual resources may not meet all of the above criteria but the programme should aim to use resources which, used together, promote inclusive RSE.
- Is the resource consistent with the values set out in the school RSE policy?
- Is it factually correct and up-to-date?
- Does it encourage active and participatory learning?

- Is the resource contemporary in term of the realities of children and young people's lives?
- Does the resource portray positive images of a range of children and young people?
- Does the resource show positive role models and avoid stereotypes relating to gender and sexual orientation?
- Is the resource inclusive on the basis of home and family circumstance, gender, sexuality, race, faith, culture and disability?
- Is it appropriate for the age, ability and maturity of the children and young people?
- Have resources been evaluated by children and young people and feedback acted upon?
- Have parents and carers been consulted about resources?
- Are teachers confident about using the type of resource?

Relationships and sex education is usually delivered by class teachers in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

To support the delivery of relationships and sex education, we use the PSHE Association's Scheme of Work and the Medway Primary PSHE Education: Relationships and Sex Education.

In Foundation Stage, pupils are taught:

- about how we have changed
- how we are all different but all special
- about animals and their babies
- biological names for parts of the body, including genitalia

At Key Stage 1, pupils are taught:

- the biological names of the main parts of the body, including genitalia
- how biological males and females are different
- to recognise how their behaviour affects other people
- about the difference between a secret and a surprise
- about appropriate and inappropriate touch
- about the importance of respect for differences between people.

At Key Stage 2 pupils are taught:

- to recognise as they approach puberty, their emotions may change and they are supported to develop strategies to deal with their feelings towards themselves, their family and others in a positive way
- about changes to their bodies during puberty (covered at a simple level in Year 3 onwards and more in-depth in Year 4)
- about personal hygiene (Year 4 onwards)
- about menstruation and sanitary protection (Year 4 onwards)
- about wet dreams and involuntary erections (Year 4 onwards)
- to recognise different risks in different situations, including risks when using the Internet, and then how to behave responsibly, including sensible use and judging what kind of physical contact is acceptable and unacceptable
- to recognise how their behaviour affects other people
- to be aware of different types of relationships, including those between friends, families, marriage and civil partnerships, and to develop the skills to be effective in relationships
- to recognise and challenge stereotyping
- that there are some cultural practices which are against British law

Sexual Reproduction - Year 6

Children will learn:

- that babies are conceived through sexual intercourse
- about how babies are born
- an awareness of contraception
- the difference between acceptable and unacceptable physical contact
- consent
- peer pressure

Ground Rules

Ground rules are used to create an atmosphere in which children value each other's contribution and develop respect for one another: essential requirements in any work on relationships. Examples of ground rules can be found in appendix 1.

Dealing with difficult questions

We encourage pupils to ask questions and provide suitable contexts in which they can ask sensitive questions while minimising possible embarrassment, for example, the use of an 'ask it basket' where pupils can write questions anonymously on a post it note. This allows the teacher to approach the notes and questions in the most appropriate way.

When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time or if the question is outside of the planned sex education curriculum, the pupil will be referred to their parent/carer.

Visitors and Outside Agencies

We acknowledge the valuable support the school nurse and other health professionals may offer to enhance the Relationships and Sex Education programme. We must emphasise, however, that these visitors are used in addition to, not instead of, a planned programme. Any such visitors will be given a copy of the RSE policy and support to ensure they adhere to and follow its aims and objectives.

7. Statutory Requirements

The sex education elements of the National Curriculum Science Order are statutory for all pupils of primary and secondary school age. These cover anatomy, puberty and the biological aspects of sexual reproduction. Parents do not have the right to withdraw their child/children from these lessons.

Parents have the right to withdraw their children from relationships and sex education lessons where they do not form part of the statutory curriculum. If a parent wishes to withdraw their child from relationships and sex education, the school would offer a meeting with the RSE Lead to discuss this. The school would also ensure that parents are aware that they have a duty to teach relationships and sex education in the home environment.

8. Protected characteristics

As previously mentioned, children in primary schools must have an awareness of the protected characteristics and in RSE, these are marriage and civil partnership, pregnancy and maternity, sex (gender) and sexual orientation. At Waltham Leas, these topics are covered in a very gentle manner through everyday stories as well as through teaching about different types of family. Below are a selection of the books that are used across the school. Questions are answered in a factual way and without bias or promotion, unless they are of inappropriate nature in which case pupils are directed to their parents.



In the event that a child and/or their family raise concerns around the child's preferred gender, this will be approached sensitively on a case-by-case basis, and in accordance with the school's safeguarding and child protection, equality and diversity, and anti-bullying policies.

9. Equal Opportunities

Every child is entitled to receive relationships and sex education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of Relationships and Sex Education at a level which is appropriate for their age and physical development with differentiated provision if required.

10. Confidentiality

Teachers are aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding nature. In this situation, staff would follow the school's safeguarding policy and make the pupil aware that confidentiality cannot be promised and that they will be informed of all actions relating to their disclosure. The staff member will inform the Designated Child Safeguarding Lead in line with the Safeguarding and Child Protection Policy.

Health professionals are bound by their own codes of conduct to maintain confidentiality. When working within a classroom they are also bound by the school's policies.

See the school's Safeguarding and Child Protection Policy for further details.

11. Training

The RSE Lead will ensure that staff teaching RSE have appropriate training to comfortably do so. If the staff feel that they require further training in any area, they should raise this with the RSE Lead. The governing body will monitor staff training through a nominated governor.

12. Monitoring and Evaluation

Monitoring of RSE is the responsibility of the RSE Lead. The academy will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, learning outcomes, pupil and staff voice using questionnaires and feedback sessions, and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning outcomes and learning behaviours and implementing change, if required.

13. Assessment

Assessment for learning is an integral part of lessons, using a range of techniques, to ensure that learning is sequential and progressive. Support and scaffolds, as well as additional challenge, are incorporated into all lessons to enable all pupils to make progress. Pupil progress is recorded and monitored by the RSE Lead

14. Dissemination of policy

The contents of this policy will be made available to all members of the Governing body, SLT, teaching and non-teaching staff as well as supply teachers. It will also be available to all parents on request and can be found on the school website.

All health or educational visitors discussing issues related to RSE will be provided with a copy of the school policy and will be encouraged to adhere to and follow its aims and objectives.

Appendix 1

Example Ground Rules:

We will keep the conversation in the room.

We will use the correct terminology.

We will respect each other and listen to each other.

We will not laugh at each other's questions or contributions.

We won't ask or answer personal questions.

We will be open and honest but we will not discuss our own or the private lives of others.

It is ok for us to disagree with another person's point of view but we will not judge or make fun of them.

It is ok to not answer a question or take part in an activity if we don't feel comfortable.