

Compassion

Courage

Cooperation



Relationships and Sex Education (RSE) Policy

We support all members of our community to feel valued, nurtured and empowered as they embark upon their journey to become the very best that God intended. Throughout their voyage of discovery with us, we ensure all children are provided with a rich curriculum, experiences which promote school based valour and a strong moral purpose underpinned by our Christian values; preparing them to become compassionate citizens within our rural community and the wider world.

“On a voyage of discovery: learning and growing together in the light of God.”

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Revision History

Date	By	Description	Review date
May 2023	G.Hawkins	Update	May 2024
May 2024	G.Hawkins	Updated	May 2025

At Wittersham, our teaching of Relationships Education and Relationships and Sex Education (referred to in this document as RSE) is underpinned by our school values. We encourage a

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Courage

Cooperation

culture of openness, reinforcing the importance of treating each other's experiences, views and questions with respect. Children empathise with others and see matters from different points of view. Through our inclusive community children understand everyone is welcomed and that everyone is valued regardless of their needs, background, beliefs or culture.

We strive for our children, families and staff to know that they are valued, cared for and are happy.

Our Relationships Education and RSE curriculum are built upon our Christian Values and school rules:

- Compassion
- Cooperation
- Courage

1) WHAT IS RELATIONSHIPS EDUCATION AND RSE?

With reference to 'Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019' by the Department for Education (DfE), definitions are as follows:

Relationships Education is the building blocks of positive relationships, with particular references to friendships, family relationships and relationships with other peers and adults, both on and off line. It gives children the essential skills to build positive, enjoyable and safe relationships. From September 2020, Relationships Education is compulsory in all primary schools.

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It provides the understanding of the importance of stable and loving relationships, respect, love and care, as well as puberty, conception, reproduction and birth.

The DfE recommends primary schools should have a Sex Education programme tailored to the age and physical and emotional maturity of its pupils. At Wittersham, the non-statutory elements of Sex Education are taught to pupils to further equip them for their future.

Following the recommendations from The Commons Education Committee (2015), Sex and Relationships Education (SRE) has been renamed as Relationship and Sex Education (RSE) to emphasise the relationships aspect. It is important to make this distinction as the emotional wellbeing of children and their understanding of safe, caring relationships is paramount.

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2) INTENT FOR RELATIONSHIPS EDUCATION AND RSE

At Wittersham, Relationships Education and RSE are rooted in our school values, the Christian faith and the needs of our individual children.

‘Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.’ (The Church of England Education Office, 2019)

Our curriculum provides balanced, factual information about social, emotional and physical aspects of life, together with consideration of the broader ethical, spiritual, religious and moral dimensions that are involved.

Our curriculum is an integral part of the lifelong learning process, giving pupils knowledge and skills through opportunities and contexts for pupils to be prepared for the responsibilities and experiences during the present and for future life in a rapidly changing and challenging world.

At Wittersham, we aim to foster pupil wellbeing, raise self-esteem and develop resilience, which are fundamental to pupils being happy, successful and productive members of society. Throughout the teaching of Relationships Education and RSE, we take into account the interaction between the physical, mental, emotional and environmental factors which affect the health and wellbeing of every child.

Our teaching enforces the rule of law so pupils are aware of the wider implications of the decisions they make.

Our curriculum ensures both boys and girls are prepared for the changes adolescence brings and drawing on knowledge of the human life cycle set out in the National Curriculum for Science, understanding human reproduction and birth. Health Education, which is statutory from September 2020, covers the key facts about puberty and the changing adolescent body.

Relationships Education and RSE is developmental and supports our pupils’ ongoing emotional and physical, social, spiritual development effectively, understanding legal and moral aspects of relationships and sex. Our curriculum is delivered within the wider context of building self-esteem, emotional wellbeing, relationships and healthy lives, providing a solid foundation for further learning in secondary school and beyond.

In addition, Wittersham’s community believe Relationships Education and RSE should:

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Cooperation

- Encourage every pupil to contribute to our school community that aims to nurture each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness.
- Be inclusive of all and be accepting of diversity with our school community and the wider world. Family is a broad concept; not just one model, e.g. children living with step families, those living with same sex parents, children looked after, adopted children, extended family.
- Encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.
- Demonstrate the importance of values, individual conscience and moral choices.
- Generate an atmosphere where questions and discussion can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.
- Ensure pupils feel safe and supported at Wittersham and understand where they can get support, both whilst at Wittersham and into their future.

The school works towards these aims in partnership with parents and carers.

3) CURRICULUM IMPLEMENTATION AND DESIGN

At Wittersham, our Relationships Education and RSE curriculum in the context of our school ethos and community and specific lessons are developed through our PSHE programme, RE, Computing and Science lessons. This meets the current Spiritual, Moral, Social and Cultural development (SMSC), safeguarding and emotional wellbeing requirements, as well the requirements of the DfE Primary Relationships Education and Health Education Curriculum and National Curriculum Science from 2020.

Christopher Winter Project forms the basis of our Relationships Education and RSE curriculum at Wittersham. Staff have the flexibility to compliment the lessons as they deem appropriate.

The programme provides information which is easy to understand, relevant and appropriate to the age and maturity of the pupils. The scheme of work has been designed to run from Reception to Year 6.

As recommended by the DfE, our effective teaching ensures core knowledge is broken down into

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units of manageable size and communicated clearly with pupils, in a carefully sequenced way, with a planned programme of lessons. It is based on a spiral curriculum and pupils build on the knowledge they have previously acquired and apply it to age appropriate situations.

Staff are responsible for determining whether any additional content of sex education is needed in order to meet the needs of the pupils. If further teaching, outside of the planned RSE curriculum is considered, class teachers must discuss matters with the subject leader and subsequently, the senior leadership team.

a) Knowledge and Understanding within Relationships Education By the end of primary school, pupils will have been taught:

- To understand what a relationship is and recognise characteristics of such respectful relationships.
- To understand what a friendship is and recognise characteristics of caring friendships.
- To understand what a family means and who the people are that can support them.
- To recognise differences between families in school and in the wider world.
- To understand ways of managing positive online relationships.
- To understand ways of behaving appropriately and being safe, both in real-life and online.
- To know who can provide support and advice.

b) Knowledge and Understanding within RSE

The Relationships and Sex Education is divided into four parts:

- Puberty (statutory within Health Education and National Curriculum Science)
- Conception including sexual intercourse and IVF (non- statutory)
- Reproduction (statutory National Curriculum Science)
- Birth (statutory National Curriculum Science)

By the end of primary school, pupils will have been taught:

- To recognise and name the main external parts of the body including correct terminology for internal and external sexual organs.
- To know about human life processes such as puberty, conception (including IVF), reproduction and birth.
- To develop an understanding of the physical and emotional aspects of puberty.

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Compassion

Courage

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- To understand the difference between appropriate and inappropriate touch
- To understand acceptable personal boundaries and where to seek help if boundaries are not being respected
- To explain how HIV affects the body's immune system
- To know who can provide support and advice.

c) Through Relationships Education and RSE, pupils are given the opportunity to:

- Consider and explore the qualities of a range of different relationships.
- Develop the necessary skills in order to empower them to make positive decisions about their health and related behaviour for their future lives.
- Understand how to show respect for oneself and other people.
- Develop the ability of young people to make informed choices and responsible decisions.
- Combat ignorance and increase understanding by exploring information about physical, emotional and social aspects of human sexual relationships and development from conception to adulthood.
- Develop the necessary skills for effective communication.
- Counter unnecessary feelings of guilt and anxiety.
- Understand the value of and how to demonstrate respect, love and care.
- Develop skills including negotiation and decision making.
- Understand the importance of permission seeking/consent and giving, in relationships with friends, peers and adults.
- Challenge myths, misconceptions and false assumptions about normal behaviour.
- Feel reassured about available support and sources of advice.

d) Organisation of Relationships Education and RSE

Children are taught Relationships Education in class groups. RSE is taught in class groups from Year R to 4. In Year 5 and 6, while some sessions are taught in class groups, single gender groups are used as deemed appropriate and relevant.

Relationships Education is taught all year round. The majority of RSE is taught in Term 6. RSE may be taught weekly or may be blocked into longer sessions. It is up to the year group team's judgement as to how to organise the sequence of teaching.

All staff are made aware of this policy and other relevant policies. All staff arranging visitors to support RSE teaching, have a responsibility to share this policy, our school ethos and the way in which we have agreed to deliver our Relationships and RSE education.

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e) Safe and Effective Practice

Teachers have regular training from the subject leader and Coram Life Education regarding curriculum content, using Christopher Winter Project resources and effective curriculum delivery. Staff have shared and agreed a protocol for teaching Relationships Education and RSE in all year groups.

- Staff will establish a safe learning environment by...
 - Setting ground rules and creating a group agreement, using the ROCK agreement as a basis (R – respect, O – openness, C – confidentiality and K – kindness).
 - Discussing respect and pupil’s individuality.
 - Distancing the topic from the pupils themselves.
 - Allowing everyone to contribute.
 - Answering sensitive and controversial questions in a perceptive and unbiased manner.
 - Allowing pupils to raise questions anonymously through a class question box before and after the lesson.
 - Using distancing techniques such as depersonalising scenarios, using the third person and stories.
 - Considering the layout of the classroom to enable discussions.
 - Praising all efforts and involvement to develop trust.
 - Using correct terminology.

- All staff teaching Relationships Education and RSE are supported by the subject leader.

f) Resources

Wittersham follows the Christopher Winter Project for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

A variety of interactive resources such as video clips, quizzes and stories are used. The whole school half-termly unit, ‘Growing and Changing’ covers the majority of the Relationships and Sex Education curriculum.

The non-statutory aspect of RSE, conception, is taught during the SCARF ‘Making babies’ lesson in Year 6, Term 6.

g) SEND

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Children with special educational needs, physical disabilities and learning difficulties are taught our RSE progression according to their needs. We work in partnership with health staff, parent and carers sharing the curriculum and resources at pivotal points throughout the year. If it is deemed necessary, provision is made for SEND children to be taught in a small group or individually at a slower pace; they will cover the same learning questions. Teaching Assistants will receive appropriate training before delivering any part of our RSE curriculum.

4) MONITORING AND EVALUATING THE IMPACT OF RELATIONSHIPS EDUCATION AND RSE

It is the responsibility of the Senior and Middle Leadership Team to oversee and organise monitoring and evaluation, in the context of the overall school monitoring plans. The programme will be treated as part of PSHE and will be involved in a regular monitoring and evaluation.

A range of monitoring tools are used by the subject leader to ensure that children are receiving a robust and developmentally in-depth approach to Relationships Education and RSE. For example; pupil conferencing, book monitoring and observations.

At Wittersham we aim to nurture and empower the potential in everyone. Consequently, to ensure our programme is responsive in meeting the needs of all pupils, pupils are given the opportunity to feedback, in order to inform the future lesson planning and ensure progress.

In Year 5 and 6, when teaching RSE, a class question box is used to allow pupils to anonymously ask questions. This further ensures pupils' needs are valued and listened to. Each class has a class book to record Relationships Education lessons. Any written work or activities during RSE are recorded in Science books.

5) SPECIFIC ISSUES AND EQUAL OPPORTUNITIES

This policy is in line with our equal opportunities policy and reflects the high expectations of the school and wider community. Our teaching and provision has been carefully planned to comply with the relevant provisions on the Equality Act 2010. Under provisions of this act, staff and pupils will not discriminate against others because of age, race, disability, religion, belief, sexual orientation or gender reassignment.

Our Relationships Education and RSE are complemented and supported by our wider policies on behaviour, inclusion, respect for equality and bullying and safeguarding.

a) Provision for pupils who have reached puberty

- The school ensures that there is adequate support and facilities for girls reaching puberty.

b) Answering difficult questions

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- Sometimes an individual child may ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later.
- The school believes that teachers must use their skill and discretion in these situations and refer to the senior leadership team for advice if they are concerned.
- If questions are not relevant to the topic being taught or not age-appropriate, a discussion with the child is had and age-appropriate scenarios can be shared.
- Children are encouraged to ask their parents for further advice and information.

c) Special Educational Needs and Disabilities:

- Through high quality teaching, curriculum content is differentiated and personalised to meet the requirements for those with additional needs.
- It is ensured that the RSE content is accessible to all and delivery methods are altered accordingly; for example through signing, symbols or communication aids. Staff are mindful of preparing pupils for adulthood outcomes, as set out in the SEND Code of Practice 2017.
- Staff are aware that some pupils are more vulnerable to exploitation, bullying and other issues.
- We acknowledge that Relationships Education and RSE can be particularly important subjects for some children; for example those with Social, Emotional and Mental
- Health needs or learning disabilities. Such factors are taken into consideration when delivering these subjects.

d) Needs of boys as well as girls

- Both boys and girls are taught all aspects of the RSE curriculum. In the event of a pupil who is transgender, staff will ensure they are treated equally and encourage openness with pupils, staff and parents.

e) Ethnic, religious and cultural diversity

- The religious background of all pupils is taken into consideration when teaching Relationships Education and RSE.
- At Wittersham, we ensure core content is handled appropriately and parents are encouraged to discuss any specific beliefs or concerns with their child's class teacher and subject leader.
- Our school values of respect and self worth are paramount to all teaching.

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f) Varying home backgrounds

- Teaching recognises that our school community is diverse and consequently, staff and pupils come from a variety of family situations and home backgrounds. For example, family set-up, background, affluence etc.
- Teachings around such matters are taught sensitively and once again, respect and inclusivity underpin the teaching.

g) Sexual orientation

- Within teaching, all sexual orientations are acknowledged and individuality is highly respected. A sensitive, honest and balanced consideration is taken of sexuality.
- Any homophobic behaviour is dealt with seriously and our bullying policy is followed.

6) SAFEGUARDING

At the heart of the programme there is a fundamental need for keeping children safe.

Safeguarding and promoting the welfare of children is everyone's responsibility (Keeping Children Safe in Education, 2023). All staff have a responsibility to provide a safe environment in which children can learn.

A child's confidentiality is maintained subject to our agreed policies on Safeguarding and

Child Protection. If staff have a concern for the welfare of a child, our Designated Safeguarding Leads will be informed, evidence will be logged and our school Safeguarding Policy will be followed.

Good practice at Wittersham allows children to feel comfortable to discuss potentially sensitive issues with staff. Pupils are made aware of how to raise their concerns or make a report, if necessary.

a) Safeguarding Reports of Abuse and Confidentiality

When forming class agreement, it is made clear to pupils that all adults in school cannot

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guarantee absolute confidentiality.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Our Designated Safeguarding Leads must be informed.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Kent's Multi-Agency Child Sexual Exploitation Team (CSET) and a CSE Intelligence Form will be filled out identifying the young person and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's would be fully documented and reported.

These procedures should be read in conjunction with the Kent guidance 'Safeguarding Children Abused through Sexual Exploitation Procedures, 2017' and Department for Education, Child Sexual Exploitation, 2017.

7) PARTNERSHIP WITH PARENTS

As stated in our vision statement, we encourage parents to work closely with us to nurture their children's potential and to teach the values that underpin all of our relationships. We acknowledge parents have the most significant influence in enabling their children to grow, mature and to form healthy relationships.

Parents have been given the opportunity to understand the purpose and content of Relationships Education and RSE. Through good communication and opportunities for parents to understand and ask questions about our approach. Our curriculum content is clearly accessible on our school website.

A meeting is held for Year 5 parents in which the content of the Sex Education programme in Year 5 and Year 6 is explained and extracts of the material used is shown. Parents are given the option of viewing the video material used.

Parents are informed they have the right to withdraw their child from the non-statutory elements

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Compassion

Courage

Cooperation

of Relationships and Sex Education curriculum. Pupils cannot be withdrawn from the compulsory elements of sex education contained in the science National Curriculum nor the Relationships Education curriculum.

Parents considering exercising this right are encouraged to share their concerns and/or decisions with the Headteacher and subject leader at the earliest opportunity. This process will be documented and a record of any pupils withdrawn is kept.

Upon request, appropriate resources can be shared with parents about how they can support their children at home if they choose to withdraw from the non-statutory elements of Sex Education.

This policy has been shared and written in accordance with feedback from parents.

8) DISSEMINATION OF THE POLICY

All members of staff and governors have access to this policy. It is available for parents and visitors upon request and is accessible on our school website.

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