



Wittersham Church of England School Relationships and Sex Education (RSE) Policy

We strive to cooperate and work alongside 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 and experiences that promote courage and a strong moral purpose underpinned by our Christian values, preparing them to become compassionate citizens within our rural community and the wider world.

Revision History

Version	Date	By	Description
V01	May 2025	S.Coulson	New Policy

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1. Aims

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 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

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The aims of relationships and sex education (RSE) at Wittersham Church of England Primary School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

These aims are embedded in our Christian ethos and reflect our commitment to inclusive, respectful education for all.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We are not required to provide sex education, but we do teach the elements contained in the science curriculum.

In teaching RSE, we follow guidance outlined in section 403 of the Education Act 1996 and have regard to:

- Sections 406 and 407 of the Education Act 1996
 - Equality Act 2010 (including Part 6, chapter 1 and the Public Sector Equality Duty)
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3. Policy development

This policy has been developed in consultation with staff, pupils, parents and carers through review, feedback and formal ratification by the governing board.

4. Definition

RSE involves emotional, social and cultural development, learning about relationships, health, sexuality, diversity and identity. It is not about the promotion of sexual activity.

Relationships Education lays the foundations for positive relationships, including online safety. RSE includes understanding puberty, conception, reproduction and birth, in age-appropriate ways.

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5. Curriculum

Our curriculum, set out in Appendix 1, is shaped by our ethos and community, using PSHE, RE, Computing and Science. We use the Christopher Winter Project, enhanced by additional materials as needed. Lessons are designed as a spiral curriculum, revisiting key themes in age-appropriate ways.

We teach both statutory and non-statutory elements to meet pupils' needs and ensure preparation for adolescence. Teachers may adapt content with leadership consultation.

6. Delivery of RSE

Delivered through PSHE and other subjects, including RE and Science. Relationships Education is taught all year; RSE content is largely delivered in Term 6. Teachers use class and, when appropriate, single-gender groups. Sessions may be weekly or blocked.

6.1 Inclusivity We differentiate and personalise teaching for SEND pupils. TAs are trained to support or deliver content where needed.

6.2 Safe and effective practice We use the ROCK agreement (Respect, Openness, Confidentiality, Kindness) and ground rules to create safe learning. Pupils can ask questions anonymously. Staff use distancing techniques and sensitive handling of content.

6.3 Use of resources Resources are age-appropriate, evidence-based and from credible sources, aligned with guidance and our school values.

7. Use of external organisations and materials

We work with external providers when appropriate. All sessions and materials are reviewed in line with statutory requirements and our safeguarding policy. Staff remain present throughout sessions.

8. Roles and responsibilities

Governing board – Approves the policy and holds the headteacher accountable.

Headteacher – Ensures consistent delivery, manages withdrawal requests, and supports staff.

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Staff – Deliver RSE sensitively and inclusively, addressing questions appropriately and modelling positive attitudes.

Pupils – Engage respectfully and thoughtfully.

9. Parents' right to withdraw

Parents do not have the right to withdraw from statutory Relationships Education or content within the science curriculum.

Parents may request withdrawal from non-statutory sex education. Requests must be made in writing using Appendix 3. Discussions will be held with the Headteacher.

10. Training

Staff receive induction and ongoing training on RSE delivery. We invite external professionals to support CPD as needed.

11. Monitoring arrangements

RSE is monitored through lesson observations, planning scrutiny, book looks, and pupil voice, overseen by the PSHE lead and SLT. Progress is tracked through class books and science books.

12. Specific issues and equal opportunities

We uphold the Equality Act 2010. All pupils are taught inclusively, regardless of background or identity.

We respect diversity in family structures and ensure all sexual orientations and gender identities are acknowledged appropriately. Pupils are supported in recognising consent, boundaries and respectful behaviours.

Staff deliver differentiated content for SEND pupils and ensure sensitive issues are approached appropriately, consulting SLT where needed.

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13. Safeguarding

RSE promotes safeguarding. Staff follow KCSIE guidance. Concerns are referred to the Designated Safeguarding Leads and documented in line with our policy. Children are taught where to seek help and what to do if they feel unsafe.

Confidentiality cannot be guaranteed where safeguarding concerns arise. Any disclosures involving children under 13 are referred following Kent and national guidance.

14. Partnership with parents

We value our partnership with parents. The curriculum is shared via Class Dojo and parent meetings. Year 5 and 6 parents are invited to preview content.

We encourage open dialogue and support parents wishing to understand or discuss the curriculum further.

15. Dissemination of the policy

This policy is shared with all staff and governors and is available to parents via our website or upon request.

Appendix 1: By the end of primary school, pupils should know

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> · 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 represents 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	<ul style="list-style-type: none"> · 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

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situations and how to seek help or advice from others, if needed

Respectful relationships

- The importance of respecting others, even when they are very different from them (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 are 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 are 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 is 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 are 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**

Appendix 2: Parent/carer form: withdrawal from sex education within RSE

To be completed by parents/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reasons for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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To be completed by the school	
Agreed actions from the discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken.