



# 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	March 2025	S.Coulson	Updated Policy
V02	January 2026	Stella Coulson	Reviewed
V03	May 2026	Lynset Scott	Updated to reflect altered curriculum

*'On a voyage of discovery; learning and growing together in the light of God.'*

## Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSE
7. Use of external organisations and materials
8. Roles and responsibilities
9. Parents' right to withdraw
10. Training
11. Monitoring arrangements
12. Specific issues and equal opportunities
13. Safeguarding
14. Partnership with parents
15. Dissemination of the policy
16. Appendix 1: By the end of primary school pupils should know
17. Appendix 2: Parent form: withdrawal from sex education within RSE

### 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

The aims of relationships and sex education (RSE) at Wittersham Church of England

*'On a voyage of discovery; learning and growing together in the light of God.'*

Compassion

Courage

Cooperation

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)
- **Statutory guidance for RSE and Health Education (DfE – July 2025)**

## **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.

## **5. Curriculum**

*'On a voyage of discovery; learning and growing together in the light of God.'*

Our curriculum, set out in Appendix 1, is shaped by our ethos and community, using PSHE, RE, Computing and Science. We use **Kapow, which we have adapted and edited as appropriate,** 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. **This progresses in an age-appropriate way to prepare children for statutory content at secondary school.** 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 set 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.

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

Pupils – Engage respectfully and thoughtfully.

*'On a voyage of discovery; learning and growing together in the light of God.'*

## **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 4. 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.

## **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.

Compassion

Courage

Cooperation

#### **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.

*'On a voyage of discovery; learning and growing together in the light of God.'*

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

Topic	Should know
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> <li>· That families are important for children growing up because they can give love, security and stability</li> <li>· 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</li> <li>· 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</li> <li>· 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</li> <li>· That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>· How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>

<b>Caring friendships</b>	<ul style="list-style-type: none"><li>· <b>How important friendships are in making us feel happy and secure, and how people choose and make friends</b></li><li>· <b>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</b></li><li>· <b>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</b></li><li>· <b>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</b></li><li>· <b>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</b></li></ul>
---------------------------	---

## Compassion

## Courage

## Cooperation

### 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

## Compassion

## Courage

## Cooperation

<b>Online relationships</b>	<ul style="list-style-type: none"><li>· That people sometimes behave differently online, including by pretending to be someone they are not</li><li>· 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</li><li>· The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>· How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</li><li>· How information and data are shared and used online</li></ul>
<b>Being safe</b>	<ul style="list-style-type: none"><li>· What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>· 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</li><li>· That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact</li><li>· How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>· How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>· How to ask for advice or help for themselves or others,</li></ul>

*'On a voyage of discovery; learning and growing together in the light of God.'*

Compassion

Courage

Cooperation

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: Specific RSE content by year group**

Kapow RSE Units – Age Specific Teaching

	Unit	Outcomes	Key vocabulary
Y3	<i>Safety and the changing body (Y2 unit)</i> <b>Contact and body parts</b> <ul style="list-style-type: none"><li>· What are the correct names for our private parts? (L4)</li><li>· Why is my important for me to be in charge of my body? (L5)</li></ul>	<ul style="list-style-type: none"><li>· Know the name of parts of the body including those of the private parts for their gender.</li><li>· Know the people and organisations we can go to for help if we are concerned about something.</li><li>· Know that I can choose what happens to my body and give permission and take it away; explaining who I can talk to if I feel uncomfortable.</li></ul>	penis, vagina(vulva), gender, private parts,  'Pants Rule', safe touch, unsafe touch, permission

*'On a voyage of discovery; learning and growing together in the light of God.'*

## Compassion

## Courage

## Cooperation

<p>Y4</p>	<p><i>Safety and the changing body (Y4 Unit)</i>  <b>Puberty (feelings and simple body changes) and Growing Up</b></p> <ul style="list-style-type: none"> <li>· What physical changes will happen as I grow up? (L6)</li> <li>· How do male and female bodies change as they grow up? (L7)</li> </ul>	<ul style="list-style-type: none"> <li>· To understand I have changed physically and developed skills in my life so far.</li> <li>· To identify some physical changes I will go through before I become an adult.</li> <li>· To identify things I will be able to do when I am an adult that I cannot do now.</li> <li>· To understand that my body will change as I become an adult.</li> <li>· To understand that different changes happen to males and females.</li> <li>· To identify some physical differences between child and adult bodies. (periods)</li> <li>· To explain ways to look after my personal hygiene.</li> </ul>	<p>adult, change, develop,</p> <p>puberty, maturity, breasts, genitals, hygiene, penis, physical, testicles, worries</p>
<p>Y5</p>	<p><i>Safety and the changing body (Y5 Unit)* Adapted*</i>  <b>Puberty (body changes) Menstrual Cycle</b></p> <ul style="list-style-type: none"> <li>· Why does the human body change during puberty? (L4)</li> <li>· What emotional changes can happen in puberty? (L5)</li> </ul>	<ul style="list-style-type: none"> <li>· To understand how the body changes as a child becomes an adult.</li> <li>· I identify external parts of the body.</li> <li>· I identify internal reproductive organs.</li> <li>· To understand the process of the menstrual cycle.</li> <li>· To some changes I will go through during puberty.</li> <li>· To know who I can go to for help if I need to.</li> <li>· I understand that puberty may change my feelings as well as my body.</li> </ul>	<p>bleeding, egg/ovum, menstruation, period, period product, hormones, breaking voice, mood swings</p>

*'On a voyage of discovery; learning and growing together in the light of God.'*

## Compassion

## Courage

## Cooperation

		<ul style="list-style-type: none"> <li>I understand that everyone is different and these differences are normal.</li> </ul>	
Y6	<p><i>Safety and the changing body (Y6 Unit)* Adapted*</i></p> <p><b>Conception and Pregnancy</b></p> <ul style="list-style-type: none"> <li>What emotional and physical changes can happen in puberty? (Y5 recap L4)</li> <li>How do humans reproduce? (L5)</li> <li>How does a human baby develop in the womb? (L6)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what happens in the menstrual cycle.</li> <li>I understand the biological process of human reproduction.</li> <li>I can describe how a baby develops in the womb during pregnancy.</li> <li>I can identify some of the things a baby needs.</li> </ul>	<p>conception, reproduction, egg, sperm, erection, fertilise, relationship, sexual intercourse, age of consent, gestation</p>

### Appendix 3: Progression in Personal Development concepts

#### Progression of understanding concepts in Personal Development

	Consent	Changing Body	Challenging Discrimination	Tolerance & the wider world	Stereotypes
Year R	Asking permission	Growing	Asking an adult for help	Learning about other cultures	Respecting others' likes and dislikes
Year 1	Respecting 'no'	Looking after the body	Standing up for a friend	How to be a good friend	Jobs
Year 2	Body boundaries – good and bad touch	Body parts	Recognising inequality general	How to show respect	Boys and Girls toys and activities
Year 3	Consent vs. safety	Keeping your body healthy	Recognising inequality Charities for change	Different religions in the UK	Age and disability
Year 4	Changing your mind	Puberty (emotional changes)	Recognising inequality Race	Learning from and about other cultures	Different cultures
Year 5	Consent online	Puberty (body changes)	Recognising inequality Gender	Discussing opinions and beliefs	Gender roles
Year 6	Personal space and seeking support	Human reproductive changes	Human Rights	Diversity	Why stereotypes are harmful

*'On a voyage of discovery; learning and growing together in the light of God.'*

Compassion

Courage

Cooperation

**Appendix 4: Parent/carer form: withdrawal from sex education within RSE**

<b>To be completed by parents/CARERS</b>			
<b>Name of child</b>		<b>Class</b>	
<b>Name of parent/carer</b>		<b>Date</b>	
<b>Reasons for withdrawing from sex education within relationships and sex education</b>			

*'On a voyage of discovery; learning and growing together in the light of God.'*

**Compassion**

**Courage**

**Cooperation**

<b>Any other information you would like the school to consider</b>	
<b>Parent signature</b>	

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

*'On a voyage of discovery; learning and growing together in the light of God.'*