Wildground Federation

Relationships and Sex Education Policy

Introduction

This framework outlines the critical components that should form part of a comprehensive Relationships and Sex Education (RSE) policy in schools across England. This policy must adhere to the guidelines provided by the Department for Education (DfE) and reflect the regulations that form part of the Children and Social Work Act 2017, specifically with regards to making Relationships Education (in primary schools) and Relationships and Sex Education compulsory from September 2020. This policy follows the current statutory guidance outlined in the July 2025 updated guidance from the Department for Education – Relationships Education, Relationships and Sex Education (RSE) and Health Education. It is also aligned with Ofsted's inspection expectations.

Relationships and Sex Education (RSE) is compulsory from age 11 onwards. As a Federation we decide whether RSE, beyond that set out in the National Curriculum, should be included in the schools' curriculum, and if so, what it should consist of and how it should be organised. As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017 However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

RSE is an integral part of our Personal, Social, Health and Economic Education (PSHE), Social Moral Spiritual and Cultural education (SMSC), Citizenship curriculum and a Rights Respecting approach, areas which are considered important throughout the Federation. We believe that RSE is an ongoing process, which should start in the home and continue at school, and is done in partnership with parents and carers and where appropriate, anyone involved in supporting a child. We also believe that RSE supports children to gain the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

Positive efforts are made to inform and involve parents and carers in the both the content of the RSE offered and the way in which it is taught. Parents have the right to withdraw their children from all or part of any RSE provided other than what is a requirement under the Early Years Foundation Stage Profile and National Curriculum. If parents wish to withdraw their child from RSE then the parents or carers must meet and discuss their decision with the Executive Head Teacher.

Definition

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

It has three main elements:

- ***Attitudes and Values***

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage and partnerships, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

- ***Personal and Social Skills***
  - learning to manage emotions and relationships confidently and sensitively;
  - developing self-respect and empathy for others;
  - learning to make choices based on an understanding of difference and with an absence of prejudice;
  - developing an appreciation of the consequences of choices made;
  - managing conflict; and
  - learning how to recognise and avoid exploitation and abuse.

- ***Knowledge and Understanding***
  - learning and understanding physical development at appropriate stages;
  - understanding human sexuality, reproduction, sexual health, emotions and relationships;

Aims

The aim of RSE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour and enable them to show an understanding of and acceptance of all areas within the equalities act. In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work, in the community and beyond. Our programme of study aims to prepare a stable foundation on which to build the RSE Secondary Framework. In order to achieve this we will:

- provide a secure, sensitive and caring framework where learning and discussion can take place
- provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- encourage the use of correct vocabulary
- help children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- help pupils through their early physical, emotional and moral development, helping them to understand their bodies and the changes that occur in them as they grow and mature
- support children in learning respect for themselves and each other, building on an understanding of the different relationships with family and friends and to move confidently from early childhood into adolescence
- ensure that RSE is available to all children regardless of gender, ability, cultural, medical or religious background in line with the Federation's policy on equal opportunities.

Roles and responsibilities

The Executive Headteacher
The executive headteacher alongside PSHE lead is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE

Staff are responsible for:
➢ Delivering RSE in a sensitive way
➢ Modelling positive attitudes to RSE
➢ Monitoring progress
➢ Responding to the needs of individual pupils
➢ Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Provision

Our curriculum in Relationships education coincides with our PSHE scheme of '1decision'. To the teacher's discretion, they may need to adapt it as and when necessary. Relationship and Health Education is statutory and taught throughout the school at an age and stage appropriate level.

The Provision of RSE is linked to the Early Years Foundation Stage Profile and **Science National Curriculum** where pupils are required to learn to:

Early Years

- develop a positive sense of themselves and others
- form positive relationships and develop respect for others
- develop social skills and learn how to manage their feelings
- understand appropriate behaviour in groups
- have confidence in their own abilities

Key Stage 1

- identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- describe the changes as humans develop to old age.

Rights respecting approach

Through the Federation's PSHE, SMSC and Citizenship curriculum and Rights Respecting approach which comprises continuous work on relationships and decision making as well as specific RSE units. Each year group's curriculum is planned to be taught in an age and stage appropriate manner and is delivered by the school staff, and where appropriate, invited professionals.

Throughout this teaching and learning:

- discussion will be encouraged at all times
- ground rules for discussion excluding personal questioning of staff or pupils will be established
- personal beliefs of teachers will not influence the teaching of RSE
- questions will be dealt with in a sensitive, open, frank and matter of fact way
- questions concerning homosexuality, sexually transmitted diseases and contraception will be answered, challenged or referred, in an appropriate manner with school staff using their own discretion
- children will be taught alongside their peers with separate groups when and if appropriate while ensuring equality for all children.

Visitors

If appropriate and available, visitors, such as the school nurse, will be invited in to support delivery of our RSE programme. When using visiting speakers, we will ensure that:

• the ethos and approach of the school to RSE is explained and jointly planned with the teacher
• their approach compliments the philosophy and aims of the school programme
• class staff are present so they can follow up the input at a later stage.
• the visitor has experience and expertise in RSE and working with children.
• children are told that the visitor is coming in beforehand and spend time preparing for the session e.g. deciding what questions they want to ask.

Confidentiality

Teachers are aware that effective RSE, which brings an understanding of what is not acceptable in a relationship, can lead to disclosure of a safeguarding or child protection issue. In line with the Federation's policies (available on the website) for safeguarding children if any member of staff feels that a pupil is at risk of any type of abuse then this must be referred to the Designated Safeguarding Lead. Pupils will be made aware that staff cannot offer unconditional confidentiality and will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported as appropriate.

Assessment, Recording and Reporting

Each unit will be assessed against specific statements as indicated in planning. Additionally, observations can be taken of individual responses to RSE units of learning and may be included in a child's reported statement of progress in personal and social development.

Monitoring and Evaluation

The Governing Body have overall responsibility for this policy. In order to ensure the effectiveness and relevance of the programme, this policy and the content of the teaching programme will be reviewed in light of: parental feedback, teacher evaluations, pupil input, local authority recommendations and any changes in Government guidance or legislation.

The delivery of RSE is monitored by the PSHE Coordinator through:

- Book scrutinises,

- discussion with pupils and staff,
- learning walks,
- examination of assessment data,
- supportive lesson observations if and when appropriate
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Sex Education and Parental Support

At Wildground, we offer Sex Education to Year 6 children. Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025 states that, whilst Sex Education at primary remains non-statutory, it is recommended for children in Year 5 and 6.

As a Federation, we have always taken steps to pro-actively engage parents within our curriculum and delivery and this extends to Sex Education. We ensure that all Year 6 parents and guardians aware of the content of lessons in advance, including offering them support in talking to their children about sex education. This is offered formally by both the Year 6 team of staff and the PSHE Co-ordinator as after-school drop-ins, but we understand that questions and queries can arise at any time and always encourage parents to come forward to speak with us whenever they have a concern.

We believe that an effective and high-quality RSE education is at the heart of prompting and protecting the wellbeing of all children. A strong parent-school relationships alongside only adds more benefits by ensuring the same key messages are being reinforced at both home and in the classroom.

All parents and guardians are made aware that they have the right to withdraw their child from some or all of sex education (other than that which is a part of the statutory science curriculum). The process for this is also explained, with parents and guardians being directed to meet with our Heads of School to discuss. Headteachers in primary schools must automatically grant requests to withdraw a pupil from sex education (other than where it is part of the statutory science curriculum).

Where a child is withdrawn from sex education, this process is documented by our school to ensure that this child receives an 'appropriate, purposeful education during the period of withdrawal' as outlined in. Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025.