

Walbottle Village Primary



Relationship and Sex Education Policy

Aims

At Walbottle Village Primary the aims of relationships and sex education (RSE) at our 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 and respect for others, confidence, compassion and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory requirements

As a primary school within Valour Academy, 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 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Walbottle Village Primary we teach RSE as set out in this policy.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our RSE curriculum is taught in conjunction with the personal, social and health education (PSHE) curriculum. Pupils may also receive further educational sessions delivered by a healthcare professional. Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings – this is delivered by a healthcare professional and families are informed of when this will occur.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Delivery of RSE

The personal beliefs and attitudes of staff at Walbottle Village Primary will not influence the teaching of RSE. A balanced and non-judgemental approach will be taken. Staff and all those contributing to RSE will work to the agreed values within this policy.

The delivery of formal RSE within the PSHE curriculum is the responsibility of all staff, led by the PSHE/RSE subject lead. However, at Walbottle Village Primary, we recognise it is good practice to include outside agencies in the delivery, where appropriate.

Across all key stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures. Along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- Makes pupils feel safe and supported
- Makes pupils able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats

Given careful consideration to the level of differentiation needed.

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that agencies and materials used through our PSHE scheme of work Kapow, are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
 - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Share all external materials with parents and carers
- We won't, under any circumstances:
- Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The Local Advisory Board

The LAB will approve the RSE policy, and hold the head teacher to account for its implementation.

The head teacher

The head teacher is responsible, with support from the subject lead, for ensuring that RSE is taught consistently across the school and guidelines are followed.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the subject lead.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education. At Walbottle Village Primary we do not teach non-statutory/non-science components of sex education with RSE. Parents/carers who have concerns about the teaching of RSE are encouraged to speak with the class teacher and/or subject lead.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The subject lead will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the subject lead through lesson observations, pupil discussions, and work scrutinise.

Pupils' development in RSE is monitored and assessed by class teachers through our PSHE scheme of work, as part of our internal assessment systems.

March 2025