Wessex Gardens Primary and Nursery School

Relationship and Sex Education (RSE) and Health Education Policy 2026/27

At Wessex Gardens we believe that every child has the right to feel safe and to be protected from any situation or practice that could result in them being harmed. Each child's welfare is of paramount importance and we are committed to safeguarding and promoting the welfare of all children in our care, and we expect all staff, governors, placements and volunteers to share this firm commitment.

Growing Together

Wessex Gardens Primary and Nursery School is a place where we grow kind, confident, resilient and independent lifelong learners in a trusting and honest environment. Here everyone is welcome and valued. We are motivated and supported to reach our full potential as we continue to aspire to excellence.

This policy was considered by the Governing Body on 24th March 2026

Approved by:	**Alexander Banks**	**Jacqui Zinkin**
Designation:	**Headteacher**	**Chairman of the Governing Body**
Signed:		
Date:	**24 March 2026**	**24 March 2026**
Review Date	**March 27**	**March 27**

Relationship and Sex Education Policy

1. This policy was written in consultation with staff, children, parents/carers and governors.

This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Anti – Racism Policy
- Anti – Homophobia Policy
- SEND Information Report

2. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

2.1 School Handbook / Prospectus
2.2 Staff Handbook / Induction materials
2.3 Governor Handbook / Induction materials
2.4 Pupil documentation

3. Purpose of RSE Policy

This policy has been written as a statutory requirement and to:

3.1 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
3.2 Give information to parents and carers about what is taught and when
3.3 Give parents and cares information about their involvement with RSE
3.4 Give a clear statement on what the school aims to achieve form RSE and why it thinks RSE is important
3.5 Clarify the content and manner in which RSE is delivered

4. How the RSE Policy was developed

This policy was developed as part of their statutory responsibility by the school governors in consultation with:

- children (school council)
- staff
- parents and carers
- Barnet PSHE Advisor

5. Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in the Summer Term of the 2020/2021 academic year, but schools are advised to start following it as soon as they are ready. Expectations on primary schools are as follows:

5.1 Relationships Education will be compulsory in all primary schools (or those children receiving primary education) – this includes academies, free schools and independent schools
5.2 Health Education will be compulsory in all primary and secondary schools (or those children receiving primary or secondary education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

6. Sex Education

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age, physical and emotional maturity of the children. In addition to statutory science and the new statutory Relationships and Health Education (see 10.5), we will be delivering two lessons in Year 6 which go beyond the science curriculum, and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have, and are taught in the context of healthy adult relationships. Year 6 teachers will make it clear which lessons sit within sex education, and outline your right to withdraw your child from these lessons.

7. Aims of RSE

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

8. Moral and Values framework

RSE will be delivered within the school's agreed aims, values curriculum intent, which is sensitive to the needs and beliefs of children, parents/carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Relationship and sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents/carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that children should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture, race and sexual orientation

9. Content and Organisation of the Programme

9.1 Timetable allocation: 1 hour per week

9.2 Groupings: Class groupings, apart from for Sex Education, where children will be grouped by gender

9.3 Staff Involved: The content will be delivered by the class teachers.

9.4 Where taught: Dedicated PSHE lessons, Science, RE, assemblies and special events, e.g. sports week / assemblies / special events

9.5 Curriculum Content:

Statutory content is as follows:
Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the 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
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents/carers

Relationships Education

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

9.6 How taught:

- Teachers will set a group agreement with children to ensure that an atmosphere is created where children feel able to discuss concerns, feeling and relationships
- It should be recognised that questions from children will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of children. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the content, a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

10. Being an Inclusive School

Being an inclusive school means that:

- We teach acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law.
- We recognise that children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds.
- Some children, parents/carers and staff will identify as LGBT+.
- Families can include single parent families, LGBT parents/carers, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures.
- Some children may have a different structure of support around them (for example: looked after children or young carers)

11. Meeting the Needs of SEND Children

These lessons need to be accessible to all children including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These children can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all children by using appropriate resources, small group work and providing CPD for teachers.

12. Confidentiality Statement

The school will ensure that children know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents/carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to children. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

13. Assessing RSE and Monitoring the Programme

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess children's progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the children, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of children, staff and parents/carers will be sought and taken into account as the programme develops and changes.

14. Teachers' Responsibilities

To reassure parents/carers, children and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above.

15. Training staff to deliver RSE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development / in-house CPD / external training courses. Training could include:

- What to teach and when

- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving children in their own learning
- Managing sensitive issues

16. Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents/carers are invited to read the RSE policy. This helps to establish consultation and a partnership with parents/carers, which reinforces the dual responsibility for RSE learning. Parents/carers are kept informed about the content of the programme, and will be invited in to view the resources in the Summer Term.

Up until September 2020 parents/carers had a right to withdraw their child from those aspects of Relationships and Sex Education that are not included in the statutory science curriculum. From September 2020 parents/carers have the right to withdraw their child from Sex Education (as outlined above). From September 2020 parents/carers do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear in the school handbook/brochure
2. By inviting parents/carers to discuss personal development when their child enters the school
3. By inviting parents/carers to a meeting to discuss RSE in the school.

Parents/carers of year 6 children have a right to withdraw their children from the 'sex education' elements of RSE lessons (as outlined in point 7). If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the headteacher. A request for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

Alternative work will be given to children who are withdrawn from sex education.

17. Answering children' questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a question, we would follow our safeguarding procedures. Children who do not have their questions answered may look to other sources for information, such as the internet.

18. Working with the Wider Community

The following individuals were consulted in the development of this policy:

School nurse/ health professionals/ Barnet PSHE Advisor

19. Disseminating and Monitoring the RSE Policy

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be published on the school website and made freely available to parents/carers on request.

Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.

The policy will be reviewed annually.

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy

Appendix 1

Parent form for withdrawal their child from Sex Education within RSE

TO BE COMPLETED BY PARENT/CARER			
Name of child		C	
Name of parent/carer		D	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	