



‘All individuals matter’

RSE Policy

Date Ratified by Governors	July 2026
Review Date	July 2027
Signed by Chair of Governors	<i>L.Grove</i>
Name of Chair	Mrs Lynsey Grove

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1. Aims

The aims of Relationships and Sex Education (RSE) at Winchelsea Primary School are to:

- Provide a safe, inclusive and supportive framework in which sensitive discussions can take place.
- Prepare pupils for puberty by giving them an age-appropriate understanding of human development, sexual development and the importance of personal hygiene and healthy lifestyles.
- Help pupils develop self-respect, confidence, resilience, empathy and emotional literacy.
- Promote healthy, positive and respectful relationships built on kindness, honesty, trust, equality and mutual respect.
- Teach pupils the importance of personal boundaries, privacy and consent in age-appropriate ways.
- Develop pupils' understanding of healthy friendships, family relationships and respectful behaviour towards others.
- Promote equality, challenge prejudice, sexism, misogyny and harmful stereotypes, and encourage pupils to value diversity and inclusion.
- Equip pupils with the knowledge and skills to stay safe both offline and online, including understanding age-appropriate online risks, digital behaviour, image sharing and where to seek help if they feel unsafe.
- Encourage pupils to recognise trusted adults and develop the confidence to ask for help when they are worried, uncomfortable or at risk.

- Teach pupils the correct scientific vocabulary to describe themselves, their bodies and human development.
- Work in partnership with parents and carers to support pupils' personal development, wellbeing and preparation for later life.

2. Statutory Requirements

As a maintained primary school, Winchelsea Primary School provides Relationships Education to all pupils under Section 34 of the Children and Social Work Act 2017.

Primary schools are not required to teach sex education beyond the requirements of the National Curriculum for Science. However, the school chooses to provide age-appropriate elements of sex education to support pupils' understanding of human development and prepare them for the physical and emotional changes associated with puberty.

In delivering Relationships and Sex Education, the school has regard to statutory guidance issued by the Secretary of State under Section 403 of the Education Act 1996, including the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2025), which became statutory from 1 September 2026.

The school also fulfils its duties under:

- Sections 406 and 407 of the Education Act 1996
- The Children and Social Work Act 2017
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty under Section 149 of the Equality Act 2010, which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations between people who share protected characteristics and those who do not
- Relevant safeguarding legislation and statutory guidance, including Keeping Children Safe in Education

At Winchelsea Primary School, Relationships and Sex Education is delivered in accordance with this policy and reflects our school motto, "All Individuals Matter."

The curriculum is carefully planned to be age-appropriate, evidence-informed and inclusive. It promotes pupils' physical health, emotional wellbeing and personal development while supporting safeguarding and preparing children for life in modern Britain.

The school recognises that Relationships Education is compulsory for all primary-aged pupils. Parents and carers retain the legal right to request that their child be withdrawn from the non-statutory elements of sex education, but not from Relationships Education, Health Education or the statutory Science curriculum.

3. Policy Development

This policy has been developed through consultation with staff, pupils, parents/carers and governors and reflects current statutory guidance, safeguarding expectations and the needs of our school community.

The policy development process included:

1. Review – The PSHE/RSE Lead reviewed the existing policy alongside current legislation, statutory guidance, safeguarding requirements and local priorities.
2. Staff Consultation – Teaching and support staff were invited to review the policy and contribute recommendations based on curriculum delivery and pupil need.
3. Parent and Carer Consultation – Parents, carers and other stakeholders were given opportunities to review the policy, ask questions and provide feedback on the curriculum and teaching approach.
4. Pupil Voice – Pupils' views and experiences were considered to ensure the curriculum is relevant, age-appropriate and responsive to their needs.
5. Governor Review and Ratification – Following consultation, the revised policy was presented to the Governing Board for discussion, approval and formal ratification.

The policy will be reviewed annually, or sooner if there are significant changes to statutory guidance, legislation or local safeguarding priorities.

4. Definition

Relationships and Sex Education (RSE) is lifelong learning about the emotional, social and physical aspects of growing up, healthy relationships, families, friendships, personal wellbeing and keeping safe.

RSE enables pupils to develop the knowledge, understanding and skills they need to build positive relationships, respect themselves and others, make informed choices, recognise healthy and unhealthy behaviours, and know how and when to seek help.

RSE includes learning about healthy lifestyles, mental wellbeing, diversity, equality, online safety, personal identity and the changes that occur during puberty. It also helps pupils develop communication, decision-making and relationship skills that will support them throughout their lives.

Teaching is age-appropriate, evidence-informed and delivered within a safe, inclusive and supportive learning environment.

RSE is not about the promotion of sexual activity. It is about preparing children for life, helping them stay safe and supporting them to develop into healthy, respectful and responsible members of society.

5. Curriculum

Our RSE curriculum is set out in Appendix 1 and is reviewed annually to ensure it remains compliant with statutory guidance and reflects the needs of our pupils.

The curriculum has been developed in consultation with parents and carers, pupils, staff and governors, taking account of pupils' age, developmental stage, individual needs and backgrounds.

If pupils ask questions outside the planned curriculum, teachers will respond in an honest, factual and age-appropriate manner, ensuring pupils receive accurate information whilst safeguarding their wellbeing and encouraging them to seek guidance from trusted adults

rather than unreliable online sources.

The school is committed to maintaining strong partnerships with parents and carers. Curriculum overviews and teaching materials will be made available upon request, and information about RSE will be shared through the school website and parent communications where appropriate.

Primary sex education focuses on:

- preparing pupils for the physical and emotional changes associated with puberty;
- understanding human reproduction in accordance with the National Curriculum for Science;
- understanding how babies develop before birth and are born in an age-appropriate manner.

Throughout the curriculum, pupils develop knowledge and practical skills that enable them to:

- build healthy and respectful relationships;
- communicate effectively and resolve disagreements appropriately;
- recognise and respect personal boundaries;
- understand the importance of kindness, empathy and inclusion;
- identify trusted adults and seek help when needed;
- make safe choices both online and offline.

The curriculum reflects current safeguarding priorities, including online safety, respectful relationships, emotional wellbeing and recognising situations that may place children at risk.

For further information, please refer to the Curriculum Map in **Appendix 1**.

6. Delivery of RSE

Relationships and Sex Education at Winchelsea Primary School is delivered in accordance with our motto, "All Individuals Matter," and reflects our commitment to ensuring every child feels valued, respected and supported.

We follow the Kapow Primary PSHE & RSE Scheme, which provides a progressive and comprehensive programme covering Relationships Education, Health Education and personal development. Biological aspects of human development are taught through the Science curriculum, while opportunities to explore moral, cultural and ethical issues are supported through Religious Education and the wider curriculum.

RSE is taught in an age-appropriate, inclusive and sensitive manner. Lessons are adapted to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND), through appropriate differentiation, visual resources, practical activities and additional adult support where required.

Teaching provides a safe and respectful environment where pupils are encouraged to ask questions, express their views appropriately and develop confidence in discussing sensitive issues. Staff always follow the school's safeguarding procedures and respond appropriately to any concerns or disclosures.

Teaching promotes:

- kindness, empathy and compassion;
- healthy, respectful relationships;
- equality, dignity and inclusion;
- resilience and emotional wellbeing;
- confidence and self-respect;
- personal responsibility and accountability.

In line with current statutory guidance, pupils are also supported to develop an age-appropriate understanding of:

- personal boundaries and consent;
- recognising respectful and disrespectful behaviour;
- challenging bullying, discrimination, sexism and harmful stereotypes;
- the importance of positive role models;
- keeping themselves safe online;
- recognising inappropriate behaviour and knowing how to report concerns;
- respecting differences while treating everyone with dignity and kindness.

Relationships 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

These themes are taught progressively across the school and are supported through wider safeguarding education and personal development opportunities.

Teaching takes place within the context of family life, recognising that families come in many different forms, including single-parent families, blended families, adoptive families, foster families, families headed by grandparents and families with same-sex parents. Teaching is inclusive and respectful of every child's circumstance, including looked-after children and young carers.

The school teaches information in accordance with current legislation and statutory guidance. Staff present information impartially and sensitively, ensuring that pupils receive accurate, age-appropriate information while respecting the protected characteristics set out in the Equality Act 2010.

The school will not promote unlawful activity or extremist views and will continue to uphold the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

For further information about curriculum content, please refer to **Appendices 1 and 2**.

6.1 Inclusivity

Relationships and Sex Education is delivered in a manner that:

- recognises and values the diversity of our pupils and families;
- is inclusive, respectful and accessible to all learners;
- reflects pupils' age, stage of development and individual needs;
- is sensitive to pupils' backgrounds, experiences and beliefs;
- enables every pupil to feel safe, respected and able to participate.

Teaching may take place through:

- whole-class lessons;
- small-group sessions;
- targeted interventions;
- one-to-one discussions where appropriate;
- carefully planned digital learning activities.

Teachers use appropriate differentiation to ensure all pupils, including those with SEND, can access learning and achieve positive outcomes.

6.2 Use of Resources

All teaching resources used within RSE are carefully selected to ensure they:

- align with current statutory Relationships, Sex and Health Education guidance;
- support pupils in applying their learning in a variety of contexts;
- are appropriate for pupils' age, maturity and developmental stage;
- are factually accurate, evidence-informed and free from bias;
- reflect current safeguarding priorities and emerging risks;
- support equality, inclusion and respect for diversity;
- are obtained from credible and reputable sources;
- complement the school's curriculum and teaching approaches;
- are sensitive to pupils' experiences and minimise the risk of causing distress;
- promote critical thinking, respectful discussion and informed decision-making.

Teaching materials are reviewed regularly to ensure they remain accurate, relevant and appropriate for the needs of our pupils.

7. Use of External Organisations and Materials

Winchelsea Primary School may use external organisations and specialist visitors to enrich and support the delivery of Relationships and Sex Education (RSE). External contributors complement, but do not replace, the planned curriculum delivered by school staff.

The school remains responsible for all teaching delivered to pupils and for ensuring that any external speakers, organisations and resources are appropriate, balanced, evidence-informed and compliant with statutory guidance.

All external organisations and materials will:

- support the aims and values of this policy;
- be appropriate to pupils' age, maturity and developmental stage;
- reflect current statutory Relationships, Sex and Health Education guidance;
- promote equality, inclusion, respect and safeguarding;
- comply with:
 - this policy;
 - the Teachers' Standards;
 - the Equality Act 2010;
 - the Human Rights Act 1998;
 - the Education Act 1996;
 - safeguarding legislation and statutory guidance;
- present information in an impartial and balanced manner;
- avoid promoting political views or contested opinions as factual.

Before working with an external organisation, the school will:

- review the organisation's experience, reputation and suitability;
- ensure all speakers understand the intended learning outcomes;
- review all teaching materials in advance;
- ensure resources are factually accurate, evidence-informed and age-appropriate;
- consider feedback from other schools or organisations where appropriate;
- complete appropriate safeguarding and visitor checks;
- ensure all visitors follow the school's safeguarding procedures;
- ensure a member of school staff is present throughout every session;
- remind staff that they may pause or end a session if concerns arise;
- consider the organisation's arrangements for photography, recording and the use of personal information;
- make curriculum information and external teaching materials available to parents and carers on request where appropriate.

The school will not work with organisations or individuals that:

- promote extremist or unlawful views;

- undermine the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs;
- provide materials that are not evidence-based or are inconsistent with statutory guidance;
- seek to influence pupils towards political viewpoints.

8. Roles and Responsibilities

8.1 The Governing Board

The Governing Board is responsible for:

- approving the RSE Policy;
- ensuring the school fulfils its statutory responsibilities;
- monitoring the effectiveness of RSE provision;
- holding the Headteacher to account for the implementation and quality of the curriculum.

8.2 The Headteacher

The Headteacher is responsible for ensuring that:

- RSE is delivered consistently across the school;
- staff receive appropriate training and support;
- suitable teaching resources are available;
- parents and carers receive clear information about the curriculum;
- requests for withdrawal from non-statutory sex education are managed in accordance with statutory guidance;
- the policy is implemented, monitored and reviewed regularly.

8.3 Staff

All staff involved in delivering RSE are responsible for:

- delivering lessons in a sensitive, inclusive and age-appropriate manner;
- creating a safe learning environment where pupils feel respected and supported;
- modelling respectful relationships and positive attitudes;
- promoting equality, kindness, empathy and inclusion;
- responding appropriately to pupils' questions and individual needs;
- following safeguarding procedures where concerns arise;
- monitoring pupils' understanding and progress;
- contributing to the ongoing review and development of the curriculum.

Teachers do not have the right to withdraw from teaching statutory Relationships Education. Any concerns about teaching aspects of the curriculum should be discussed with the Headteacher.

Class teachers have primary responsibility for delivering the RSE curriculum within their year groups, supported by senior leaders and the PSHE Lead where appropriate.

8.4 Pupils

Pupils are expected to participate positively in RSE lessons and to:

- treat others with kindness, dignity and respect;
- listen to different viewpoints respectfully;
- contribute appropriately to discussions;
- respect the privacy and feelings of others;
- follow the agreed class rules for discussing sensitive issues.

9. Parents' Right to Withdraw

Parents and carers do not have the right to withdraw their child from:

- statutory Relationships Education;
- Health Education;
- the statutory Science curriculum.

Parents and carers have the right to request that their child be withdrawn from the non-statutory elements of primary sex education.

Requests for withdrawal should be made in writing using the form included in **Appendix 3** and submitted to the Headteacher.

The Headteacher will meet with parents or carers to discuss the request, explain the curriculum and ensure they understand the purpose and content of the lessons before any decision is finalised.

Where a pupil is withdrawn from non-statutory sex education, appropriate alternative educational activities will be provided.

The school values its partnership with parents and carers and will ensure curriculum information and teaching resources are available to support informed discussions about RSE.

10. Training

The school is committed to ensuring that all staff delivering Relationships and Sex Education have the knowledge, skills and confidence to do so effectively.

Training forms part of staff induction and the school's continuing professional development programme.

Professional development may include:

- statutory RSE requirements;
- safeguarding responsibilities;
- child development and puberty education;
- consent and personal boundaries;
- respectful relationships;
- online safety and emerging technologies;
- equality, diversity and inclusion;
- responding appropriately to pupils' questions.

Where appropriate, the Headteacher may invite external professionals, including school nurses and health practitioners, to provide specialist training or support.

Training needs will be reviewed regularly to ensure staff remain confident in delivering high-quality RSE.

11. Monitoring Arrangements

The quality of Relationships and Sex Education is monitored through:

- curriculum planning reviews;
- lesson visits and learning walks;
- book scrutiny where appropriate;
- pupil voice activities;
- staff feedback;
- monitoring of safeguarding themes and pastoral support;
- review of curriculum resources.

Pupils' learning and understanding are assessed by class teachers as part of the school's ongoing assessment processes.

The PSHE Subject Lead and Headteacher will review the effectiveness of the RSE curriculum annually and report findings to the Governing Board.

This policy will be reviewed annually, or sooner if there are significant changes to legislation or statutory guidance.

The Governing Board will formally approve the policy following each review.

Next review date: July 2027.

Appendix 1: Curriculum map

	Autumn 1					Autumn 2					Spring 1					Spring 2					Summer 1					Summer 2				
	Self regulation: My feelings					Building relationships: Special relationships					Managing self: Taking on challenges					Self-regulation: Listening and following instructions					Building relationships: My family and friends					Managing self: My wellbeing				
Year 1	My healthy self: How can we look after our emotions?					Connecting with others: How can I help myself and others feel happy and safe?					The online world: How do we spend time online?					Citizenship: How can I help others and the environment?					Health protection: How can I protect myself and others in daily life?					Staying safe: How can I stay safe?				
Year 2	My healthy self: How can we look after our bodies?					Connecting with others: How can I build safe, kind and caring relationships with others?					The online world: How can we stay safe online?					Citizenship: How do people belong to a community and earn money?					Growing up: How can we look after and respect our bodies as we grow?					Staying safe: How can I make safe choices in different places?				
Year 3	My healthy self: How can I take care of my mind and body?					Connecting with others: What helps us feel safe and included?					The online world: How should we communicate online?					Citizenship: What rights and responsibilities do we have?					Health protection: How can we prevent illness and injury and respond if they happen?					Citizenship: What careers do people choose and why?				
Year 4	My healthy self: How can I make healthy choices?					Connecting with others: How can we respect each other?					The online world: How can we decide what to trust online?					Citizenship: How can I spend money wisely?					Growing up: How will my body and emotions change as I grow up?					Staying safe: What signs help me recognise what is safe or unsafe?				
Year 5	My healthy self: How can I support my mind and body as I grow?					Connecting with others: Why are healthy relationships important?					The online world: How am I influenced by what I see online?					Citizenship: How can we make a difference in our communities and beyond?					Growing up: How can I manage the changes to my body and emotions as I grow up?					Citizenship: How can we be in control of our money?				
Year 6	My healthy self: How do my choices today shape my future health?					Connecting with others: What does it mean to stand up for myself and others?					Online world: How do I feel about the things I see online?					Citizenship: How can we protect everyone's rights?					Staying safe: How can I stay safe as I grow up?					Sex education: How do people become parents and carers?				

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ol style="list-style-type: none"> 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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	<ol style="list-style-type: none"> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ol style="list-style-type: none"> 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	PUPILS SHOULD KNOW
Online Safety and Awareness	<ol style="list-style-type: none"> 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

TOPIC	PUPILS SHOULD KNOW
Being safe	<ol style="list-style-type: none"> 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			

TO BE COMPLETED BY PARENTS/CARERS	
Any other information you would like the school to consider	
Parent signature	

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

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