Water Street School Primary School

Relationships & Sex Education Policy

(inclusive of the PSHE curriculum)

Date Adopted: July 2026

Review Date: July 2028

Status: Statutory

Reviewed by: Full Governing Body

How this policy was developed

This Relationship and Sex Education (RSE) policy has been developed in consultation with teaching staff, governors, pupils and parents. We have listened and responded to all views to strengthen the policy and ensure it meets the needs of all pupils. The policy has been approved by the school's governing body.

Legal requirements of schools

This policy takes full account of the school's legal obligations, including:

- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- DfE 'Keeping Children Safe in Education'
- Children and Social Work Act (2017), section 34
- Education Act 1996
- Equality Act 2010

The school ensures that all statutory Relationships Education and Health Education requirements are met in full.

What PSHE, including Relationships Education (RSE), is

At Water Street School, PSHE education—including statutory Relationships and Health Education, and non-statutory Sex Education as recommended by the DfE—provides a framework through which key skills, attributes and knowledge are developed and applied.

This promotes:

- Positive behaviour
- Good mental health and wellbeing
- Resilience and achievement
- Online safety
- Healthy and safe relationships
- Critical understanding of media messages
- The ability to share opinions and ideas
- Skills to negotiate and assert themselves now and in the future

PSHE/RSE supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to solve problems.

The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. Our planned thematic programme follows a **spiral curriculum**, revisiting with progression key themes at an age-appropriate level.

The programme aims to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;

2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

PSHE/ RSE at Water Street School make a significant contribution to pupils' **Spiritual, Moral, Social and Cultural (SMSC) development** and the promotion of **Values**.

Through our curriculum, pupils are supported to develop:

- Respect for others, including those with different beliefs, backgrounds and family structures
- An understanding of right and wrong, fairness and responsibility
- Confidence in expressing their views and listening to others
- An appreciation of diversity within modern British society

Teaching in RSE and PSHE promotes the fundamental British Values of:

- **Democracy** – encouraging pupil voice and discussion
- **The rule of law** – understanding rights, responsibilities and boundaries
- **Individual liberty** – making informed choices in a safe environment
- **Mutual respect and tolerance** – valuing diversity and challenging discrimination

Definition: What Is Relationship Education?

At Water Street School, Relationships Education is lifelong learning about the emotional, social and physical aspects of growing up, relationships and wellbeing.

It helps pupils:

- Respect themselves and others
- Develop accurate knowledge and understanding
- Build positive values, beliefs and attitudes
- Understand the importance of stable and loving relationships

It plays a key role in safeguarding by helping pupils:

- Understand appropriate and inappropriate touch
- Recognise that their body is special and belongs to them
- Understand consent and personal boundaries, no one has the right to touch them in a way they don't like
- Distinguish between public and private behaviour

- Guiding children to manage their own behaviour in order to keep themselves safe
- Know how to seek help and what to do if something is dangerous or feels wrong or makes them feel uncomfortable

Pupils are taught from EYFS, the correct anatomical vocabulary and reassured that curiosity about their bodies is natural. By teaching children the correct terms for their private body parts, children are proven to be safer from abuse. Lessons regarding changing bodies and puberty lie within Relationships Education.

Definition: What Is Sex Education?

At Water Street School, Sex Education is taught in **Year 6 only**, using SCARF resources (*Making Babies*, within the Year 6 *Growing and Changing* unit).

The learning outcomes for this lesson are:

- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

Parents/carers are informed in advance and invited to view materials prior to the lessons being taught.

This is the **only non-statutory lesson** from which parents may request withdrawal.

Parents cannot withdraw children from:

- Relationships Education
- Health Education (including puberty)
- National Curriculum Science

How PSHE, including Relationships Education, is provided and who is responsible for this :

PSHE/RSE is taught through regularly timetabled PSHE lessons by a member of Water Street School staff with whom the pupils are familiar. Assemblies, themed days, visits and visitors are used to support the teaching and are not used in place of it.

Every class (EYFS to Year 6) is taught a timetabled PSHE (including RSE) lesson on a weekly basis following SCARF scheme of work. This is designed as a spiral curriculum, ensuring progression and ensuring that key learning is revisited regularly and developed at an age-appropriate level.

SCARF supports a consistent and progressive approach to teaching PSHE/RSE, enabling pupils to build upon prior knowledge and deepen their understanding over time. The scheme fully aligns with and covers all of the Department for Education's statutory requirements for Relationships Education and Health Education, alongside providing, non-statutory Sex Education.

We follow the six suggested half-termly units; however, we have adapted the scheme of work to better meet the needs of our pupils. In addition, we have incorporated extra lessons to provide a stronger focus on contextual safeguarding issues that are particularly relevant to our school community.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics.

The teachers will also use a range of skills, including distancing techniques and the anonymous question box to allow pupils to explore sensitive issues in a way that feels safe and non-personal.

All pupil questions will be answered in a factual, accurate and age-appropriate manner, in line with the statutory guidance and staying within curriculum boundaries. Teachers will use their professional judgement to ensure that responses are developmentally appropriate and do not extend beyond what is suitable for the pupil's age and stage.

If a question is raised that is deemed unsuitable for the class or the age group or outside the scope of the planned curriculum, the teacher will address the matter sensitively and appropriately. This may include addressing the question in general terms, deferring it, or offering to speak with the pupil individually at an appropriate time to provide clarification at an appropriate level of understanding. Where necessary, the teacher will also communicate with the child's parents or carers to ensure that any further discussion is conducted in a manner that is consistent with the child's developmental stage and safeguarding practices.

Water Street School supports pupils to discuss sensitive issues within a safe and structured environment.

However,

- Staff cannot offer unconditional confidentiality
- If a pupil discloses information that raises a safeguarding concern, staff have a legal duty to share this information with the Designated Safeguarding Lead (DSL)
- Any information shared will be handled sensitively and in line with the school's safeguarding and child protection policy

This approach ensures that the safety and wellbeing of all pupils is prioritised.

What is being taught:

The curriculum covers all statutory content outlined in the DfE guidance, including families, friendships, respectful relationships, online safety, mental wellbeing, and physical health.

The SCARF programme divides these within 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe

A copy of our SCARF long and medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage can be found on the school website.

How PSHE/RSE education is monitored, evaluated and assessed:

Assessment includes:

- SCARF Pre- and post-unit assessments
- SCARF summative assessment "I can…" statements
- Lesson learning outcomes

Assessment ensures that any gaps or misconceptions in learning, can then be addressed accordingly.

PSHE/RSE forms part of the school's timetabled monitoring programme. Monitoring is carried out by the subject lead termly and includes a triangulation of pupil voice, book looks, and learning walks. The Growing up in North Yorkshire survey is completed biannually by year 2 and year 6. The data supports ensuring that the provision provided aligns with our children's needs appropriately.

The subject lead:

- Ensures that staff feel confident, supported and equipped to deliver the curriculum effectively.
- Attends regular network meetings
- Keeps updated with relevant changes or developments
- Monitors provision and the effectiveness of it
- Regularly reviews resources for their appropriateness

All staff delivering PSHE/RSE receive appropriate training and ongoing professional development to ensure high-quality teaching.

This includes:

- Access to SCARF training and resources
- Regular updates linked to statutory guidance and safeguarding requirements
- Opportunities to discuss content, pedagogy and pupil needs with the subject lead

How the delivery of the content will be made accessible to all pupils:

RSE is delivered in an inclusive and age-appropriate manner.

We:

- Adapt teaching to meet individual needs
- Repeat lessons, when necessary, to meet individual needs
- Work with the SENCO and parents when necessary
- Ensure equal access for all pupils
- Use correct terminology
- Provide a safe environment for discussion

Our Relationships Education curriculum is fully inclusive and reflects the diversity of modern society. We recognise that pupils and families come from a range of different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Pupils are taught, in an age-appropriate way, about:

- Different types of families, including those with same-sex parents
- Respectful relationships, regardless of gender, identity or background
- The importance of kindness, inclusion and challenging discrimination

Teaching materials and approaches are carefully selected to ensure that all pupils feel represented and respected. This is in line with the Equality Act 2010.

Our RSE curriculum:

- Is delivered in a respectful and sensitive manner
- Acknowledges and values different beliefs and perspectives
- Provides factual, balanced information in line with statutory guidance
- Encourages open dialogue between pupils, staff and families

We work in partnership with parents and carers to ensure that teaching is appropriate and supportive for all members of our school community.

External visitors:

- Must meet safeguarding requirements
- Will have clear direction from staff to ensure school values and clear objectives are being met
- Are supervised by a staff member

Parental involvement, concerns and withdrawal of students:

The school is well aware that the primary role in children's RSE lies with parents/carers. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation.

Parents:

- Can access the policy on the school website
- Can access Long Term plans on the school website
- Will be made fully aware of what is being taught via class weekly newsletters
- Where appropriate will be directed towards additional resources and support
- Can request to view lesson content /resources prior to the lesson being taught. The class teacher / subject lead will arrange for this to take place.

Right of Withdrawal of Pupils from Relationship and Sex Education:

- Parents **will not** be able to withdraw their child from Relationships Education in primary school (see definition of Relationships Education).
- Parents **will** be able to withdraw their child from primary school classes which address sex education - (see definition of Sex Education). Sex Education will be one lesson taught to Year 6 using the SCARF resources: Making Babies lesson as part of the Growing and Changing unit.
- Maintained primary schools are required to teach National Curriculum Science, which includes some elements of sex education. Parents **do not** have a right to withdraw from this.

Withdrawal from Sex Education (see definition):

Before granting a request to withdraw a child/ren, the head teacher or a Designated Safeguarding Lead (DSL) will invite the parent/carer into school to discuss the request with them. This is to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record of this meeting will be recorded on the school system (CPOMs) with a link made to the DSLs.

The head teacher will discuss with the parent/carer the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the lesson, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn they receive appropriate, purposeful education during the period of withdrawal.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Nicola Smith.

Policy Review and Development Plan

The subject lead reports annually to the Headteacher and link governors, making recommendations for any necessary changes to provision. When monitoring and evaluating the RSE policy and provision, the views of pupils, parents/carers, and staff are actively sought. The policy is reviewed every 2 years or sooner if there are changes to statutory guidance, significant updates to resources, or if monitoring indicates that amendments are required.

Headteacher **PSHE/RSE Curriculum Leader**

Neil Gunstone **Nicola Smith**