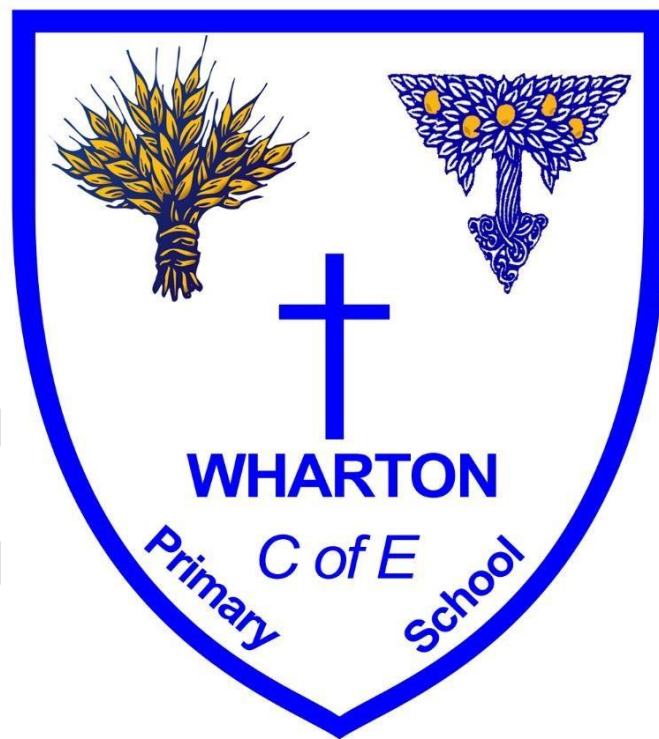


Our mission at Wharton CE is rooted in Proverbs 22 v 6

“Train up a child in the way they should go and when they are old they will not depart from it”

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY



WHARTON CHURCH OF ENGLAND PRIMARY SCHOOL

Consultation Draft:

July 2026

Implementation Date:

September 2026

Review Date:

September 2027

WHARTON CHURCH OF ENGLAND PRIMARY SCHOOL

RELATIONSHIP, SEX AND HEALTH EDUCATION (RSHE) POLICY

Our Whole-School Promise

"Train up a child in the way they should go and when they are old they will not depart from it" — Proverbs 22 v 6

1. INTRODUCTION & STATUTORY CONTEXT

At Wharton CE Primary School, we recognise that high-quality Relationships, Sex and Health Education (RSHE) is essential to pupils' personal development, wellbeing, and safety. RSHE supports children to develop the knowledge, skills, and attitudes they need to form positive relationships, manage emotions, stay healthy, and make informed decisions as they grow.

This policy sets out our Church school's approach to statutory Relationships Education, statutory Health Education, and non-statutory Sex Education. It reflects our commitment to safeguarding, inclusion, and promoting pupils' physical and mental wellbeing.

This policy has been developed in accordance with:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- Keeping Children Safe in Education
- The Equality Act 2010

Statutory Requirements for Primary Schools:

- Relationships Education is statutory.
- Health and Wellbeing Education is statutory.
- Sex Education is not statutory beyond the National Curriculum for Science.

2. RATIONALE AND ETHOS

At Wharton CE, RSHE is fundamentally underpinned by the Christian ethos and Christian values of our school as reflected in our whole-school promise. Our vision is to provide a safe, positive, and appropriate RSHE curriculum where all members of the school community learn and grow in confidence, knowledge, and skills, so that children can flourish and experience life in all its fullness (John 10:10).

Through our PSHE programme, alongside Heartsmart teaching and principles, we aim to provide children with the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, and responsible citizens. RSHE is lifelong learning about personal, physical, moral, and emotional development. It is set in the context of clear values about the importance of stable and loving relationships, respect, love, and care for family life.

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSHE to be a fundamental part of our approach to safeguarding and supporting pupils to grow into confident, caring, responsible, and respectful young citizens.

3. DEFINITION AND SCOPE OF THE RSHE CURRICULUM

RSHE at Wharton CE is made up of three interrelated components, delivered through a progressive spiral curriculum.

A. Relationships Education (Statutory)

Relationships Education supports pupils to develop healthy, respectful relationships, in person and online. This includes learning about:

- Families and People Who Care for Me: Knowing that families are important for children because they give love, security, and stability. Understanding the characteristics of healthy family life. Recognising that others' families sometimes look different from their own, but respecting those differences and knowing that other families are also characterised by love and care. Understanding that marriage represents a formal and legally recognised commitment intended to be lifelong. Learning to recognise if family relationships cause unhappiness and how to seek advice.
- Caring Friendships: Understanding how important friendships are in making us feel happy and secure. Learning the characteristics of friendship (mutual respect, truthfulness, trustworthiness, loyalty, kindness) and how to manage conflict or seek help when a friendship causes unhappiness.
- Respectful Relationships: Understanding the importance of respecting others, even when they are different or hold different beliefs. Learning the conventions of courtesy and manners, the importance of self-respect, the impact of bullying (including cyberbullying), and how to challenge unfair stereotypes.
- Online Relationships: Learning that people sometimes behave differently online. Applying the same principles of respect online as face-to-face. Knowing the rules for keeping safe online, recognising risks, and identifying how data is shared and used.
- Being Safe: Understanding appropriate physical and digital boundaries. Recognising the concept of privacy and that it is not right to keep secrets related to safety. Knowing that each person's body belongs to them, recognising unsafe contact, and building the vocabulary and confidence to report concerns or abuse.

B. Health and Wellbeing Education (Statutory)

Health Education supports pupils to understand how to maintain their physical and mental wellbeing. This includes:

- Mental Wellbeing: General wellbeing, expressing emotions, and recognising when to seek help.
- Wellbeing Online: Understanding the impact of time spent online and digital safety.

- **Physical Health:** Physical fitness, healthy eating, and the risks associated with drugs, alcohol, tobacco, and vaping.
- **Health Protection:** Prevention of illness, basic first aid, and understanding developing bodies.
- **Changing Bodies:** Age-appropriate teaching about puberty, menstrual wellbeing, and the associated physical and emotional changes from Year 3 onwards.

C. Sex Education (Non-Statutory)

Wharton CE provides a tailored, age-appropriate non-statutory sex education programme covering how human reproduction and conception occur, ensuring pupils are prepared for the transition to secondary school. This content goes beyond the Science National Curriculum and does not include explicit teaching about sexual activity.

Children are taught:

- Year 3: That for a baby to begin to grow, part comes from a mother and part comes from a father; in most animals and humans, the baby grows inside the mother.
- Year 4: That for a baby to be made, a sperm from the father and an egg from the mother must meet; this occurs within a private and loving adult relationship (no explicit detail).
- Year 5: That when a sperm and egg meet, this is called conception; conception usually occurs as a result of sexual intercourse, and what sexual intercourse means.
- Year 6: How a baby develops in the womb and how babies are born.

4. CURRICULUM ORGANISATION AND DELIVERY

RSHE is taught as an integral part of our regular weekly timetabled Personal, Social, Health and Economic (PSHE) education programme. Lessons are delivered predominantly by class teachers and teaching assistants in mixed-gender or single-gender groups when deemed contextually appropriate.

We utilise the 1decision Scheme of Work for PSHE, which is accredited by the PSHE Association. This scheme ensures we meet our obligations to provide a progressive, story-led curriculum with robust assessment opportunities.

RSHE delivery is further reinforced through cross-curricular links, including:

- **Science:** Statutory elements including external body parts, the human life cycle, and plant/animal reproduction.
- **Computing:** Online safety and digital relationships.
- **Whole-School Context:** Whole-school assemblies, theme days, and our core Heartsmart principles.

Teachers systematically review and adapt the sequencing of lessons to respond to emerging pupil needs, cohort dynamics, or localised safeguarding concerns. Suitably experienced external visitors, such as the school nurse, may be invited to add value to delivery under the direct supervision of the class teacher.

5. INCLUSION, SEND, AND EQUALITIES

Wharton CE is an inclusive school community where we value and celebrate religious, ethnic, and cultural diversity. RSHE is delivered without bias, in full alignment with the Equality Act 2010 and our school's equal opportunities policy. Topics are presented objectively so that pupils can form their own views while treating others with standard dignity and respect.

Supporting Pupils with SEND and Learning Differences:

To ensure accessibility based on emotional and physical development, life experiences, and learning differences, teachers adapt RSHE by:

- Using clear, consistent biological language alongside targeted visual resources.
- Breaking curriculum tracks into smaller, structured steps.
- Providing additional scaffolding, repetition, and targeted reinforcement.
- Prioritising activities that build assertiveness, relationship communication skills, and personal self-esteem.

6. SAFEGUARDING AND A SAFE LEARNING ENVIRONMENT

Because effective RSHE teaches children to understand healthy boundaries, it is a core pillar of our school's safeguarding framework. Lessons are organised to maintain an unintimidated, focused, and safe learning environment.

Classroom Protective Measures:

- **Ground Rules:** A template of rules is established and agreed upon by pupils at the start of every RSHE unit (e.g., listening politely, respecting contributions, no personal names, and no personal questions).
- **Correct Terminology:** Staff use correct, age-appropriate anatomical terminology for body parts sensitively to eliminate confusion and protect children.
- **Distancing Techniques:** Teachers utilise role-play, case studies, and animations to depersonalise sensitive scenarios, enabling safe discussion without personalising experiences.
- **Anonymous Question Boxes:** Maintained across classes to empower pupils to ask questions without peer pressure, allowing teachers to screen questions for age-appropriateness or safeguarding indicators before responding.
- **Handling Disclosures:** Personal disclosures are not encouraged within a whole-class setting. Staff are aware that RSHE can trigger disclosures of child protection issues. Any disclosure or concern will be treated with priority, handled away from the class, and referred immediately to the school's Designated Safeguarding Lead (DSL) in line with our Safeguarding and Child Protection Policy.

7. ROLES, RESPONSIBILITIES, AND STAFF TRAINING

Leadership and Governance

- The Headteacher maintains overall responsibility for the provision and operational implementation of the RSHE curriculum.
- The Governing Body (via the Standards Committee) approves this policy, monitors its implementation, and reviews parental feedback.
- The PSHE/RSHE Lead coordinates curriculum mapping, provides resource guidance, and monitors consistency and progression across year groups.

Teaching and Support Staff

Staff delivering RSHE are responsible for following the agreed curriculum, maintaining a safe learning environment, using professional skill to handle difficult questions, and complying with safeguarding referral pathways.

Staff Training

The school provides planned training opportunities and staff meetings led by the PSHE Co-ordinator or external specialists. Training focuses on building staff confidence, navigating sensitive curriculum updates, managing classroom questions safely, and maintaining safeguarding compliance.

8. PARENTAL ENGAGEMENT AND RIGHT OF WITHDRAWAL

We recognise that parents and carers are the primary providers of RSE for their children, and our curriculum is designed to support and complement this role. We value open, transparent partnership with families.

The School Commits to:

- Informing parents and carers in advance about the themes and delivery of the RSHE curriculum.
- Providing clear opportunities for parents to view RSHE lesson plans, videos, and curriculum resources.
- Responding to parental queries, feedback, or concerns in a respectful, supportive manner.

Parental Right of Withdrawal:

There is no parental right of withdrawal from statutory Relationships Education, Health Education, or the components of sex education contained within the National Curriculum for Science. Parents and carers have the legal right to request that their child be withdrawn from non-statutory Sex Education lessons taught outside of Science.

To exercise this right, parents should contact the Headteacher or PSHE Co-ordinator. The school will arrange a sensitive discussion to explore concerns, clarify content, and discuss the resources being used. If the request is maintained, it will be recorded, and the school will arrange suitable alternative provision for the pupil during those specific lessons, with parents assuming responsibility for talking to their child about those themes.

9. MONITORING, EVALUATION, AND REVIEW

The monitoring and evaluation of RSHE is led regularly by the PSHE/RSHE Lead with oversight from senior leaders to ensure provision remains effective and compliant.

Monitoring Metrics:

- Pupil Voice: Collected systematically through discussions, reflections, and feedback to evaluate pupils' confidence and experiences, informing future curriculum refinement.
- Assessment Tracking: Using age-appropriate, non-judgemental tracking methods such as quiz baselines, teacher observations, and written reflections to identify learning gaps or strengths.
- Teacher Reflection: Regular feedback through Staff Voice indicators to evaluate lesson delivery efficiency and plan updates.
- Leadership Monitoring: Regular curriculum mapping reviews, sample scrutinies of pupil work, and lesson visits to ensure progression and statutory coverage.

Policy Review

This policy is reviewed annually by the senior leadership team and the Governing Body. The review process integrates updates to statutory DfE documentation, staff feedback, pupil voice data, and parent consultation inputs. Significant updates or changes will be communicated clearly to parents and carers.

Approved Date: _____ Next Review Date: _____

Headteacher Signature: _____

Chair of Governors Signature: _____

Appendices

- Appendix A: RSHE Teaching Strategies and Question Guidelines
- Appendix B: Whole-School PSHE / 1decision Curriculum Map
- Appendix C: Parent/Carer Zone Information Guide
- Appendix D: Non-Statutory Sex Education Withdrawal Form Template