Randwick C of E Primary School

Relationships and Sex Education Policy

Policy Leader	Headteacher / PSHE lead
Policy dated:	May 2026 (updated)
Date ratified:	May 2026
Review Date	May 2027

School Values Statement

Our values are embedded within our vision and encompass the values for life we use as a focus for our worships (assemblies) each term.

Hands, feet and hearts that make a difference

Inspired by the words of Teresa of Avila, Randwick C of E Primary school aims to nurture a creative and passionate community, where pupils and adults flourish as strong, resilient and positive role models academically and for each other in school and in the wider world. All are encouraged to be creative, compassionate and excited about learning; realising that everyone has unique skills and opportunities to be a force for good.

Our school's vision is underpinned by the Parable of the Good Samaritan (Luke 10: 25-37) where Jesus encourages to "go and do likewise". We want our children to follow this teaching, to lead by example and to know that each of them can make a difference in the world. Our children will leave Randwick knowing that they can be mathematicians, writers, scientists, historians, geographers, artists, philosophers and more.
We believe in an education which is **challenging** and **exciting,** underpinned by **Christian values**; one which meets the needs of our children and the wider **community** and which is **experiential**.
The strong Christian ethos is a distinctive feature of the school and underlies a curriculum that is rich, exciting and challenges the children to achieve their very best.

We believe in a holistic approach: children learn through **connections** to the **community**, to the natural world, and to our school values.

- We aim to develop a passionate love of learning, an engagement with the inspirational natural **environment** found locally in Randwick, and a sense of **wonder** and **love** for our great outdoors.
- We foster **collaboration** and encourage **reflection** and **questioning**.
- We accommodate and encourage **difference**.

We want our children to leave Randwick ready to **thrive** at secondary school, and ready to embrace everything that life throws at them.

Relationships and Sex Education Policy

Introduction

At Randwick Primary School, we are committed to providing a PSHE curriculum that promotes the spiritual, moral, cultural, mental and physical development of our pupils within the school context and within society, and that prepares our pupils for the opportunities, responsibilities and experiences of later life. This policy has been updated to reflect the latest statutory guidance (2026), including strengthened safeguarding, consent, and online safety expectations. We use SCARF as our core scheme to deliver PSHE and RSE, this is supplemented by Kapow and GHLL resources to ensure a board and compliant curriculum. We continue to consult with staff, governors and parents to ensure that it reflects the needs and wishes of our school within our community. We are confident that this programme

covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way.

Aims and Objectives

This document sets out our school policy with regard to relationship and sex education so that all parents and carers are clear about our school's approach to this aspect of our educational provision. We are well aware of the sensitivity involved in this aspect of our work and the school will seek the views of parents and carers when developing this policy further.

This policy sets out the statutory responsibilities parents and carers have if they have any concerns regarding the approach taken by our school. Under the guidance, schools may choose to deliver their Relationships and Sex Education as an integrated part of their Personal, Health, Social and Economic (PSHE) education. The requirements of PSHE can be found here.
Relationships Education, Relationships and Sex Education (RSE) and Health Education.
In our school we have decided to adopt this approach.

Context

Our approach is rooted in Christian values of dignity, respect and compassion.
"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, our children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."
(Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2024)

Our RSE programme recognises the wide range of relationships that children may experience, including those that take place within the virtual world, such as through social media and online gaming. We aim to support pupils in navigating these experiences, with a strong emphasis on their safety, wellbeing and self-respect, as well as the safety, wellbeing of, and respect for, others.

Teaching explicitly includes consent, personal boundaries, respectful relationships, and the ability to recognise and respond to inappropriate or harmful behaviours.

Curriculum organisation

Relationships and Sex Education (RSE) is taught in a way that is age-appropriate, developmentally appropriate, and sensitive to pupils' varied backgrounds and needs. It reflects the diversity of relationships within society, is inclusive, and is delivered in line with the Equality Act 2010.
Teaching is adapted to ensure that all pupils, including those with special educational needs and/or disabilities (SEND) and those who may be disadvantaged, are able to access the curriculum and are appropriately supported in their learning and development. RSE is delivered in a way that is consistent with the school's ethos and values.
Our school uses the SCARF PSHE programme to support the delivery of PSHE and Relationships Education across the year, as set out in our curriculum maps. Sex Education is

delivered in discrete lessons by class teachers, in consultation with the subject leader. The curriculum also includes explicit teaching on online relationships, media literacy, and digital safety.

In line with statutory requirements, we teach pupils about:

- Relationships Education, as set out in statutory guidance;
- Human biology, including reproduction, as part of the National Curriculum for Science;
- Physical health, mental wellbeing, and healthy lifestyles through PSHE education.

Parents and carers are informed in advance of the teaching of the 'Growing and Changing' unit, which includes elements of Sex Education. They are given the opportunity to view teaching materials and discuss any concerns with the school.

Parents have the right to request that their child be withdrawn from some or all of the Sex Education delivered as part of RSE, except for those elements which are part of the National Curriculum for Science. There is no right to withdraw from Relationships Education, Health Education, or Science.

Aims and Objectives

In PSHE, we teach children about:

- the physical development of their bodies as they grow into adults (including puberty)
- respect for their own bodies
- respect for the bodies, personal space and belongings of others
- physical health and wellbeing
- mental health and wellbeing
- spiritual health and wellbeing
- risks, harms or dangers to their health or wellbeing
- relationships (see below)
- sex (see below)

In Science, we teach children about:

- the way humans reproduce

In Relationships Education, we teach children about:

- families and people who care for them
- caring friendships
- respectful relationships
- online relationships
- being safe
- types of abuse
- what to do if they are concerned or feel unsafe
- the laws about marriage, partnerships, sexual activity and ages of consent
- sexual morality and responsibilities
- the importance of any sexual activity being part of a committed, long-term, loving relationship

In Sex Education, we teach children about:

- the basic mechanism of sexual intercourse

When we inform our pupils through Sex Education, we do this in a context of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We never use sex education as a means of either promoting, denying or denigrating sexual activity or any particular sexual orientation(s).

We teach Relationships and Sex Education within our overall PSHE curriculum which we purchase from a leading provider called Coram Life Education. We use their SCARF curriculum for primary schools throughout the school

Information on the SCARF (Safety, Caring, Achievement, Resilience, Friendship) curriculum can be found on their web-site:
https://www.coramlifeeducation.org.uk

The role of parents and carers

The school recognises that parents and carers have the primary role in educating their children about relationships and sex. We are committed to working in partnership with parents and carers to support children's learning in this area, based on mutual respect, understanding and trust.
To support this partnership, we will:

- Inform parents and carers about the school's Relationships and Sex Education (RSE) policy and curriculum;
- Provide opportunities for parents and carers to view curriculum content and teaching materials;
- Respond to any questions or concerns that parents or carers may have about the RSE curriculum or their child's learning;
- Take seriously any concerns raised by parents or carers and work with them to address these appropriately;
- Support parents and carers in understanding how they can reinforce learning at home.

We believe that through effective communication and collaboration between home and school, children will benefit from receiving clear, consistent and supportive messages as they develop their understanding of relationships, their bodies, and their responsibilities

Right to Withdraw (in line with DfE statutory guidance, effective from September 2026)

Parents and carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of Relationships and Sex Education (RSE), except for those elements which form part of the National Curriculum for science.
There is no right to withdraw from Relationships Education or Health Education.
If a parent or carer wishes to request withdrawal, they should contact the headteacher to discuss their concerns and the specific elements of the programme. The school will consider each request and will normally grant withdrawal in line with statutory guidance, following discussion with parents about the benefits of receiving this education.
The school is committed to working in partnership with parents and carers and will ensure that they are fully informed about the content of the RSE curriculum.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our PSHE programme. Other people that we may call on include local clergy, social workers, youth workers and relevant persons at the Diocese.

Confidentiality

Teachers deliver Relationships and Sex Education (RSE) in a sensitive and appropriate manner. While they aim to provide a safe and supportive environment for discussion, teachers must not promise confidentiality.
If a pupil makes a disclosure or indicates that they may be at risk of harm, including being involved in or exposed to sexual activity, this will be treated as a safeguarding concern. Any such disclosure will be taken seriously and responded to in line with the school's safeguarding procedures.
Staff will listen to the pupil, record the concern accurately, and report it without delay to the Designated Safeguarding Lead (DSL). Staff will not attempt to investigate the matter themselves.
The Designated Safeguarding Lead will then consider the appropriate course of action, which may include referral to children's social care, in accordance with the school's Child Protection and Safeguarding Policy.

The Role of the Headteacher

The Headteacher is responsible for ensuring that the whole curriculum, including Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE), is well designed, effectively implemented, and has a clear intent and measurable positive impact.
The Headteacher will ensure that the RSE policy is implemented effectively and that both staff and parents and carers are appropriately informed about its content and delivery.
The Headteacher is responsible for ensuring that staff receive appropriate training and support so that they can deliver RSE confidently, accurately and sensitively, and are able to respond appropriately to questions or issues that may arise.
The Headteacher will also support staff in dealing with complex or sensitive questions from pupils or parents and carers, where required.
The Headteacher will monitor and evaluate the effectiveness of the RSE provision as part of the school's overall curriculum review.

Monitoring and review

The implementation and effectiveness of this policy will be regularly monitored and reviewed by the Headteacher, in collaboration with the PSHE/RSE subject leader and the governing body.
Oversight of Relationships and Sex Education (RSE) will be undertaken by the governing body as part of its wider responsibility for curriculum, safeguarding and pupil wellbeing.
Responsibility will sit within an appropriate governor committee (Curriculum and Standards.
The governing body will consider feedback from staff, pupils, and parents and carers when reviewing the RSE programme. Any concerns or suggestions will be taken seriously and used to inform ongoing development of the curriculum and policy.

The policy will be reviewed on a regular cycle, or sooner if required, to ensure it remains compliant with statutory guidance and continues to meet the needs of the school community.

Associated School Policies:

Safeguarding
Child protection

This policy is monitored by the school governing body and will be reviewed as part of this established cycle of school review or following changes to statutory legislation.

Policy Leader: Kathryn Wilson, Headteacher / PSHE Lead

Dated: May 2026

Approved & signed by governors:

Review Date: May 2026