Relationships and Sex Education Policy and Statement

Approved by Governing Body (T&L)	1st December 2025
Next review date	November 2026
Head Teacher	Kate Le Page
Co-Chairs of Governors	Louise Hallam & Tony Kung

Values

The Wells Free School is an inclusive school which aims to ensure all pupils have access to the best possible education, and where the happiness, safety and wellbeing of all individuals, matter. We believe that all members of our school community have a right to succeed, and the entitlement to develop their full potential. We are committed to ensuring all pupils have access to a broad, balanced and relevant curriculum which aims to prepare them for life outside school, and which is designed to meet each individual's specific needs.

Equal Opportunities Statement

We are committed to the promotion of equality and equity and an understanding of individual rights and responsibilities. We will ensure that all members of our school community have equal access to the education provided by our school. We celebrate the different experiences all members of the school community bring to our school, and recognise that these experiences, interests and strengths affect the ways in which people learn. We aim to harness this diversity to enable all members of our school community to thrive and enjoy their time at our school.

Disability Statement

The Wells Free School is proud to be an inclusive school. We offer access to a broad and balanced curriculum for all pupils regardless of disability. We strive to ensure all pupils can access, educationally and physically, all learning opportunities within and beyond the school.

We aim to ensure that all users can access key learning areas and will ensure that no user experiences any discrimination or reduced entitlement to learning due to being unable to physically access areas of the school.

As with any additional needs the school works closely with parents and appropriate outside agencies to ensure equality of access for all.

Nurture

The Wells Free School is a Nurture UK accredited school. As such, we share the vision that:

1) Child development is not limited by lack of nurture in education
2) Adults working with and caring for our children are supported and equipped with evidence-based tools to help them flourish and learn

Nurture as a practice means relating to and coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. As a school we consistently implement the six principles of nurture:

1) Children's learning is understood developmentally
2) The classroom offers a safe base
3) The importance of nurture for the development of wellbeing
4) Language is a vital means of communication
5) All behaviour is communication
6) The importance of transition in children's lives

These six principles help staff to focus on the social and emotional needs and development of our children, ensuring all children are ready to learn.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At The Wells Free School we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils, and parents. The consultation and policy development process involved the following steps:

Review – Staff pulled together all relevant information including relevant national and local guidance

Staff – all school staff were given the opportunity to look at the policy and make recommendations

Pupil – we investigated what exactly pupils want from their RSE

Parent/stakeholders – parents and any interested parties were invited to attend a meeting about the policy.

Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity, and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is **NOT** about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationship's 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.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include nuclear, single parent families, blended families, LGBT parents, families headed by grandparents, great-grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

<u>The governing board</u>

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

<u>The Headteacher</u>

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

<u>Staff</u>

Class Teachers will be responsible for the teaching of RSE at The Wells Free School.

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from any non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the senior leadership team through pupil conferences, pupil progress meetings and learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by staff annually from 2023/2024 academic year. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map. This will be reviewed in line with the school's curriculum policy and may be subject to change. Online relationships are taught throughout the year as part of our computing curriculum.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	KEY VOCABULARY
Year 1	Autumn 1	Healthy and happy friendships: Making friends and getting along Friends Kindness Getting along, sharing and turn taking	friend, friendly, kind, unkind, welcoming, happy, sad, share
	Autumn 2	Caring and responsibility: Our special people My special people How our special people care for us Keeping safe	special, people, important, care, safe, worried, nervous, scared, help, helper, rules, safe, unsafe
	Spring 1	Families and committed relationships: The importance of family My family Our families Superhero families!	family, important, differences, similarities, happy, special, superhero

YEAR GROUP	TERM	TOPIC/THEME DETAILS	KEY VOCABULARY
	Spring 2	Our similarities and differences: Recognising strengths and respecting differences I am special Who I am makes me unique We don't all feel the same way	similarity, difference, special, unique, strengths, abilities
	Summer 1	Healthy body, healthy mind: Amazing bodies My amazing body Private body parts (introducing correct terminology) Looking after our bodies	body, healthy, private, penis, testicles, vulva, vagina, similar, different, health, healthy choices
	Summer 2	Coping with change: Growing and changing Animal babies How have we changed? A future me	growing, adults, babies, change, older, growing up, jobs, future
Year 2	Autumn 1	Healthy and happy relationships: What makes a happy friendship? What makes a happy friendship? Personal boundaries Worries	happy, healthy, kindness, friend, smile, no, touch, uncomfortable, boundaries, personal, space, worries, help, trust

YEAR GROUP	TERM	TOPIC/THEME DETAILS	KEY VOCABULARY
	Autumn 2	Families and committed relationships: The diversity of families Who is in a family? A happy family Families of all kinds	family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions
	Spring 1	Our similarities and differences: Strengths, abilities and stereotypes My strengths and abilities Stereotypes Whose job?	strengths, abilities, gender, stereotype, qualities
	Spring 2	Caring and responsibility: Special people in our communities Community helpers When we need help Our communities and groups	community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect
	Summer 1	Healthy body, healthy mind: Staying safe and healthy Healthy feelings Staying safe at home Feeling poorly	healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind

YEAR GROUP	TERM	TOPIC/THEME DETAILS	KEY VOCABULARY
	Summer 2	Coping with change: Growing up and setting goals When I am older Looking at the changes ahead Goals	growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future
Year 3	Autumn 1	Our similarities and differences: Valuing and respecting one another Different but equal Our school community Valuing one another and considering people's feelings	different, equal, respect, community, values, diversity, customs, respect, feelings, values
	Autumn 2	Healthy and happy relationships: Being a good friend What makes a good friend? Personal space Resilience	friend, respect, values, touch, private, privacy, resilience, encouragement
	Spring 1	Caring and responsibility: Responsibility and boundaries Being responsible Responsibility and personal space Caring and empathy	responsibility, responsible, consequences, irresponsible, personal space, crowded, uncomfortable, boundaries, invade, defend, empathy, caring, support, understanding

YEAR GROUP	TERM	TOPIC/THEME DETAILS	KEY VOCABULARY
	Spring 2	Healthy body, healthy mind: Sleep, food and hygiene The power of sleep Making healthy food choices Germs!	health, wellbeing, sleep, routine, healthy, carbohydrates, proteins, dairy, fats, germs, virus, routines, hygiene, healthy, poorly, teeth, toothpaste, hand washing, soap
	Summer 1	Families and committed relationships: Different types of committed relationships Commitment and marriage All change! Family changes: when parents separate	commitment, safe, secure, trust, relationship, marriage, change, affect, loss, separation, divorce
	Summer 2	Coping with change: Coping with feelings when things change New changes Feeling sad and showing empathy Happiness	changes, support, feelings, sad, empathy, sympathy, happy, positive, kind, emotions
Year 4	Autumn 1	Healthy body, healthy mind: Influences and personal choices Healthy influences Making healthy choices Dealing with feelings	Influence, pressure, persuade, healthy choices, consequence, responsibility, feelings emotions

YEAR GROUP	TERM	TOPIC/THEME DETAILS	KEY VOCABULARY
	Autumn 2	Healthy and happy friendships: Solving friendship difficulties Qualities of a good friend Solving friendship difficulties Personal boundaries and permission	friend, values, qualities, difficulty, compromise, communication, yes, no, boundaries, permission
	Spring 1	Our similarities and differences: Identity and diversity Being British Making a judgement A different point of view	diversity, stereotypes, judge, judgement, point-of-view, opinion, disagree, agree
	Spring 2	Caring and responsibility: Rights and responsibilities Our rights, our responsibilities The UN Convention on the Rights of the Child Family roles and responsibilities	rights, responsibilities, respect, opportunities, entitled, agreement, rights, convention, United Nations, roles, responsibilities
	Summer 1	Families and committed relationships: Families and other relationships Different relationships: boundaries and behaviour Belonging Caring families	relationships, appropriate, behaviour, belonging, membership, together, family
	Summer 2	Coping with change: Puberty and hygiene What is puberty? Understanding periods Keeping clean as we grow and change	puberty, hormones, menstruation, eggs, sanitary pads, periods, hygiene, hormones, sweat, health

YEAR GROUP	TERM	TOPIC/THEME DETAILS	KEY VOCABULARY
Year 5	Autumn 1	Healthy body, healthy mind: Valuing our bodies and minds Valuing ourselves Alcohol, tobacco and drugs Keeping well	self-image, self-respect, attributes, self-talk, development, proud, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects, bacteria, virus, infection, immunisation, vaccination, antibiotic
	Autumn 2	Our similarities and differences: Celebrating strengths and setting goals Strengths and abilities Setting goals Online safety	strength, weakness, proud, abilities, goals, aspirations, achievement, future, vision, online, social media, profile, safety
	Spring 1	Families and committed relationships: Healthy, committed relationships Values of healthy relationships Diversity in relationships It's all about commitment	relationships, healthy, diversity, commitment
	Spring 2	Healthy and happy friendships: Changing friendships Identity Peer pressure Emotional health and wellbeing	identity, stereotypes, prejudice, peer pressure, choice, emotions, wellbeing, emotional health, mental health, stress, anxiety

YEAR GROUP	TERM	TOPIC/THEME DETAILS	KEY VOCABULARY
	Summer 1	Caring and responsibility: Caring in the community Changing needs Feeling lonely Why volunteer?	care needs, caring, alone, loneliness, lonely, isolation, isolated, volunteer, volunteering, community, involvement
	Summer 2	Coping with change: Puberty and emotions Puberty Puberty and emotions Emotional changes: managing well	hormones, menstruation, periods, sperm, eggs, ovaries, testicles, vagina, penis, puberty, emotions, hormones, changes, feelings, support, control
Year 6	Autumn 1	Healthy body, healthy mind: Being the best me Being the best me Social media and our wellbeing Taking care of our mental health	self-respect, boundaries, kind, confidence, strengths, weaknesses, trolling, social media, internet, comparison, mental health, mental Ill-health, wellbeing, illness, symptoms, mind
	Autumn 2	Healthy and happy friendships: Relationships and feelings Personal safety Relationships and change Wider emotions	personal safety, risk, consequences, friends, change, relationships, emotions, feelings

YEAR GROUP	TERM	TOPIC/THEME DETAILS	KEY VOCABULARY
	Spring 1	Our similarities and differences: Respectful behaviour online and offline Identity online Online bullying Identities and belonging	online identity, communication, risk, online bullying, diversity, inclusive, differences
	Spring 2	Caring and responsibility: Responsible behaviour as we get older Taking care of myself Looking after my money Transition to secondary	strengths, self-care, development, saving, bank account, responsible, irresponsible, budget, interest, transition, secondary, Independence, networks
	Summer 1	Coping with change: Coping with emotional effects of life changes Body image Puberty and changing relationships Moving on	body image, reality, pressure, attributes, influence, relationships, emotions, secondary school, future, memories, reflect
	Summer 2	Families and committed relationships: Starting a family (sex education) Starting a family The impact of having a baby When is it right?	sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, Caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe

Appendix 2: Statutory guidance on what pupils should know by the end of primary school

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, 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 • That others' families, 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 • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources