Wellington Primary School

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

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	Print name	Date Approved	Review Date
Headteacher	Mrs Joy Wood		
On behalf of Governing Body	Full Governing Body		

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1. Legal Requirements of Schools

In July 2025, the Department for Education published revised Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, for implementation from September 2026. The revised guidance refers to Health and Wellbeing Education rather than Health Education.

At Wellington Primary School, we recognise our duties under the Education Act 2002 to provide a balanced and broadly-based curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.

All schools are required to have a written Relationships Education and RSE Policy that is informed by statutory guidance, developed in consultation with parents, and reflects the needs of pupils and the community the school serves.

This policy outlines our approach to Relationships Education, RSE and the wider PSHE curriculum.

This policy has due regard to relevant legislation and statutory guidance, including but not limited to:

- Department for Education (2025), *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance.
- Department for Education, *Keeping Children Safe in Education* (September 2025).
- *Working Together to Safeguard Children* (current version).
- Education Act 2002.
- Children and Social Work Act 2017.
- Equality Act 2010.
- SEND Code of Practice: 0–25 Years.
- PSHE Association (2025), *Writing and Updating your School's Relationships and Sex Education (RSE) Policy*.
- Ofsted Education Inspection Framework (November 2025)

2. Aim

The aim of relationships education at Wellington Primary School is to help pupils develop self-respect, confidence, empathy and positive relationships. Pupils will learn about healthy relationships, including family relationships, friendships and online relationships, in an age-appropriate manner that is sensitive to pupils' faiths, beliefs and backgrounds. They will also learn how to recognise unsafe situations and seek help when needed.

Teaching will reflect the diversity of families within our community and will be delivered in a way that is appropriate to pupils' age and stage of development. Relationships education promotes tolerance, understanding, inclusion and respect for others, which are central to the values of our school

3. Policy Development

This policy has been developed in consultation with staff, pupils, parents/carers and governors, in accordance with Department for Education guidance. We are committed to ongoing consultation with families and stakeholders to ensure that its relationships education and RSE provision continues to meet the needs of the school community.

The development of this policy involved the following steps:

This policy was written using relevant legislation, statutory and local guidance.

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Staff reviewed the draft policy and were invited to provide feedback and recommendations.
Parents and carers reviewed the draft policy and were invited to provide feedback and recommendations.
Pupil voice was gathered through discussions led by the PSHE subject lead to inform policy development.
Following consultation and any necessary amendments, the policy was submitted to the Governing Body for approval and ratification.

4. Links to other Policies

This policy operates in conjunction with the following school policies:
Anti-bullying Policy
Equality Information and Objectives Policy
Behaviour Policy
Online Safety Policy
Safeguarding and Child Protection Policy.
Special Educational Needs (SEND) Policy

5. Links to other Curriculum Areas

Statutory aspects of RSE within the National Curriculum

Science

All schools must teach the following as part of the science curriculum; parents/carers do not have the right to withdraw their child/children from this.

Key Stage 1:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of hygiene

Key Stage 2:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age (This includes work on puberty)

Computing

Pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support. This is taught weekly from Year 1 to Year 6, through the education programme Project EVOLVE.

Religious Education

The Bradford Agreed Syllabus for Religious Education complements the aims of relationships education by promoting respect, inclusion, empathy and understanding of diversity.

Health and Wellbeing Education

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Statutory health and wellbeing education in primary school equips pupils with the knowledge, skills and understanding they need to care for their physical health, mental health and emotional wellbeing. It supports pupils to manage their feelings, develop resilience, confidence and personal safety awareness. It teaches pupils how to make healthy choices and to recognise and reduce risk, enabling them to make informed decisions, seek help when needed and thrive both now and in the future.

Health and wellbeing education also requires schools to teach about the emotional and physical changes which take place during puberty. This is compulsory and pupils cannot be withdrawn from these lessons.

At Wellington Primary School, statutory puberty lessons will be taught in Year 5 and Year 6 during the summer term.

6. Definitions

Relationships Education

Relationships education is designed to help pupils understand how to build and maintain safe, positive and respectful relationships. It focuses on the knowledge, skills and values needed to thrive in family life, friendships, school and the wider community.

The purpose of relationships education is to help pupils develop healthy relationships, understand personal safety and boundaries, respect themselves and others, and know how and where to seek help if they need it.

Relationships education in primary school does not include teaching about sexual activity.

At Wellington Primary School, statutory relationships education is taught to all pupils from Year 1 and is delivered in an age-appropriate and developmentally appropriate manner.

Sex Education

The Department for Education (DfE) recommends primary schools deliver sex education in Year 5 and/or Year 6, in line with content about conception and birth, which forms part of the national curriculum for science. Sex education builds on the statutory science curriculum programme by providing age-appropriate learning about human reproduction, conception, birth and puberty. It supports pupils to understand the physical and emotional changes associated with growing up and prepares them for the more detailed RSE curriculum taught in secondary school

At Wellington Primary School, pupils are offered three non-statutory sex education lessons in Year 6 during the first half of the summer term.

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

7. Primary Relationships Education Statutory Curriculum Content

The Department for Education (DfE) sets out the statutory knowledge that pupils must acquire by the end of primary school within a series of curriculum themes. Relationships education is delivered through a progressive curriculum, with learning revisited and built upon as pupils move through the school. While some themes are taught throughout the primary years, others are taught at the most appropriate point in pupils' learning.

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Families and people who care for me

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

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.

Respectful, kind relationships

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.

Online safety and awareness

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.

Being Safe

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.

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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.

8. Statutory aspects of Health and Wellbeing Education

General wellbeing

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

2. The importance of promoting general wellbeing and physical health.

3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

6. That isolation and loneliness can affect children, and the benefits of seeking support.

7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

10.That it is common to experience mental health problems, and early support can help.

Wellbeing online

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.

2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

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3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

10. That they have rights in relation to sharing personal data, privacy and consent.

11. Where and how to report concerns and get support with issues online.

Physical health and fitness

1. The characteristics and mental and physical benefits of an active lifestyle.

2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

3. The risks associated with an inactive lifestyle, including obesity.

4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).

2. Understanding the importance of a healthy relationship with food.

3. The principles of planning and preparing a range of healthy meals.

4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

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2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Puberty education will be introduced gradually, in an age-appropriate and sensitive manner. Initial teaching will begin in Year 4, providing children with an introduction to the physical and emotional changes associated with growing up. This learning will be revisited and developed further in Years 5 and 6, building on children's prior knowledge and ensuring that they receive clear, accurate and age-appropriate information as they approach puberty.

9. Delivery of Relationships Education at Wellington Primary School

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Relationships education will be delivered in an inclusive, age-appropriate and developmentally appropriate way. Teaching will be sensitive to pupils' individual needs, family circumstances, faiths, beliefs and backgrounds. It will promote respect for all protected characteristics under the Equality Act 2010: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Through PSHE education, including statutory relationships education and health and wellbeing education, and non-statutory sex education, pupils will develop the knowledge, skills and attributes needed to build healthy relationships, support their wellbeing, keep themselves safe, and become responsible members of society. Teaching will promote resilience, positive behaviour, respect for others, and safe practices both online and offline.

At Wellington Primary School, we use SCARF as the main resource for delivering PSHE education. SCARF covers the statutory requirements for relationships education and health and wellbeing education and supports the delivery of non-statutory sex education. An overview of the programme is available on the school website.

Relationships education is taught through a progressive curriculum that builds on prior learning as pupils move through the school. Teachers adapt lessons and resources where necessary to meet the needs of their class and ensure all pupils can access the curriculum.

Lessons are taught weekly by class teachers using a range of interactive and engaging teaching approaches and resources for example stories, videos, songs, online games, and drama techniques.

A safe and supportive learning environment is established through agreed class ground rules. Pupils are encouraged to share their views and ask questions respectfully. While staff will treat pupils' contributions sensitively, they cannot guarantee confidentiality and must follow the school's safeguarding procedures if a concern is identified.

10. Questions within the Taught Curriculum

Questions raised by pupils will be answered in a way that is sensitive to pupils' family backgrounds, beliefs and faiths. Responses will be in line with the school's Relationships Education Policy and agreed schemes of work.

Responses may be given to the whole class where they are relevant and appropriate to the learning, Individually or in a small group where appropriate.

Parents/carers may be contacted if staff need guidance about a child's individual needs or if a child would benefit from discussing a particular issue with their parents or carers.

Each classroom provides a question box where pupils can submit written questions to their teacher.

Pupils are asked to include their name when submitting a question so that he class teacher can provide individual follow-up where needed. This also ensures that any safeguarding concerns can be identified and addressed appropriately.

The identity of any pupil who submits a question will remain confidential when the question is shared or discussed with the class.

11. Questions Outside the Taught Curriculum or Following Withdrawal

If a question relates to an aspect of sex education that is not covered within the primary curriculum, or to content from which a pupil has been withdrawn, staff will use their professional judgement when responding.

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Staff will acknowledge and respect the pupil's question and provide a brief, factual response that is appropriate to the child's age and level of understanding and is in line with the RSE policy. They will encourage the child to discuss the matter with their parent or carer if the question requires more detailed information. Where appropriate, staff will inform parents/carers of significant questions or concerns raised by their child.

If a member of staff is unsure how to answer a pupil's question, or whether it is appropriate to answer it, they will seek advice from the PSHE Leader and/or the Designated Safeguarding Lead (DSL).

12. Safeguarding

Where a safeguarding concern is raised, staff will follow the school's safeguarding procedures, record and report the concern promptly to the Designated Safeguarding Lead (DSL), and respond in a manner that prioritises the safety and wellbeing of the child.

13. Curriculum Content

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting.

Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Pupils are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

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

A whole school overview is available to view on the school website.

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14. Vocabulary

As part of the statutory relationships and health and wellbeing education, pupils will be taught the anatomical terms for body parts.

Early Years Foundation Stage	In the Early Years, children will not be specifically taught the anatomical terms *penis* and *vulva* as part of formal RSE lessons. However, staff will use the correct anatomical terminology when referring to body parts, where appropriate and relevant to children's care and personal development. For example, when supporting children with personal care or when responding to children who refer to their private parts using informal terms. This approach supports children to develop an accurate understanding of their bodies, communicate clearly about their needs and develop an appropriate awareness of privacy, personal boundaries and body safety.
Year 1	Private parts, penis, vulva, bottom.
Year 2 and 3	Private parts, penis, vulva, scrotum, nipples, bottom. .
Year 4	Private parts, genitals, penis, scrotum, testicles, vulva, vagina, cervix, womb, fallopian tube, breasts, nipples.
Year 5 and 6	Genitals, testicles, penis, scrotum, vagina, vulva, uterus (womb), clitoris, vaginal opening, cervix, ovaries, fallopian tube, anus, nipples, breasts.

15. Accessible Curriculum

Inclusion, equality and diversity

All pupils are entitled to relationships education and RSE that supports their wellbeing, safety and personal development.

We are committed to providing an inclusive curriculum that reflects the diversity of our school and wider society. Teaching and resources will be age-appropriate, accessible and relevant to all pupils, regardless of age, sex, race, disability, religion or belief, gender reassignment or sexual orientation.

Relationships education and RSE promote equality, challenge discrimination and foster respect for others. Pupils are expected to treat all members of the school community with dignity, kindness and respect.

Teaching will recognise and reflect a range of family structures, cultures, faiths and backgrounds. This includes teaching about families with same-sex parents in an age-appropriate way through relationships education. Pupils will learn that families may look different and that all people should be treated with respect and dignity. Teaching will be factual, inclusive and delivered in line with statutory guidance.

In accordance with the Equality Act 2010, the school promotes equality of opportunity, eliminates discrimination and helps pupils develop respectful relationships with people whose experiences and backgrounds may differ from their own.

Pupils with Special Educational Needs and Disabilities (SEND)

Relationships education and RSE will be delivered in a way that is accessible, inclusive and responsive to the needs of all pupils. Teaching will be adapted, where appropriate, to meet individual needs and enable all pupils to access the curriculum and achieve the intended learning outcomes.

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Lessons will be carefully planned and differentiated to ensure content is age-appropriate, accessible and relevant. Staff will take account of pupils' developmental stage, communication needs and learning requirements when delivering relationships education and RSE.

We acknowledge that some pupils with SEND may be more vulnerable to exploitation, bullying or abuse and may require additional teaching to develop their understanding of healthy relationships, personal boundaries, consent, privacy and seeking help. Teaching will support pupils to stay safe, build positive relationships and prepare for adult life

16. Progress and Attainment

Each of the six units includes a specially designed pre and post unit assessment.

Assessments are completed at the start and end of each unit to:

- Identify pupils' starting points
- Measure progress
- Record key learning
- Identify areas for further development

The assessment process enables both teachers and pupils to recognise progress made throughout each half-termly unit.

At the end of each unit, teachers use a range of 'I can' statements linked to the key learning outcomes. These statements support teachers in making informed judgements about each pupil's learning and progress.

17. Curriculum Monitoring

The monitoring of the standards of pupils' work and of the quality of PSHE education is the responsibility of the PSHE subject lead, Katie Marsh. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified.

18. Parents' / Carers' Right to Withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of the non-statutory sex education taught as part of the school's RSE curriculum.

Parents/carers cannot withdraw their child from relationships education, health and wellbeing education or the statutory national curriculum science content.

The school will communicate planned RSE content with parents/carers in advance through curriculum information and regular updates. Parents/carers are welcome to view resources and discuss any questions or concerns with their child's teacher or the PSHE lead.

Requests for withdrawal from non-statutory sex education must be made in writing to the Headteacher. The Head teacher will meet with and discuss the request with parents/carers and keep a record of the decision in the pupil's file. Appropriate alternative learning will be provided for pupils who are withdrawn from these lessons.

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19. Roles and responsibilities

Effective relationships education and RSE relies on collaboration between the Governing Body, school leaders, staff, parents/carers and pupils. All members of the school community have a role in ensuring that relationships education and RSE is delivered in a safe, inclusive and age-appropriate way that supports pupils' wellbeing, personal development and safeguarding.

Governing Body

The Governing Body is responsible for:

- Approving the Relationships Education and RSE Policy.
- Monitoring its effectiveness and holding the Headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for:

- Ensuring the consistent delivery of relationships education and RSE across the school.
- Ensuring staff receive appropriate training and support.
- Managing requests for withdrawal from non-statutory sex education.
- Monitoring the implementation and review of this policy.

Staff

The PSHE Subject Lead, Katie Marsh, is responsible for:

- Overseeing the planning, delivery and evaluation of PSHE, relationships education and RSE.
- Monitoring the quality of teaching, learning and pupil outcomes.
- Supporting staff in the effective delivery of the curriculum.
- Keeping up to date with statutory requirements, guidance and best practice.
- Coordinating professional development and curriculum review.
- Reviewing the effectiveness of the PSHE and RSE programme annually and identifying priorities for improvement.

All staff delivering relationships education and RSE are responsible for:

- Delivering lessons in a sensitive, age-appropriate and inclusive manner.
- Taking account of pupils' individual needs, family circumstances and faith backgrounds.
- Promoting respectful relationships and positive attitudes.
- Monitoring pupils' learning and progress.
- Responding appropriately to pupils' questions.
- Maintaining professional boundaries and confidentiality in line with safeguarding procedures.
- Recognising, recording and reporting safeguarding concerns or disclosures promptly to the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding policy.
- Ensuring pupils know how and where to access help and support.
- Supporting arrangements for pupils withdrawn from non-statutory sex education, where applicable.

Parents / Carers

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Parents and carers are the primary educators of their children and play a vital role in supporting learning about relationships, health and wellbeing.

The school will:

- Inform parents/carers about the relationships education and RSE curriculum and when topics will be taught.
- Parents/carers will be notified in advance of non-statutory sex education being taught
- Provide opportunities for parents/carers to view curriculum materials and discuss the content with staff.
- Provide opportunities for parents/carers to view curriculum materials through half-termly curriculum information, on request or at parent information sessions, and discuss any questions or concerns with staff.
- Inform parents/carers of their right to request withdrawal from non-statutory sex education.
- Work in partnership with parents/carers and provide opportunities to ask questions and raise concerns.

Pupils

Pupils are expected to:

- Participate positively in lessons.
- Listen to and respect the views and experiences of others.
- Follow agreed class ground rules.
- Treat others with kindness, dignity and respect.
- Seek support from a trusted adult when needed.
- Report concerns about their own or another person's safety or wellbeing.

20. Training

Staff receive training on the delivery of relationships education and RSE as part of their induction and through ongoing professional development.

The Headteacher and PSHE subject lead will identify and facilitate relevant training opportunities to ensure staff have the knowledge, skills and confidence to deliver the curriculum effectively.

Where appropriate, external organisations or specialists, such as school nurses or SCARF training providers, may provide staff training and support. Any external input will be consistent with the school's Relationships Education and RSE Policy and statutory guidance.

21. Dissemination of the Policy

This policy is available to parents/carers, staff and governors through the school website. Printed copies, translated versions, or alternative formats are available on request from the school office.

Further information about relationships education and RSE can be obtained from the PSHE subject lead, Katie Marsh.

22. Policy Review

DRAFT

This policy will be reviewed annually by the Headteacher and PSHE Subject Lead to ensure it remains compliant with statutory guidance and continues to meet the needs of pupils. Any proposed amendments will be submitted to the Governing Body for approval and ratification

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