

Signed .....

Date : November 2025

Reviewed : January 2026

## Relationships and Sex Education Policy

*This school is committed to creating the ethos  
in which children can grow towards Christian life, learning and love.*

*And now I give you a new commandment: love one another. As I have loved  
you, so you must love one another. If you have love for one another, then  
everyone will know that you are my disciples."*

*John 13 34-35*

### Intent

Our school's approach to Relationships, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. (See C of E Charter [here](#).)

It is underpinned by two key Biblical passages:

*"So God created humankind in his image, in the image of God he created them" (Genesis 2:7)*

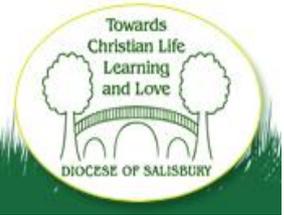
*"I have come in order that you might have life - life in all its fullness" (John 10:10)*

In Woodford Valley Primary Academy, everyone will be treated with dignity as we believe that all people are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of belief, lifestyle and opinion (within that which are permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in Woodford Valley Primary Academy is about what constitutes wellbeing and loving care for ourselves (Physical and Mental Health Education), how we show loving care for others (Relationships Education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (Sex Education).



It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

### **Defining Relationships Education**

Relationships Education is learning about how to:

- be appreciative of existing relationships
- form new healthy friendships
- enjoy strong positive, caring, relationships with good boundaries, online and in person

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults. Family life may take different forms, including families with one parent, extended families, foster or adoptive families, and families with same-sex parents, all of which are treated with equal dignity and respect.

### **Defining Sex Education**

Sex Education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The National Curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

In this school we have decided that it is important to educate the children in our community for adulthood (and for secondary school) in their last year(s) of primary school.

### **The right to withdrawal from Sex Education**

Parents do have the right to withdraw their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school invites any enquiring parents or legal guardians to talk through concerns, if needed. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving Sex Education with peers.

Withdrawing a child from Sex Education remains a statutory right as a parent or legal guardian. If a pupil is excused from Sex Education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.



The school will document this process to ensure a record is kept.

## **Defining Health Education**

Health Education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.<sup>1</sup>

## **Implementation**

### **How will RSHE be taught in our school?**

RSHE will be delivered professionally and as an identifiable part of Personal, Social, Health Education (PSHE). It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RSHE will promote healthy, resilient relationships set in the context of character and virtue development that sits within the school's Christian Vision and Values, the values being courage, forgiveness, hope, creativity, kindness and trust.

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

Pupils with SEND will have had the content made accessible to them by the class teacher and the SENDCos.

At Woodford Valley Primary Academy, RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid or aspects about puberty). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.<sup>2</sup>

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<sup>1</sup> See ["Mental Health and Wellbeing: Towards a Whole School Approach" March 2018](#)

<sup>2</sup>It does not need to be the class teacher or tutor who teaches Relationships [and Sex] Education. It is best delivered by teachers who are skilled and confident at managing sensitive issues and are good at handling class discussion. See research from Bristol University about secondary RSE <https://bmjopen.bmj.com/content/7/5/e014791>



## What will be taught in the RSHE Curriculum?

In Woodford Valley Primary Academy, we follow the SCARF program for RSHE. Each year group covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the recommended learning opportunities of the PSHE Association's Programme of Study, as well as studying different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work, where necessary, to meet the local circumstances of our school. For example, we may use our local environment as the starting point for aspects of our work. The School Council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Donna Young, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

These are in line with the requirements for RSHE from the Department for Education [click [here](#)].

**Sex Education: KS2** Sex Education is not taught to our infant (EYFS and KS1) pupils. While Sex Education is not statutory in primary schools, the Department for Education guidance (2019, p.23) recommends that all primary schools "have a sex education programme tailored to the age and the physical and emotional maturity of the pupils."

### What is taught when:

After puberty is introduced gently in Year 3 (because some girls start their periods during this key stage, and we want to allay any fears or worries), learning about conception begins in Year 4 in the context of understanding why our bodies change during puberty. Understanding of human reproduction and conception in the context of relationships is built upon in Year 5, and then pregnancy and birth is age-appropriately covered in Year 6. Therefore, by the end of KS2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects girls and women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy). Age-appropriate knowledge and understanding and the use of appropriate and accurate vocabulary empowers and protects children.

At secondary school, Sex Education is statutory and we believe that our primary school has a duty of care and a responsibility to prepare our children before they transfer to secondary school.

Sex Education provided in the PSHE education curriculum is complementary to and distinct from the Science curriculum. In Science lessons, in KS2, teachers inform children about puberty. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for Science. In KS1, we teach children about how animals including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Year 5 we teach about the main stages of the human life cycle in greater depth.



### **Dealing with Questions**

Both formal and informal pupils' questions arising from RSHE are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated Safeguarding Lead if they are concerned.

### **How RSHE will be monitored and evaluated**

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks.

### **Monitoring and Review**

The Local Governance Committee of the Governing Body monitors our Relationships and Sex Education policy on an annual basis, making modifications where necessary. Governors give serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Head Teacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

### **Policy Review**

This policy has been produced through consultation with staff, Headteacher, parents, the Full Governing Body and the School Council. It will be reviewed annually, taking into consideration the views of parents.

It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

This policy will be reviewed:	Annually
It is due to be reviewed again in:	November 2025
It was approved by FGB in:	January 2026

### **Related Documentation**

This policy should be read in conjunction with The Equalities Act 2010 [here](#) and the following school policies Child Protection, Single Equality Policy and PSHE.