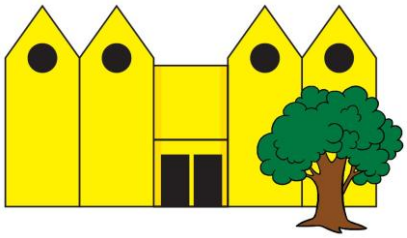
West Oxford Community Primary School



Relationship and Sex Education (RSE) policy

Approved by: FGB	**Date:** July 2026
Last Review on: June 2026	
Next Review due by: June 2028	

1. Introduction and aims

At West Oxford Community Primary School, Relationships and Sex Education (RSE) is delivered as part of our wider Personal, Social, Health and Economic (PSHE) curriculum.

We believe that high-quality RSE supports pupils to develop the knowledge, understanding, skills and vocabulary needed to build positive relationships, maintain good physical and mental health, recognise risk, stay safe and prepare for life in modern Britain.

1.1 Statutory requirements

Our curriculum reflects the statutory requirements outlined in:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2025)
- Equality Act 2010
- Keeping Children Safe in Education
- Children and Social Work Act 2017
- National Curriculum for Science

Safeguarding is central to our approach and all teaching is delivered within a safe, respectful and inclusive learning environment.

1.2 Aims

West Oxford Community Primary School aims to provide pupils with the knowledge, understanding and skills they need to develop healthy, respectful and positive relationships throughout their lives. Through our RSE curriculum, pupils learn how to recognise and maintain healthy relationships, understand personal boundaries and consent, and identify safe and unsafe situations both online and offline.

We seek to develop pupils' confidence in seeking help and reporting concerns, whilst promoting positive physical and emotional wellbeing. As pupils progress through school, they are supported to understand the changes associated with growing up and puberty, develop accurate scientific vocabulary and gain an appreciation of the diversity that exists within families, relationships and communities.

Above all, our curriculum aims to foster respect, empathy, kindness and responsible decision-making.

2. Curriculum Design

Relationships and Sex Education is delivered through the Kapow Primary PSHE and RSE scheme, which has been adapted to reflect the needs of our pupils and our enquiry-based curriculum model. Lessons are carefully sequenced to build knowledge progressively from the Early Years through to Year 6, ensuring that pupils revisit and deepen their understanding over time.

The curriculum is organised around the strands of Families and Relationships, Health and Wellbeing, Safety and the Changing Body, Citizenship and Economic Wellbeing. Learning is driven by enquiry questions, which encourage pupils to discuss, reflect, question and think critically about the world around them. Through carefully planned opportunities for discussion, role play, problem-solving and reflection, pupils are supported to apply their learning to real-life situations.

Strong links are made with other curriculum areas, particularly Science, Computing, Physical Education and Religious Education. Key themes are also reinforced through assemblies, pastoral support and wider enrichment opportunities.

In the Early Years Foundation Stage (EYFS), relationship skills are developed through everyday interactions and experiences rather than formal lessons. Children build secure relationships with adults through the key person

approach, while also being supported to develop positive friendships with their peers. Social skills are learned through play, daily routines, storytelling, role-play, and guided support from adults. Through these experiences, children learn essential skills such as cooperation, sharing, turn-taking, active listening, kindness, and respect for others.

Children are also supported in recognising, expressing, and managing their emotions. As they learn to communicate their needs, resolve conflicts, and show empathy towards others, they develop the confidence and emotional understanding needed to form positive relationships. These early experiences provide a strong foundation for understanding the importance of caring relationships within families, peer groups, and the wider community.

For more information about how RSE and PSHE fit into our Enquiry Curriculum please read our PSHE/RSE subject overview document.

3. Statutory Relationship Education

Relationships Education is taught throughout all year groups and forms the foundation of our RSE provision. Teaching supports pupils to understand the characteristics of positive friendships and family relationships, the importance of kindness, respect and inclusion, and the ways in which relationships may differ across families and communities.

Pupils learn how to recognise unhealthy behaviours, manage conflict appropriately, respect personal boundaries and seek support when required. Increasing emphasis is placed on online relationships and digital safety as pupils progress through the school, ensuring that they are equipped to navigate modern relationships safely and responsibly.

4. Sex education

Whilst primary schools are not required to teach sex education beyond the National Curriculum for Science, West Oxford Community Primary School believes that pupils benefit from receiving age-appropriate information before they experience the physical and emotional changes associated with puberty. For this reason, additional sex education is taught in Upper Key Stage Two as part of the wider PSHE and RSE curriculum.

Teaching focuses on preparing pupils for adolescence by developing their understanding of puberty, menstruation, personal hygiene, reproduction, conception and pregnancy. Lessons are delivered using factual, age-appropriate and inclusive language and are designed to help pupils feel informed, reassured and confident about the changes they may experience.

5. Safeguarding

Safeguarding is at the heart of our Relationships and Sex Education curriculum. Teaching enables pupils to recognise healthy and unhealthy behaviours, understand the importance of consent and personal boundaries, identify risks both online and offline, and know how to seek help when they feel worried or unsafe. Through the curriculum, pupils learn about issues such as grooming, exploitation, coercion, harmful online content and inappropriate behaviour in ways that are developmentally appropriate and sensitive to their age and stage of development.

Staff recognise that RSE lessons may occasionally lead to safeguarding disclosures. Any concerns arising from teaching will be managed in accordance with the school's safeguarding procedures and shared with the Designated Safeguarding Lead where appropriate. Whilst staff create an atmosphere of trust and openness, pupils are reminded that confidentiality cannot be guaranteed if information is disclosed that indicates a risk of harm to themselves or others.

6. Inclusion and Equality

West Oxford Community Primary School is committed to ensuring that all pupils can access and benefit from high-quality Relationships and Sex Education. Our curriculum reflects the diversity of modern society and promotes respect for all individuals in line with the Equality Act 2010. Teaching seeks to challenge prejudice, discrimination and stereotypes whilst fostering an inclusive environment in which all pupils feel valued, represented and respected.

Learning is adapted to meet the needs of individual pupils, including those with SEND. Staff carefully consider developmental readiness, communication needs and safeguarding vulnerabilities when planning and delivering lessons. Additional support, pre-teaching or overlearning opportunities may be provided where appropriate to ensure that all pupils can engage meaningfully with the curriculum.

7. Roles and Responsibilities

7.1 Governing Body

The governing body will:

- approve and review this policy;
- ensure statutory requirements are met.

7.2 Headteacher

The Headteacher will:

- ensure the policy is implemented effectively;
- support staff in delivering high-quality RSE.

7.3 PSHE/RSE Subject Lead

The subject lead will:

- monitor curriculum coverage and progression;
- review curriculum effectiveness;
- support staff development;
- monitor pupil voice;
- liaise with safeguarding leaders;
- ensure resources remain appropriate and up to date;
- oversee policy review.

7. 4 Teachers

Teachers will:

- deliver RSE in accordance with this policy;
- create safe learning environments;
- respond appropriately to safeguarding concerns;
- adapt learning to meet pupil needs.

8. Working with Parents and Carers

We recognise parents and carers as children's primary educators. The school will:

- provide access to curriculum information;
- consult on significant policy changes;
- communicate with families before sex education lessons are taught;
- provide opportunities for parents to view resources and ask questions.

9. The Right to Withdraw

Parents and carers have the right to request that their child be withdrawn from the non-statutory sex education elements of the curriculum. Requests should be made to the Headteacher. The Headteacher will discuss the request with parents and explain the curriculum before confirming arrangements.

Parents cannot withdraw their child from:

- Relationships Education;
- Health Education;
- National Curriculum Science.

Alternative educational provision will be provided for pupils withdrawn from non-statutory sex education lessons.

10. Monitoring, Evaluation and Review

The quality and effectiveness of Relationships and Sex Education at West Oxford Community Primary School will be regularly monitored and evaluated to ensure that the curriculum continues to meet the needs of pupils and reflects current statutory guidance and safeguarding priorities.

Monitoring activities may include pupil voice, staff feedback, curriculum reviews, lesson visits, planning scrutiny and discussions with governors. Feedback gathered through these processes will be used to inform curriculum development, staff training and future policy updates.

The PSHE/RSE Subject Lead, in collaboration with senior leaders and safeguarding staff, will oversee the ongoing evaluation of provision to ensure that teaching remains inclusive, age-appropriate and responsive to the needs of the school community.

This policy will be reviewed annually, or sooner if there are significant changes to national guidance, legislation or local safeguarding requirements.