



Relationships and Sex Education (RSE) Policy

This policy applies to the whole school, including the EYFS

April 2026

1. Aims

The aim of this policy is to ensure that pupils have the knowledge, skills and understanding required to make informed, safe and responsible decisions as they grow up, in line with statutory Relationships Education, RSE guidance and Keeping Children Safe in Education (KCSIE 2025). This policy forms part of our wider PSHE policy.

The school recognises the importance of RSE in safeguarding children, including helping pupils to:

- recognise abusive behaviours, including child-on-child abuse
- understand consent, boundaries and respectful relationships
- stay safe online, including understanding risks such as exploitation, grooming and exposure to harmful content
- know how and when to seek support from trusted adults

The RSE Policy should be read in conjunction with the School's Child Protection and Safeguarding Policy, and the School's PSHE Policy.

2. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, 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.

3. Teaching and Learning Style

RSE at Warlingham Park School is delivered through the Wellio scheme of work, which provides a structured, spiral curriculum ensuring progression in knowledge, skills and understanding, from EYFS through to KS2. The Wellio units have been carefully selected to meet statutory Relationships and Health Education requirements and reflect safeguarding priorities identified in the forthcoming KCSIE 2026. Units of work can be found in Appendix 1.

4 Online Safety

The school recognises that RSE plays a vital role in teaching pupils how to stay safe online.

Through the Wellio curriculum, pupils will learn about:

- online relationships and digital communication
- risks of sharing personal information
- online bullying and harmful content
- consent in digital contexts (e.g. image sharing)
-

This is supported by the school's filtering and monitoring systems and Online Safety Policy, in line with KCSIE requirements. The systems are overseen by designated staff and regularly reviewed to ensure their effectiveness in keeping pupils safe

5 Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

6. Establishing a safe learning environment and dealing with difficult questions

Teaching staff will use a range of strategies to deliver RSE. This will enable pupil participation and involvement in their learning and develop pupils' confidence in talking, listening and thinking. These techniques include:

- Establishing ground rules with pupils – as in all aspects of PSHE a set of ground rules helps create a safe environment;
- Using 'distancing' techniques (talking about things in general, rather than personal, terms)
- Knowing how to deal with unexpected questions or comments from pupils;
- Encouraging reflection.
- Create a 'safe zone' to speak freely about subject
- Making pupils aware of how to report concerns
- Reinforcing that some information must be passed onto safeguarding leads
- Ensuring pupils understand support systems both in school and externally

Teaching will be adapted to reflect:

- contextual safeguarding risks
- harmful sexual behaviour
- child on child abuse
- misogyny, prejudice and discriminatory behaviour

7.Safeguarding

RSE is delivered within the context of the school's safeguarding framework and in line with KCSIE 2025. Staff recognise that discussions within RSE may lead to safeguarding disclosures.

All staff:

- are trained in safeguarding procedures and receive regular updates on risks both locally and nationally.
- understand that they cannot offer unconditional confidentiality
- will follow the school's safeguarding policy and report any concerns to the Designated Safeguarding Lead (DSL)

Staff will ensure that teaching reflects the school's duty to protect pupils from harm, including online harm.

8.Roles and Responsibilities

Governance

The Governors will approve the RSE policy, and hold the head to account for its implementation.

The Head

The Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE. Staff do not have the right to opt out of teaching RSE.
- Identify and respond appropriately to disclosures or concerns arising during RSE
- Follow safeguarding procedures in line with KCSIE 2025
- Be aware of indicators of abuse, exploitation or harmful behaviour
- Recognise the importance of early help and take action to support pupils at the earliest opportunity in line with the school's safeguarding procedures
- All safeguarding concerns arising from RSE will be recorded and reported in line with the school's safeguarding procedures.

The DSL is responsible for:

- Managing safeguarding concerns arising from RSE
- Supporting staff with safeguarding issues linked to RSE delivery
- Ensuring appropriate staff training is in place
- Liaising with external agencies where necessary

9.Pupils

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

10.Parents

Parents will be informed about curriculum content through the Wellio scheme overview and consulted as appropriate. Full information sessions are held at the start of every academic year and all materials used in the curriculum are accessible for parents to view.

Parents' have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the Head, The Head will discuss the request with parents and take appropriate action. Parents do not have the right to withdraw from the 'relationships' part of the learning.

11.Equality and Inclusion statement

Warlingham Park School ensures that RSE is inclusive and accessible to all pupils, including those with SEND and reflects diverse families, identities and backgrounds.

Date of adoption of this policy	September 2020
Date of last review of this policy	May 2026 (to reflect new scheme of work and upcoming changes to KCSIE 2026)
Date for next review of this policy	May 2027
Policy owner (SMT)	Head
Policy owner (Proprietor)	ILG

Appendix 1

Wellio Units used at Warlingham Park School

EYFS

Pupils begin to develop early understanding of relationships, feelings and self-care through:

- **All About Me** – identity, feelings, and self-awareness
 - **Growing and Changing** – basic understanding of body changes and self-care
 - **Being Kind and Caring** – friendships, sharing, empathy
 - **Keeping Safe** – recognising safe and unsafe situations
-

Key Stage 1 (Years 1–2)

RSE is taught through the following Wellio units:

- **Families and Relationships**
 - Different types of families
 - Caring friendships
 - Respect for others
 - **Growing and Changing**
 - Naming body parts (using correct terminology)
 - Understanding personal boundaries
 - Introduction to life cycles
 - **Health and Wellbeing**
 - Personal hygiene
 - Emotions and feelings
 - Who can help us
 - **Keeping Safe**
 - Safe and unsafe secrets
 - Appropriate and inappropriate contact
 - Introduction to online safety
-

Key Stage 2 (Years 3–6)

RSE builds progressively through the following Wellio units:

- **Families and Relationships**
 - Healthy and respectful relationships
 - Friendships and conflict resolution
 - Respecting differences, including diverse families
- **Growing and Changing**
 - Puberty and physical changes
 - Emotional changes during adolescence
 - Reproduction and birth (upper KS2)
- **Health and Wellbeing**
 - Mental health and emotional literacy
 - Self-esteem and identity
 - Managing pressure and influence
- **Keeping Safe**
 - Personal boundaries and consent
 - Recognising risks, including peer-on-peer abuse
 - Online safety, including:
 - digital communication
 - sharing images
 - exposure to harmful content
 - grooming and exploitation risks

Progression and Safeguarding Integration

The Wellio curriculum ensures that:

- Learning is **age-appropriate and builds year-on-year**
- Key safeguarding themes are revisited and deepened, including:
 - consent
 - respectful behaviour
 - recognising abuse
 - seeking help
- Online safety is **fully embedded across all year groups**, not taught in isolation

- Pupils are explicitly taught:
 - how to report concerns
 - who to speak to
 - how to stay safe in both **offline and online contexts**
-

Adaptation and Inclusion

Teachers adapt Wellio units to ensure:

- accessibility for pupils with SEND
 - sensitivity to pupil needs and backgrounds
- alignment with the scho