



**Wood Ley Community
Primary School**

Relationships and Sex Education Policy

Wood Ley Community Primary School

Approved by COG:

Date:

Reviewed :

Next review due by:
September 2026

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition.....	3
5. Curriculum	4
6. Delivery of RSE	4
7. Roles and responsibilities	5
8. Parents' right to withdraw	5
9. Training	5
10. Monitoring arrangements.....	6
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school pupils should know	14
Appendix 3: Parent form: withdrawal from sex education within RSE	17
Appendix 4: Letter to parents regarding Vocabulary taught.....	18

1. Aims

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

- Be appropriate to the age and maturity of the child. Common starting levels cannot be assumed.
- Be respectful and sensitive to our culturally diverse community. • Answer pupils' questions honestly and sensitively.
- Teach factual knowledge and encourage the exploration of facts.
- Promote an understanding of a range of family groups including: marriage (mixed or same sex), long- term partnerships (mixed or same sex), single parent families (male or female), and fostered and adopted families. • Examine opinions and concepts and encourage discussion.
- Encourage awareness, respect and responsibility for oneself and others.
- Enable pupils to develop positive relationships with others and the ability to communicate effectively.
- Enable pupils to protect themselves and ask for help and support.
- Give an understanding of the importance of personal hygiene
- Prepare pupils for puberty and to recognise that individuals develop at different times.
- Enable pupils to be able to name parts of the body and describe how their bodies work
- Give pupils an understanding of reproduction and sexual development.

Like other areas of health education, sex education is concerned not only with cognitive development but affective development (emotional development).

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Wood Ley we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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.

Family

In this document the word family is used when referring to a group of adults and children that care for each other. Families at Wood Ley primary school come in many forms including married couples, single parents, foster families, adopted families, extended families, dispersed families to name but a few. All these families have in common that they care for each other and their children.

Sexting

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. When young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales)

5. 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum on a two year rolling program following the Jigsaw Scheme of Work . Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships 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

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making • Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle • Managing conflict • Discussion and group work

A range of teaching styles will be employed, to encourage pupil participation, so that pupils can discuss and reflect on ideas and content, whilst developing their communication skills.

Parents will be informed when the school is planning to teach relationship and sex education (RSE) and will

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 single parent families, LGBT parents, families headed by 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).

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

7. Roles and responsibilities

7.1 The governing board

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

The governing board has delegated the approval of this policy to the Curriculum committee.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 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 non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff in Year 5 and 6 are those responsible for teaching RSE in our school.

7.4 Pupils

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

8. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of RSE. These can be found in the Science program of study. Parents are asked to meet with headteacher to discuss this. If after a meeting with the headteacher a parent decides to withdraw their child, then a request for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE.

9. 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.

10. Assessment and SEND

Teachers will be responsible for assessing where their children are both in knowledge and maturity and match learning opportunities to their individual needs. The Jigsaw scheme of work provides clear learning and objectives and the class teacher should assess against these. The scheme ensures progress and it is the responsibility of the class teacher to make sure that the scheme is fully delivered. Pupils whose needs mean that they will have difficulties with discussions and work will need supporting so that they can access and fully understand the curriculum. Further advice can be sourced from the SENCO and PSHE co-ordinator.

11. Confidentiality

See Confidentiality and Child Protection policy. It is important that for the effective teaching of RSE there must be a trusting relationship between the class teacher and pupils, but as outlined in our confidentiality policy it is important for pupils and parents to understand that staff cannot maintain confidentiality. Any concerns staff may have should be discussed immediately with the designated Child Protection Officer (Headteacher). The safety of our children is a paramount concern and the school is legally obliged to refer concerns regarding child protection issues, including sexual abuse to other agencies such as social services.

Answering difficult Questions

All teachers are encouraged to use a question and answer box where pupils can ask questions anonymously. This provides staff time to prepare suitable responses. Staff will answer questions in line with the year groups and RSE learning intentions. If a child asked explicit or non-age appropriate questions, teachers will suggest that they are discussed with an adult at home or someone a child trusts.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Sandra Renwick (Headteacher), Mr James Grocott (Deputy Head Teacher) and Mrs Emma Grocott (PSHE coordinator) through:

- planning scrutinies,
- Learning walks
- Pupil perception
-

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

This policy will be reviewed by Mrs Emma Grocott annually. At every review, the policy will be approved by Curriculum Committee and The Headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Foundation	Summer 1	Relationships: <ul style="list-style-type: none"> • Family Life • Friendships • Falling out • Dealing with Bullying • Being a good friend 	Jigsaw online resources-pictures, clips, powerpoints The Jigsaw Charter Jigsaw songs Jigsaw Chimes Scenario cards Jigsaw character Games Feely bags Poems
Foundation	Summer 2	Changing Me: <ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and Change • Fun and Fears • Celebrations 	Jigsaw online resources-pictures, clips, powerpoints The Jigsaw Charter Jigsaw songs Jigsaw Chimes Scenario cards Jigsaw character Games Feely bags Poems

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships 	<p>Jigsaw online resources-pictures, clips, power points</p> <p>The Jigsaw Charter</p> <p>Jigsaw songs</p> <p>Jigsaw Chimes</p> <p>Scenario cards</p> <p>Jigsaw character</p> <p>Games</p> <p>Feely bags</p> <p>Poems</p>
Year 2	Summer 1	<ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 2	Changing me: <ul style="list-style-type: none"> • Life cycles-animals and humans • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change 	Jigsaw online resources-pictures, clips The Jigsaw Charter Jigsaw songs Jigsaw Chimes Scenario cards Jigsaw character Games Feely bags Poems
Year 2	Summer 2	<ul style="list-style-type: none"> • Life cycles in nature • Growing from Young to old • Increasing independence • Assertiveness 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> • Family roles and responsibilities • Friendships and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends. 	<p>Jigsaw online resources-pictures, clips, powerpoints</p> <p>The Jigsaw Charter</p> <p>Jigsaw songs</p> <p>Jigsaw Chimes</p> <p>Scenario cards</p> <p>Jigsaw character</p> <p>Games</p> <p>Feely bags</p> <p>Poems</p>
Year 4	Summer 1	<ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and falling out • Girlfriends and boyfriends • Showing appreciation to people and animals 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 2	Changing me: <ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for Transition 	Jigsaw online resources-pictures, clips, powerpoints The Jigsaw Charter Jigsaw songs Jigsaw Chimes Scenario cards Jigsaw character Games Feely bags Poems
Year 4	Summer 2	<ul style="list-style-type: none"> • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Environmental change • Preparing for transition 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> • Self-recognition and self-worth • Building self esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMAART internet safety rules. 	<p>Jigsaw online resources-pictures, clips, powerpoints</p> <p>The Jigsaw Charter</p> <p>Jigsaw songs</p> <p>Jigsaw Chimes</p> <p>Scenario cards</p> <p>Jigsaw character</p> <p>Games</p> <p>Feely bags</p> <p>Poems</p>
Year 6	Summer 2	<ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 2	<p>Changing Me:</p> <ul style="list-style-type: none"> • Self and Body image • Influence of online and social media on body image • Puberty for girls • Puberty for boys • Conception (Including IVF) • Growing responsibility • Coping with change • Preparing for Transition 	<p>Jigsaw online resources-pictures, clips, powerpoints</p> <p>The Jigsaw Charter</p> <p>Jigsaw songs</p> <p>Jigsaw Chimes</p> <p>Scenario cards</p> <p>Jigsaw character</p> <p>Games</p> <p>Feely bags</p> <p>Poems</p>
Year 6	Summer 2	<ul style="list-style-type: none"> • Self Image • Body Image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition 	

Appendix 2: By the end of primary school pupils should know

RELATIONSHIPS	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

RELATIONSHIPS	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

RELATIONSHIPS	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• 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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: Letter to parents regarding Vocabulary taught

Dear Parent/Carer,

AS part of your child's education at Wood Ley we promote wellbeing and development through a comprehensive programme. Our PSHE (Personal, Social and Health Education) curriculum follows the Jigsaw programme, a mindful approach to PSHE.

Throughout the year, lessons have built children's emotional literacy, self-esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

Over the next half term, your child's class will be taking part in lessons which focus on the relationships and sex education (RSE) aspect of this programme. Please see the table below which shows the coverage and progression of lesson content that will be taught in each year group.

In September 2020, statutory guidance for Relationships came into effect. This means that children cannot be withdrawn from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty.)

The summer term 'Changing Me' unit includes, in every year group two or three lessons to help children understand the changes puberty brings and how human reproduction happens. There is a very serious safeguarding aspect to this work and obviously the younger year groups are not looking at these issues directly and explicitly but rather learning correct terminology for body parts and doing the foundation work for later year groups. The Year 5 and 6 lessons look more fully at puberty and human reproduction,

You have the right to withdraw your child from the non-statutory or non-science components of Sex Education in primary school. These lessons are highlighted in the table below. Parents who choose to withdraw their child will need to ensure that this is taught to their child at home.

We hope you will be in agreement with us that this work is vitally important for children, that it needs to be done age appropriately and that the Jigsaw programme gives us a secure framework in which to do this.

As a school community, we are committed to working in partnership with parents and carers and want to ensure that we answer any questions you may have regarding the content of the lessons. Please email any questions you should have and we will respond.

Yours Sincerely,

Mrs Grocott

PSHE Subject Leader

Year Group	Lesson Content- Changing Me unit
Foundation	Bodies Respecting my body Growing up Growth and change Fun and Fears Celebrations
Year 1	Life cycles-animal and human Changes in me Changes since being a baby Differences between female and male bodies (using correct terminology) Linking growing and learning Coping with change Transition to my new class
Year 2	Life cycles in nature Growing young to old Increasing independence Differences in female and male bodies (using correct terminology) Assertiveness Preparing for transition to my new class
Year 3	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change

	Preparing for transition
Year 5	Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with changes Preparing for transition
Year 6	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/Girlfriends Sexting Transition

Non-statutory or non-science components (right to withdraw)

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Changes	Change	Change	Personal	Self	Self esteem
Life Cycle	Grow	Birth	Unique	Self-image	Real self
Baby	Life Cycle control	Animals	Characteristics	Body image	Opportunities
Adulthood	Baby	Babies	Vulva/vagina	Self esteem	Responsibilities
Mature	Adult	Mother	Penis	Perception	Pubic hair
Grow	Fully grown	Growing up	Testicles	Puberty	Voice breaks
Male	Growing up	Womb/uterus	Anus	Menstruation	Menstruation
Female	Old	Nutrients	Ovaries	Periods	Hips widen
Vagina	Young	Survive	Egg/ovum/ova	Sanitary towels/pads	Growing taller
Penis	Toddler	Puberty	Womb/uterus	Tampons	Periods
Testicles	Child	Control	Puberty	Ovary/ovaries	Sanitary towels/pads
Vulva	Teenager	Care	Menstruation	Vagina	Tampons

Anus	Adult Female Male Vagina Penis Testicles Vulva Anus Public Private Acceptable Unacceptable Comfortable Uncomfortable	Male Female Vagina Penis Testicles Vulva Anus Sperm Ovaries Egg/ovum/ova Stereotypes Roles challenge	Periods Making love Having sex Sexual intercourse Fertilise conception	Oestrogen Vulva Womb/uterus Sperm Semen Testicles/testes Erection Ejaculation Wet dream Growth spurt Hormones Facial hair Larynx Relationships Conception Making love Sexual intercourse Fallopian tube Fertilised Pregnant Embryo Umbilical cord	Ovary/ovaries Vagina Oestrogen Vulva Womb/uterus Breasts Clitoris Cervix Sperm Semen Testicles/testes Erection Ejaculation Wet dream Underarm hair Moody Growth spurt Hormones Facial hair Larynx Relationships.
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