

Westhouses Primary School



Relationships and Sex Education (RSE) Policy

Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	06.07.2023	Juliette Whitby	
2.0	12.12.24	Juliette Whitby	Following discussions with parents, we were requested to consider teaching about menstruation in year 3 and 4.
3.0	23.3.26	Laura Gregg	Reviewed due to new RSE guidance (Sept 2026) and new RSE co-ordinator

Approval History

REVISION	APPROVAL DATE	APPROVED BY	SIGNED
1.0	06.07.2023	FGB	
2.0	28.04.2026	FGB	

This policy and curriculum content was agreed in consultation with parents, governors and staff.

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1. What is Relationship and Sex Education?

Definition

According to DfE Relationships and Sex Education (RSE) statutory guidance (2025), the focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.” DfE RSE Guidance 2025

Why do we teach Relationship and Sex Education at Primary School?

RSE is a legal requirement. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

“Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.” DfE RSE guidance 2025

The Science National Curriculum across all key stages sets out the sex education elements which schools must provide for all pupils. This covers the biological aspects of sex education. However, it is widely recognised that sex education should be more than solely science if it is to meet children’s needs. Relationship and Sex Education is all about helping young people to respect themselves and others and understand difference. It is about helping children to develop confidence in themselves and form safe and positive relationships with those around them.

RSE is about preparing children for the changes they will experience as they get older. Many children are maturing earlier. Approximately ten percent of girls start their periods while at Primary School (Sex and Relationship Education at Primary School: Sex Education Forum Factsheet 5). It is, therefore, important that pupils are provided with factual information and have the opportunities to discuss their feelings and concerns. This preparation should help pupils to manage and understand the emotional and physical changes they and their peers will experience during puberty.

DfE statutory guidance content to be covered by the end of Primary School

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health Education

- General wellbeing

- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping

Sex Education

- Year 5: Lesson 4 (Conception)
- Year 6: Lesson 3 and Lesson 4 (Conception, Birth)

Science

The National Curriculum Science requirements are as follows:

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
- that humans and animals can produce offspring and these grow into adults

Key Stage 2:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Aims and Objectives

At Westhouses, the main aims of our RSE programme are to:

- support and help young people to make responsible and well informed decisions about their lives;
- help pupils develop healthy and respectful friendships and relationships;
- help and support them through their physical, emotional and moral development;
- promote pupils' respect for themselves and others;
- develop pupils' confidence in themselves;
- promote an understanding of the need to live confident, healthy and independent lives;
- help pupils deal with difficult moral and social questions;
- help pupils to value family life and stable relationships;
- provide pupils with accurate information;
- foster appreciation of the responsibilities of adulthood and parenthood;
- promote an appreciation of the value of human life and the wonder of birth.

RSE contributes to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of their bodies and describe how their bodies work;

- can protect themselves and ask for help and support; and are prepared for puberty and understand changes and emotions that occur in the opposite sex. Whilst teaching these units of work, we will:
- provide accurate information which is easy to understand and relevant and appropriate to the age and maturity of the children;
- provide a secure environment in which children can ask questions and talk about issues;
- include the development of communication and social skills;
- encourage the exploration and clarification of values and development of positive attitudes;
- challenge prejudice and stereotyping;
- cater equally for the needs of boys and girls.

2. How is RSE provided and who is responsible for providing it?

Jigsaw and PSHE

At Westhouses Primary School, we include the statutory Relationships and Health Education within our whole school JIGSAW PSHE Programme. Please see PSHE policy for more information.

Below are the learning themes of each of the six units and these are taught across the school from Reception through to Year 6. The units are the same in each year group but learning deepens and broadens every year.

The main themes of Jigsaw are as follows:

Autumn 1 – Being Me in My World

Autumn 2 – Celebrating Difference (including anti-bullying)

Spring 1 – Dreams & Goals

Spring 2 – Healthy Me

Summer 1 – Relationships

Summer 2 – Changing Me (including sex and relationships education).

The main teaching of RSE is taught during the Relationships and Changing Me units. Sex Education is taught specifically in Summer 2 through the Changing Me unit. Children in years 5 and 6 will take part in specific Sex Education lessons during this time.

Within this unit the children will learn:

Reception:

- Name parts of the body
- Respecting my body – things I can do and foods I can eat to be healthy
- Growing Up – understand that we all grow from babies to adults
- Fun and Fears – I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1
- Celebration – I can share my memories of the best bits of this year in Reception

Yr1/2:

- What makes a friend; solving friendship problems.
- How am I changing? Keeping safe.

- Boys' and girls' bodies
- Families
- Managing friends; coping when a friendship breaks down; dealing with unwanted behaviour.
- Keeping myself safe; assertiveness.
- How have I changed? How do I feel?
- Boys' and Girls' Bodies

Yr 3/4:

- Comparing pictures of baby animals and their mothers.
- Understanding how babies grow and develop inside their mother (this will not involve conception).
- Discussing male and female gender roles and stereotyping (e.g. household chores)
- Unique Me; understanding that some personal characteristics come from birth parents.
- Outside body changes
- Girls and Puberty – girls' body changes including menstruation
- Circles of change
- Accepting change
- Looking Ahead - discussing what the children will be looking forward to in the coming year.

Yr 5/6:

- Having a Baby; understanding which parts of male and female bodies are necessary for making a baby.
- Friendships; Getting On and Falling Out.
- Girlfriends and Boyfriends.
- Puberty for Girls.
- Puberty for Boys.
- Conception.
- My self image.
- Facing the challenge of puberty.
- Girl talk and boy talk.
- Conception.
- Transition to secondary school.

The more biological aspects of RSE, as detailed below, will be delivered in KS2, where links will be made to the science curriculum:

- changes in the body related to puberty, such as periods and voice breaking;
- when these changes are likely to happen and what issues may cause young people anxiety and
- how they can deal with these; and
- how a baby is conceived and born.

Jigsaw lessons will be taught for at least 30 minutes per week in classes, usually by the class teacher. There has been some discussion amongst staff and parents with regards to the benefit of teaching KS2 boys and girls separately in order to allow them to talk more openly amongst their own sex. We feel, however, that it is important for boys and girls to understand the changes that happen not only to themselves but also to the opposite sex. Most lessons, therefore, will be taught in the children's

usual classes and will cover the changes that will happen to both boys and girls as they experience puberty.

Children will be encouraged to talk to their parents at home if there are questions or issues they don't feel comfortable discussing in front of members of the opposite sex whilst in the classroom. Each classroom in KS2 will also have a question box to allow them to ask questions anonymously.

Nursery Provision

At Westhouses Primary School Relationship and Sex Education in Nursery focuses on helping children develop positive relationships, confidence, and an understanding of themselves within a safe and nurturing environment. Learning is fully age-appropriate and centres on building early social skills such as sharing, turn-taking, recognising feelings, and developing respect for others. All teaching is delivered through play-based activities, stories, group activities and everyday interactions, ensuring that children feel safe, valued, and supported as they develop their early understanding of relationships and personal boundaries.

Personal, Social and Emotional Development (PSED) is a prime area of the Early Years curriculum and therefore underpins all of their learning and development. At the ages of 3 and 4 children will be;

- Developing their sense of responsibility and membership of a community.
- Becoming more outgoing with unfamiliar people, in the safe context of their setting.
- Showing more confidence in new social situations.
- Playing with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries.
- Developing appropriate ways of being assertive.
- Talking with others to solve conflicts.
- Talking about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understanding gradually how others might be feeling. *EYFS Development Matters 2023*

Special Educational Needs or Disabilities (SEND)

Westhouses Primary School is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities, have full access to Relationship and Sex Education at a level that is appropriate to their individual needs. Teaching is adapted to ensure content is accessible, meaningful, and supportive, using a range of strategies such as simplified language, visual resources, repetition, and additional adult support where required. Our approach prioritises creating a safe and inclusive environment where every child can develop healthy relationships, understand boundaries, and build the skills needed for personal wellbeing.

Ways in which we support pupils with SEND include;

- RSE lessons will include a range of resources to support all pupils; such as the use of visuals.
- Using the Jigsaw scheme provides a clear lesson structure, regardless of year group, that ensures a familiar and predictable lesson routine. Every Jigsaw RSE lesson begins with calm time; an opportunity for mindfulness and calm before the session.
- Before each RSE session rules are set out to create a safe environment, these include; Taking it in turns to speak, Using kind and positive words, Listening to each other, Having the right to pass, Respecting each other's privacy (confidentiality).
- Accurate language will be used to describe body parts to avoid confusion or ambiguity.

- Use of stories and picture books are available to support children with SEND on a more developmentally appropriate level.
- Interventions for children that need further support include nurture group, positive play and allotment time.

School Visitors

From time to time, Westhouses Primary School may welcome visitors—such as nurses, community educators, or other trained professionals—to support the teaching of Relationships and Sex Education. All visitors are carefully chosen by school leaders to ensure their work matches our curriculum and reflects the school’s values.

Visitors are expected to follow all school safeguarding procedures and to work in partnership with staff to create a safe, respectful learning environment for children.

Sensitive Issues

Issues of a sensitive nature will obviously be brought up during RSE. Children will be able to raise specific issues through the use of a question box. However, in order to be consistent as a school, we have clear parameters about what will be discussed and how certain issues will be handled. These issues will be handled as follows if the children raise them:

Gay relationships/families: teachers will explain that there are different types of relationships and that some people are attracted to members of the same sex. Emphasis will be placed on respecting people regardless of sexuality, just as it would be if discussing gender, race or appearance.

Schools need to deal with bullying, including homophobic or transphobic bullying, so homophobic or transphobic bullying needs to be challenged. Children will be told that using the word ‘Gay’ as an insult is not acceptable.

Masturbation: the Living and growing programmes used in Yr 5 & 6 briefly mention masturbation as a natural act. If children ask about it, they will be told it is normal and something that is done in private.

Contraception: other than referring to the fact that measures can be taken to prevent having a baby, so people can choose when it’s right to start a family, the details of contraception will not be discussed (this is covered in secondary school).

Any questions relating to abortion, HIV/Aids (and sexually transmitted infections) and sexual acts such as oral sex will be referred home as we feel these issues are not age appropriate – they form part of the PSHE curriculum at secondary school.

Confidentiality - see our Confidentiality Policy for further details.

As a general rule, teachers and staff cannot promise to keep secrets; disclosures made to staff will be dealt with in accordance with our Confidentiality Policy. Clear ground rules will be set with the pupils at the start of the units in order to clarify confidentiality issues when dealing with sensitive issues. One of these rules will be to not repeat to any one outside the class or disclose personal information about others discussed during lessons.

Materials used

Each year group has a Jigsaw folder with the unit overviews, weekly structured lessons and resources needed. Every class has their own soft toy “Jigsaw Piece” and a chime, which the children know and use weekly to support lessons.

3. What is the role of parents/carers?

At Westhouses Primary School we recognise and value the vital role parents play in their children’s understanding about sex and relationships. As DfEE 2000 guidance states:

Parents are the key people in:

- teaching their children about sex and relationships;
- maintaining the culture and ethos of the family; helping their children cope with the emotional and physical aspects of growing up; and
- preparing them for the challenges and responsibilities that sexual maturity brings.

We aim to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Inform parents about the school Relationship and Sex Education (RSE) policy and practice;
- Invite parents to view the materials, including videos, used to teach RSE in our school;
- Support parents in managing conversations with their children about RSHE topics.
- Answer questions parents may have about RSE education their child receives in school;
- Take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for RSE in school.

We appreciate that many parents find it difficult to talk to their children about sex and relationships. Resources will be available for parents to borrow. We also offer an annual meeting in Summer Term 1 for parents to see the curriculum content and resources and to have an opportunity to discuss the curriculum with teachers and other parents.

Parents Right to Withdraw

Parents have the right to withdraw their children from Sex Education lessons not included in the Science National Curriculum (human reproduction and growth are part of the Science National Curriculum).

At Westhouses Primary School this would mean the child being withdrawn from;

Summer 2: Changing Me

Year 5: Lesson 4 (Conception)

Year 6: Lesson 3 and Lesson 4 (Conception, Birth)

In this instance, alternative work would be set.

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Any parent wishing to withdraw their children from the programme should speak to Juliette Whitby (Headteacher) or Laura Gregg (RSE Coordinator). A request for withdrawal does not have to be written, but if it is not, the school has to confirm in writing that it has been made. A standard pack of information is available from the DfE for parents who withdraw their children from RSE.

4. How is RSE monitored and evaluated?

Co-ordinator name and contact

Laura Gregg (PSHE/RSE Lead)

Monitoring and Review

The RSE Co-ordinator will monitor the RSE curriculum through methods such as planning scrutiny and work sampling, to monitor the teaching and learning in RSE.

Parents are invited into school annually in Summer Term 1 to discuss the teaching and provision of RSE. Any outcomes or feedback from these meetings is then reflected in our policy and/or lessons/teaching.

The RSE co-ordinator will send out a staff and pupil questionnaire at least once a year to gain feedback on planning, resources, materials and staff confidence and knowledge in teaching the subject. On-going discussions with staff and the staff questionnaires will be used to identify any training opportunities. Professional development opportunities are provided to build staff confidence, update subject knowledge, and ensure that teaching reflects current guidance and best practice. Staff are encouraged to seek support whenever needed, and the school regularly reviews CPD needs to maintain high-quality, age-appropriate RSE for all pupils.

Evidencing RSE

PSHE and RSE will be documented using class floorbooks and Seesaw when appropriate. Teachers can use the evidence from photos, videos, class discussion and written work to assess the outcomes of the children.

At the end of a unit class teachers can use the floorbooks to look back and encourage children to reflect on the RSE lessons. The floorbooks can be used as a way to develop discussion within the class and for teachers to reflect on children's subject knowledge and identify any gaps in learning.

5. When, how and by whom will the policy be reviewed?

After being reviewed by the RSE co-ordinator, staff and governors will be consulted to check that our policy reflects our practice and is up to date with current guidance. This will take place every 3 years. If any major changes in the delivery or organisation of RSE occur, then changes will be made accordingly.

Parents' feedback regarding our policy is always welcome. Copies will be available to parents who attend the meetings prior to the units of work being delivered; they can also be obtained from the School Office and school website.