

# Relationship Education, Health Education and Sex Education 2024-25



Greenside Primary School

Inspire Challenge Nurture

<b>Approved by:</b> Philippa Saving	<b>Date:</b> May 2025
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## 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Legislation, statutory requirements and statutory guidance

- As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).
- We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.
- In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).
- We also have regard to legal duties set out in:
  - Sections 406 and 407 of the Education Act 1996
  - Part 6, chapter 1 of the [Equality Act 2010](#)
  - The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Our policy is written in conjunction with the [TEFAT Relationship and Health Education Policy](#).

At Greenside, we teach RSE as set out in this policy.

### 3. Policy Development

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

**Review** – a member of staff or working group pulled together all relevant information including relevant national and local guidance

**Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations

**Parent/stakeholder consultation** – parents/carers and any interested parties were invited to attend a meeting about the policy

**Pupil consultation** – we investigated what exactly pupils want from their RSE

**Ratification** – once amendments were made, the policy was shared with governors and ratified

### 4. Definitions

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, reproduction of animals and plants including humans, 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.

### 5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

Our curriculum framework integrates the Jigsaw PSHE program, a comprehensive scheme designed to promote personal, social, and health education. Jigsaw PSHE incorporates engaging activities and resources tailored to each age group, fostering emotional literacy, mindfulness, social skills, and healthy lifestyle choices. If pupils pose questions outside the scope of this policy, our teachers will provide appropriate responses, ensuring that pupils are fully informed and do not turn to online sources for answers.

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 the Jigsaw curriculum map in Appendix 1.

We will share all curriculum materials with parents and carers upon request.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. 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

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings;

How a baby is conceived and born.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 6.1 Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages
- We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting

- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

- We will consider whether any resources we plan to use:
- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

If your school is using any external organisations (or materials produced by these organisations) to teach part of the curriculum, add:

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:

This policy

The [Teachers' Standards](#)

The [Equality Act 2010](#)

The [Human Rights Act 1998](#)

The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:

What they're going to say

Their position on the issues to be discussed

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers
- We won't, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

## **8. Roles and responsibilities**

### **8.1 The governing board**

The governing board will hold the headteacher to account for the implementation of this policy.

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

### **8.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from (non-statutory/non-science) components of RSE (see section 9).

### **8.3 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/carers 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. At Greenside, class teachers deliver the RSE curriculum to their class. This is overseen by the Assistant Headteacher and PE/Wellbeing Lead. Cover and PPA teachers do not deliver any aspects of Sex Education.

### **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the (non-statutory/non-science) components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

## **10. 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.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Philippa Saving, the headteacher.

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

This policy will be reviewed by the Assistant Headteacher annually. At every review, the policy will be approved by the headteacher.

## Appendix 1 - RSE Curriculum Map

### Primary Sex Education Content

#### Year 1 - Changing Me Puzzle Map - Ages 5-6

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Life cycles</b>	I can recognise cycles of life in nature	I understand that changes happen as we grow and that this is OK
<b>2. Changing Me</b>	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
<b>3. My Changing Body</b>	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
<b>4. Boys' and Girls' Bodies</b>	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.	I respect my body and understand which parts are private
<b>5. Learning and Growing</b> <b>Puzzle Outcome: Piece 5 Flowers</b>	I understand that every time I learn something new I change a little bit	I enjoy learning new things
<b>6. Coping with Changes</b> <b>Assessment Opportunity</b>	I can tell you about changes that have happened in my life	I know some ways to cope with changes

Year 2 - Changing Me Puzzle Map - Ages 6-7

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Life Cycles in Nature</b>	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
<b>2. Growing from Young to Old</b>	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
<b>3. The Changing Me</b>	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
<b>4. Boys' and Girls' Bodies</b>	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
<b>5. Assertiveness</b>	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
<b>6. Looking Ahead Assessment Opportunity</b>	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this

**Year 3 - Changing Me Puzzle Map - Ages 7-8**

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. How Babies Grow</b>	I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby	I can express how I feel when I see babies or baby animals
<b>2. Babies</b>	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
<b>5. Family Stereotypes</b>	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
<b>6. Looking Ahead</b> <b>Assessment Opportunity</b> <b>Puzzle Outcome: Ribbon Mobiles</b>	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

**Year 4 - Changing Me Puzzle Map - Ages 8-9**

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Unique Me</b>	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being
<b>2. Outside Body Changes (Year 3)</b>	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies  I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
<b>4. Inside Body Changes (Year 3)</b>	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
<b>4. Circles of Change</b> <b>Puzzle Outcome: Circles of Change</b>	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
<b>5. Accepting Change</b>	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
<b>6. Looking Ahead</b> <b>Assessment Opportunity</b>	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this

**Year 5 - Changing Me Puzzle Map - Ages 9-10**

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Self and Body Image</b>	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
<b>2. Puberty for Girls</b>	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
<b>3. Puberty for boys</b>	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
<b>4. Conception</b>	I understand that sexual intercourse can lead to conception and that is how babies are usually made	I appreciate how amazing it is that human bodies can reproduce in these ways
<b>5. Looking Ahead 1</b> <b>Puzzle Outcome: Change Cards</b>	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
<b>6. Looking Ahead 2</b>	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

**Year 6 - Changing Me Puzzle Map - Ages 10-11**

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. My Self Image</b>	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
<b>2. Puberty</b>	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
<b>3. Babies: Conception to Birth Assessment Opportunity</b>	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
<b>4. Boyfriends and Girlfriends</b>	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
<b>4a. Adolescent Friendships</b>	I know myself well enough to maintain positive relationships with others whilst still keeping my own identity	I can be assertive when appropriate
<b>5. Real self and ideal self</b>	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body talk'
<b>6. The Year Ahead</b>	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know know how to prepare myself emotionally for the changes next year.

## Appendix 2 - By the end of primary school

<p><b>Mental wellbeing</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 33</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<p><b>Internet safety and harms</b></p>	<p><b>Pupils should know</b></p> <p>that for most people the internet is an integral part of life and has many benefits.</p> <ul style="list-style-type: none"> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul>

	<ul style="list-style-type: none"> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p><b>Pupils should know:</b></p>

	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<p><b>Changing adolescent body</b></p>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### Appendix 3

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	Notes