

WNAT Primaries Relationships & Sex Education (RSE) Policy

Formally adopted by	Governing Body
Last updated:-	July 2026
Next review date:-	July 2027

Contents Page

1. Aims	1
2. Statutory Requirements	1-2
3. Policy Development	2
4. Definition	2
5. Curriculum	2-3
6. Delivery of RSE	3-5
7. Roles and Responsibilities	5
7.1 The Governing Board	5
7.2 The Headteacher	5
7.3 Staff	5
7.4 Pupils	5
8. Parents' Right to Withdraw	6
9. Training	6
10. Monitoring Arrangements	6
Appendix 1 – Curriculum Map	7-10
Appendix 2 – By the End of Primary School Pupils Should Know	11-12
Appendix 3 – Parent Form – Withdrawal from Sex Education within RSE	13

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
- Develop pupils' confidence, resilience, and emotional wellbeing so they can thrive personally, socially, and academically.
- Enable pupils to understand how to stay safe and make responsible choices both offline and online.
- Supporting pupils in recognising, assessing, and managing risk effectively in a range of situations.
- 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

High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. Our RSE programme will reflect the schools' overarching aims and demonstrate and encourage the following values:

- respect for self
- respect for others
- responsibility for our own actions
- responsibility for our family, friends, school and wider community

2. Statutory Requirements

Our schools are required to provide Relationships Education to all pupils ~~as per~~ in accordance with Section 34 of the [Children and Social Work Act 2017](#).

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

Although we are ~~do not have~~ required to follow the National Curriculum, but we are expected to offer a curriculum that is broadly comparable. This includes the teaching of science, which encompasses elements of sex education as outlined within the science curriculum.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils.

In delivering Relationship and Sex Education (RSE), we are 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](#).

At West Norfolk Academies Trust, we teach RSE as part of a comprehensive Personal, Social, Health and Economic (PSHE) education programme. We provide a carefully

sequenced and age-appropriate curriculum that meets all statutory requirements while also developing pupils' wider personal and social skills.

Our PSHE curriculum supports our safeguarding responsibilities, including those outlined in Keeping Children Safe in Education and the Prevent Duty. It helps pupils to recognise risks, stay safe both online and offline, and understand how to seek help when needed.

A detailed mapping document is available to demonstrate how the Jigsaw programme meets every statutory requirement.

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 make recommendations
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, personal identity, emotional wellbeing, and strategies for managing risk and keeping safe. It supports pupils to develop resilience, confidence, and an understanding of how to maintain positive mental health.

RSE involves a combination of sharing accurate information, developing skills and exploring issues, attitudes and values in a safe and supportive environment.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out in Appendix 1, although it may be adapted when necessary to meet the needs of pupils or respond to emerging issues and circumstances. Learning is spiral and progressive, ensuring that knowledge, skills and understanding are built upon year by year.

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, age-sensitive manner so that pupils are well informed and do not seek answers from unreliable online sources.

Primary sex education is delivered through the *Changing Me* unit and focuses on:

- Preparing boys and girls for the physical and emotional changes that adolescence brings
- Understanding puberty and human reproduction in an age-appropriate way
- How a baby is conceived and born

The *Changing Me* unit delivers age-appropriate sex education content, including puberty and reproduction, in line with statutory guidance.

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

6. Delivery of RSE

All West Norfolk Academies Trust (WNAT) primary schools teach Personal, Social, Health and Economic education (PSHE) through Jigsaw, a PSHE Association Quality Assured Resource. RSE is taught within the PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive sex education sessions appropriate to their age and stage of development.

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

Sex Education; The specific content of RSE is taught through the “Changing Me” topic in the Jigsaw scheme. However, essential work is done in prior lessons to build children’s self-esteem, enhance their own sense of self regarding their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit RSE content and is part of the holistic approach to RSE teaching and learning.

In our schools, puberty is covered age-appropriately, prior to onset so that children are prepared emotionally and physically when their bodies change and approach puberty without fear. The names for the main external parts of the body are taught in KS1, developing this in KS2 so children understand the male and female reproductive systems. Growth from birth to old age is taught in each year group, with each year group building on the previous year’s knowledge. Conception and childbirth are taught within KS2.

Emotional and Mental Health is an underpinning concept in every RSE lesson taught through mindfulness, reflection, discussion and practical strategies. We aim to empower children to understand, express and regulate their own emotions, developing resilience confidence and positive wellbeing. There is a strong emphasis on providing children with the knowledge and skills related to physical and emotional health so that, if issues arise,

they can recognise them, use appropriate coping strategies, and seek early help from trusted and appropriate sources.

Learning also includes age-appropriate opportunities to understand bereavement, loss and change, helping children to recognise that these experiences are a natural part of life. Pupils are supported to explore feelings associated with loss, develop empathy for others, and know where to seek support when needed.

Growth Mindset –or resilience-building - is also fully integrated into our RSE lessons. We are passionate that good mental health underpins everything. At WNAT schools, we encourage a safe, open and positive school environment in which to learn and seek help when needed.

Equality

Our schools are fully compliant with the Equality Act 2010 through our inclusive ethos; we are committed towards equal opportunities in all aspects of school life. All resources used will support this commitment. We will respect ethnic, cultural and religious diversity that different groups may have.

Personal safety

Our RSE curriculum teaches pupils about road, water, fire, and rail safety, helps them recognise unsafe situations, and supports them in understanding how and when to seek help from trusted adults and emergency services.

Consent and boundaries

Pupils will understand personal space and body autonomy, recognise their right to say no, and appreciate the importance of respecting the boundaries of others.

Online safety and digital literacy

The curriculum develops knowledge and understanding of how to use technology safely, protect privacy and personal information, navigate online relationships and communication, and recognise risks such as scams, harmful content, and inappropriate contact.

SEND

RSE will be accessible by all pupils. High quality teaching that is differentiated and personalised will help to ensure accessibility for all. Young people with special educational needs will NOT be withdrawn from RSE, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are and are not acceptable. Work may be planned in different ways to meet the needs of individual young people with special educational needs.

Young people working beyond the curriculum will be encouraged to apply their skills, knowledge and understanding in other areas of the curriculum.

Safeguarding

All teachers will be aware that sometimes disclosures may be made during these sessions; in which case, the school safeguarding procedures will be followed immediately, following the Safeguarding Policy. This includes recognised different forms of abuse, identifying trusted adults, and reporting concerns.

Assessment

Our schools have high expectations of the quality of pupils' work, in line with other curriculum areas. The curriculum will build on the knowledge pupils have previously acquired, with regular feedback on pupil progress. Lessons are planned to ensure that pupils are suitably challenged. Although there is no formal examined assessment, teachers capture progress via self-evaluations/reflection jigsaws.

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

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).

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.

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 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 nonstatutory 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.

Class teachers are 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

The school is committed to working in partnership with parents by:

- Sharing curriculum information
- Informing parents in advance of the Changing Me unit (Summer 1 term)
- Providing opportunities to view teaching materials
- Offering opportunities for discussion and questions

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However, sex education delivered as part of the science curriculum is statutory.

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

Pupils who are withdrawn, will receive an appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

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. All staff delivering RSHE receive appropriate training, including:

- Understanding statutory requirements (2026 guidance)
- Delivering sensitive and age-appropriate content
- Managing pupil questions
- Responding to safeguarding disclosures
- Ongoing CPD throughout the year ensures staff remain confident and up to date

The headteacher may 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. Monitoring arrangements

The delivery of RSE is monitored by PHSE Subject Leaders through:

- monitoring the standards of children's work and the quality of teaching
- supporting colleagues in the teaching of RSE
- providing information about current developments in the subject
- providing a strategic lead and direction for the subject
- giving the leadership team an annual summary report, evaluating strengths and areas for development in the subject

Class teachers, as part of our internal assessment systems, monitor pupils' development in RSE.

This policy will be reviewed by the PSHE subject leaders annually. At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map

Relationships and Sex Education Curriculum Map

YEAR	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Summer 2	Changing Me: • Forming good relationships • Naming the main body parts (e.g. eyes, ears, arms, legs etc.) • Knowing how to keep fit and healthy (e.g. healthy food and snacks) • Growing and changing • Beginning understanding of privacy and body ownership	Jigsaw
Year 1	Autumn 1	Science Curriculum – The Human Body • Naming body parts (head, arms, legs, feet, stomach etc.).	Knowledge Based Curriculum
Year 1	Autumn 2	Science Curriculum – Animals and Their Needs • That animals, including humans, have offspring which grow into adults.	Knowledge Based Curriculum
Year 1	Spring 2	Healthy Me: • Understanding basic safety around household products, road safety and sun safety and why this is important to keep myself safe. • How being healthy helps me to feel happy	Jigsaw
Year 1	Summer 1	Relationships: • Why I appreciate someone who is special to me	Jigsaw
Year 1	Summer 2	Changing Me • Identify parts of the body that make boys different to girls and can use the correct name for these: penis, testicles, anus vulva and vagina. • I respect and understand which parts are private and what touch is appropriate.	Jigsaw
Year 2	Spring 2	Human Body • Exercise • Healthy eating	Knowledge Based Curriculum
Year 2	Summer 1	Relationships: • Things that cause conflict between me and my friends. • Use positive problem-solving techniques to resolve conflicts with my friends. • I understand that some forms of physical contact are acceptable and some not.	Jigsaw

Year 2	Summer 2	Changing Me: • To recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • Recognise the physical differences between boys and girls, use the correct name for parts of the body (penis, testicles, vagina, vulva and anus) and appreciate that some parts of the body are private. • To understand there are different types of touch and can tell you which ones I like and don't like.	Jigsaw
Year 3	Autumn 1	Science Curriculum – Cycles in Nature: • Life Cycles- The life cycle of butterflies, plants and amphibians: birth, growth and reproduction.	Knowledge Based Curriculum
Year 3	Spring 2	Healthy Me: • Can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. • Express how being anxious or scared feels. • Understanding risk and taking responsibility for keeping myself safe.	Jigsaw
Year 3	Spring 2	Science Curriculum – The Human Body • Taking care of your body	Knowledge Based Curriculum
Year 3	Summer 1	Relationships • Explain how some of the actions and work of people around the world help and influence my life. • Show an awareness of how this could affect my choices. • Awareness of who to ask for help if I am worried or concerned about anything online.	Jigsaw
Year 3	Summer 2	Changing Me • 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. • 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. • Understanding ways to keep my body clean as I grown up and how I feel about this. • Describing how I have choices about developing my own identity and interests.	Jigsaw
Year 4	Autumn 2	Science Curriculum – The Human Body • The skeletal, muscular, nervous and digestive systems.	Knowledge Based Curriculum

Year 4	Spring 2	Healthy Me • Recognise when people are putting me under pressure and can explain ways to resist this when I want to. • Identify feelings of anxiety and fear associated with peer pressure and wanting to fit in. • How to recognise and manage negative feelings and how to act assertively to resist pressure from myself and others.	Jigsaw
Year 4	Summer 1	Relationships • I can identify the relationships that I am part of and relationships that are no longer. • I can understand what having a boyfriend/girlfriend might mean when I am older.	Jigsaw
Year 4	Summer 2	Changing Me • Understand that some personal characteristics have come from birth parents and that this happens because humans are made from the joining of the egg and sperm. • Knowing the internal and external parts of male and female bodies that are necessary for making a baby. • Understanding how girls' bodies change during puberty, including menstruation. • Knowing that sometimes I may feel anxious and that this is a normal feeling and there are people who can support me.	Jigsaw
Year 5	Autumn 1	Science Curriculum – The Human Body • To understand circulation and respiration	Knowledge Based Curriculum
Year 5	Autumn 2	Celebrating Differences • Describe the different types of bullying • Help people who are being bullied and encourage bullies to make other choices.	Jigsaw
Year 5	Summer 1	Science Curriculum – Life Cycles and Reproduction • Asexual reproduction, sexual reproduction, reproduction in animals, growth stages of animals.	Knowledge Based Curriculum
Year 5	Summer 1	Relationships • How to stay safe when using technology • Resist pressures to use technology in ways that may be risky or cause harm to myself or others. • Understanding the rights I have about personal data.	Jigsaw
Year 5	Summer 2	Changing Me • Self-image. • How boys' and girls' bodies change during puberty. • Express how I feel about the changes that will happen to me during puberty. • To understand that sexual intercourse can lead to conception and that is how babies are usually made. • To understand that sometimes people need IVF to help them have a baby.	Jigsaw

Year 6	Summer 1	Relationships • I know that it is important to take care of my mental health • Recognise when people are trying to gain power or control • Demonstrate ways I can stand up for myself when others are trying to gain power. • Understanding how to use technology positively and safely in regards to using AI responsibly.	Jigsaw
Year 6	Summer 1	Science Curriculum – The Human Body • Human growth stages, adolescence and puberty. • The human reproductive system	Knowledge Based Curriculum
Year 6	Summer 2	Changing Me • Self-image. • Changing bodies, including puberty. • How a baby develops from conception through to birth. • Online relationships and ways to keep yourself safe. • Healthy relationships, including attraction and assertiveness.	Jigsaw

Appendix 2: By the End of Primary School Pupils Should know (National Curriculum)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	● 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 / civil partnerships 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	● How important friendships are in making us feel happy and secure, and how people choose and make friends. ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. ● The characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ● 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.
Respectful relationships	● 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 ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online relationships	● 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
Being safe	● 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	Include notes from discussions with parents and agreed actions taken.
Parent signature	