

WOODS LOKE PRIMARY SCHOOL



Learn, Aspire, Achieve

Relationships & Sex Education Policy

Reviewed: October 2026

Next review: October 2027

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1. Aims

The aims of relationships and sex education (RSE) at Woods Loke 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop the personal skills needed by pupils for them to establish and maintain positive relationships
- Enable children to make responsible and informed decisions about their health and well-being

2. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is **not** about the promotion of sexual activity.

3. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We do not 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 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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

At Woods Loke, we teach RSE as set out in this policy. Please see Appendix 1 to see which scheme provider we currently use.

4. 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 – all relevant information including relevant national and local guidance was collated and considered
- 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 review/comment on the policy
- Pupil consultation – we considered what pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on 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).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- 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

Throughout each year group we will use appropriate resources to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

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

6.1 Inclusivity

Woods Loke Primary School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth. Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states;

“Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

Our program of RSE is designed to be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/ carers, and other structures). We also consider that some children may have a different structure of support.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

RHSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Behaviour Policy; Equality Policy; Health and Safety Policy; Safeguarding/Child Protection Policy; Special Educational Needs Policy

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 and maturity of the 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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

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

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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Ensure that all external materials are available to 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
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

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

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- 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 components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Alison Norman.

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. All teachers will deliver RSE to their class using the school's chosen scheme. The RSE subject leader is Natasha Nielsen, who also leads PSHE.

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.

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.

Teachers and SLT will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

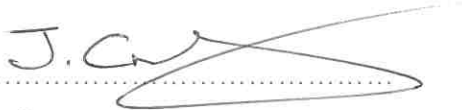
11. Monitoring arrangements

The delivery of RSE is monitored by Natasha Nielsen (RSE subject leader) through learning walks, book looks and pupil voice. Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed annually by Natasha Nielsen (RSE subject leader) alongside Sarah McGowan (Deputy Headteacher). At every review, the policy will be approved by the governing board.

This policy was adopted by Governors on(date)

Signed



Headteacher



Chair of Governors

Next Review Date October 2027

Appendix 1: Curriculum map

Relationships and sex education curriculum

At Woods Loke, we use PolEd to deliver RSE. Parents are able to request examples of resources or the overview map to see the coverage.

EYFS & Key Stage 1 Pol-Ed Lessons				
	Relationships	Keeping Safe	Understanding the Law	Wellbeing
EYFS Passport	What are emotions?	What is empathy?	What is respect?	
	What is self-worth?	What is resilience?	What is risk?	
EYFS	How can I be a good friend?	How can I play safely?	What are rules?	How can I be a germ buster?
	How can I make other children feel happy?	How can I keep safe at school?	What are consequences?	How does food help me?
	How can I play nicely with others?	How can I keep safe at home?	What can I do if I'm feeling big emotions?	How does exercise help me?
	How can adults at school help me?		Who are the police and how do they help us?	
Year 1	How can I be an ally?	How can I keep safe in new places?	How can I be responsible?	What makes me special?
	How can I make friends?	How can I speak up?	What can happen when rules are broken?	What do feelings feel like?
	What if my friends are making me feel sad?	How can I use things at home safely?	What do the police do?	How can I share my feelings?
	What is bullying?	What is 999?	Why have different rules in different places?	How can I be an empathy expert?
	Why are safe hands important?	What is private information?		
	Why is name calling unkind?	Who are my trusted adults?		
Year 2	How are we the same? How are we different?	How can I keep safe online?	What are needs and wants?	How can I deal with change?
	How can I work with different people?	What are different types of meetings?	What is a job?	What does it mean to be healthy?
	How do I share family worries?	What are medicines?	What is money?	How can I look after my body?
	What is a family?	What are private body parts?	What is the internet?	Why is sleep important?
	Why are relationships important?	What is fire safety?	Why does age matter?	When do I need to take a break?
				What are the risks of video gaming?
KS1 Passport	What is empathy?	What is future planning?	What is resilience?	What is self-worth?
	What is fact finding?	What is informed decision-making?	What is respect?	What is risk?

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
Year 3	How should we treat people? What can I do when friendships go wrong? What do we mean by consent in friendships? What is bullying? Who are my key people?	How can I share my secrets? What are emergency services? What are emergency situations? What do we mean by risk? When should I break a secret?	How can I be a responsible citizen? How does we enforce the law? What are children's rights? What is the law and why do we have it?	What is mental health? What am I good at? How can intense feelings feel? What words can I use to talk about my feelings? How can vaccinations support our health? How does school help me?
Year 4	How can we be role models? What is a healthy friendship? What is consent? What is diversity? What is peer influence? Who makes up my community?	How can I keep safe in my local area? How can we keep safe on the road? What are hazards in the home? What is a first aid? Who do I encounter?	How can I respect my environment? What are protected characteristics? What can I be? What is hate crime?	How do my choices help me to be healthy? What are healthy habits? Why is food fuel? How can I be a hygiene hero? How does school build my character? What is my body trying to tell me?
Year 5	How can my adult relationships affect my future? How do words have power? What are my personal boundaries? What is online friendship? What is grooming? What is media influence? What is peer pressure?	How can we keep our things safe? How can we use our phones safely? What are deep links? What are the risks with money? What do I know about drugs? Why are our special people important? What is media literacy?	How do rules help our community? What can and can't I do in the internet? What is grooming?	What is my personal identity? How might puberty impact the way I feel? How might being online impact the way I feel? How might my activity levels impact the way I feel? How might school impact the way I feel? How can drugs and alcohol make people feel?
Year 6	How can I get ready for secondary relationships? How can we be allies against racism? How can we challenge sexism? How can we respect different relationships? What is a debate? What is my relationship with authority?	How is my data shared? What is spam? What is the issue with children? (Vaping) smoking? Why does media have age restrictions? Bullying Rights Law Human Rights	What different types of crime are there? What does the law say about legal drugs? What does the law say about marriage? What is a weapon? What is a criminal behaviour? What is shop theft?	What does adulthood look like? How can I re-frame my thinking? How can I seek support for my mental health? How can I manage my emotions positively? What is grief?
KS2 Passport	What is empathy? What is fact finding?	What is future planning? What is informed decision making?	What is a sentence? What is respect?	What is self-worth? What is risk?

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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 • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind 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 • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic will include the human lifecycle, and puberty will be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotums and nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. Menstruation will be taught in year 4, or earlier where appropriate.

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS

Name of child	Class
Name of parent/carer	Date
Reason for withdrawing from sex education within relationships and sex education	
<i>*Please note, you are not able to withdraw your child from the statutory science curriculum that teaches about reproduction.</i>	
Any other information you would like the school to consider	
Parent/carer signature	

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/carers
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