

Waterfield Primary School



RSHE Policy

Approved by:
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Staff Member Responsible: PSHE Lead

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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, 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

2. Statutory requirements

At Waterfield Primary School, we teach RSE as set out in this policy.

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 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

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:

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/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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.

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, 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 through the Jigsaw programme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and computing.

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 is taught through the Jigsaw programme, with content taught throughout the curriculum and particularly within the *Relationships* and *Changing Me* units. Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships and online safety
- Being safe

Age-appropriate sex education is taught in Years 5 and 6 through a combination of the Jigsaw *Changing Me* unit and relevant aspects of the science curriculum. This learning supports pupils in understanding the physical and emotional changes associated with growing up and puberty.

Throughout each year group, we use a range of age-appropriate resources and teaching approaches to support learning, including:

- Diagrams
- Videos
- Books and stories
- Discussions and circle time activities
- Practical and collaborative learning activities

Teachers will ensure that all pupils' views are listened to and respected and will encourage them to ask questions and engage in discussion. Questions will be answered sensitively, honestly and in a manner appropriate to the age and developmental stage of the children.

The school will ensure that all teaching and materials are appropriate for the ages and needs of pupils, including those with Special Educational Needs and Disabilities (SEND).

All RSE resources are reviewed by school leaders prior to use to ensure that they are age-appropriate, accurate, inclusive and aligned with statutory guidance.

Parents and carers will be informed about the RSE curriculum through school communications and consultation opportunities. Information about the Jigsaw *Relationships* and *Changing Me* units, including links to the Jigsaw Parent Portal where parents can review the sequence and content of learning, will be shared through the school's half-termly Safeguarding and Wellbeing Newsletter. Curriculum content and teaching materials will also be available for parents and carers to view upon request.

Pupils' understanding is assessed through discussion, questioning, observations and classroom activities. Assessment is used to inform future teaching and support pupils' learning. Termly quizzes are used to assess pupils' understanding and to identify where gaps in knowledge require further support and intervention.

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

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.

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 (e.g. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents, among other structures), whilst also reflecting sensitively that some children may have a different structure of support around them, such as looked-after children, young carers or kinship carers.

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.

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 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

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

Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The Local Governing Committee (LGC)

The LGC will approve the RSE policy and hold the Principal to account for its implementation.

8.2 The Principal

The Principal 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) Kate Sellers.
- 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 Principal.

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 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 Principal

Alternative schoolwork 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 Principal 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 the PSHE Lead through:

- Planning scrutinies and curriculum reviews
- Learning walks
- Pupil voice activities and surveys
- Monitoring of assessment information
- Discussions with staff regarding curriculum delivery

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

This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by the LGC

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	Unit 5 – Relationships (Summer 1)	Family life; friendships; breaking friendships; falling out; dealing with bullying; being a good friend.	Jigsaw Relationships Puzzle (Ages 3–5), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.
	Unit 6 – Changing Me (Summer 2)	Bodies; respecting my body; growing up; growth and change; fun and fears; celebrations.	Jigsaw Changing Me Puzzle (Ages 3–5), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.
Year 1	Unit 5 – Relationships (Summer 1)	Belonging to a family; making friends and being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating special relationships.	Jigsaw Relationships Puzzle (Ages 5–6), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.
	Unit 6 – Changing Me (Summer 2)	Life cycles, animal and human; changes in me; changes since being a baby; differences between female and male bodies, using correct terminology; linking growing and learning; coping with change; transition.	Jigsaw Changing Me Puzzle (Ages 5–6), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.
Year 2	Unit 5 – Relationships (Summer 1)	Different types of family; physical contact boundaries; friendship and conflict; secrets; trust and appreciation; expressing appreciation for special relationships.	Jigsaw Relationships Puzzle (Ages 6–7), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Unit 6 – Changing Me (Summer 2)	Life cycles in nature; growing from young to old; increasing independence; differences between female and male bodies, using correct terminology; assertiveness; preparing for transition.	Jigsaw Changing Me Puzzle (Ages 6–7), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.
Year 3	Unit 5 – Relationships (Summer 1)	Family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; media influence; being a global citizen; how choices affect others; awareness of other children's different lives; expressing appreciation for family and friends.	Jigsaw Relationships Puzzle (Ages 7–8), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.
	Unit 6 – Changing Me (Summer 2)	How babies grow; outside body changes; inside body changes; personal hygiene; family stereotypes; challenging my ideas; preparing for transition.	Jigsaw Changing Me Puzzle (Ages 7–8), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.
Year 4	Unit 5 – Relationships (Summer 1)	Jealousy; love and loss; memories of loved ones; getting and falling out; girlfriends and boyfriends; showing appreciation to people and animals.	Jigsaw Relationships Puzzle (Ages 8–9), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.
	Unit 6 – Changing Me (Summer 2)	Being unique; girls and puberty; being part of a family; confidence in change; accepting change; preparing for transition; environmental change.	Jigsaw Changing Me Puzzle (Ages 8–9), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.
Year 5	Unit 5 – Relationships (Summer 1)	Self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and risks; reducing screen time; dangers of online grooming; internet safety rules.	Jigsaw Relationships Puzzle (Ages 9–10), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Unit 6 – Changing Me (Summer 2)	Self- and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF) ** Non-Statutory ; growing responsibility; coping with change; preparing for transition.	Jigsaw Changing Me Puzzle (Ages 9–10), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.
Year 6	Unit 5 – Relationships (Summer 1)	Love and loss; managing feelings; power and control; assertiveness; technology safety; taking responsibility with technology use.	Jigsaw Relationships Puzzle (Ages 10–11), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.
	Unit 6 – Changing Me (Summer 2)	Self-image; body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting; transition.	Jigsaw Changing Me Puzzle (Ages 10–11), including teacher guidance, lesson presentations, pupil activities and Jigsaw Parent Portal materials.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</p> <p>That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>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</p> <p>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</p> <p>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</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</p> <p>About managing conflict with kindness and respect, and that violence is never right</p> <p>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</p>

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<p>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</p> <p>The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</p> <p>How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</p> <p>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</p> <p>The practical steps they can take in a range of different contexts to improve or support their relationships</p> <p>The conventions of courtesy and manners</p> <p>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</p> <p>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.</p> <p>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</p> <p>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</p>

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<p>That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>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</p> <p>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</p> <p>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online, including where pictures or words might be circulated</p> <p>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</p> <p>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</p>
Being safe	<p>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</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know</p> <p>How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</p> <p>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</p> <p>Where to get advice, for example from their family, school and/or other sources</p>



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			
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	