



# **Freeman Community Primary School**

## **Relationships and Sex Education Policy**

**Adopted: 27<sup>th</sup> April 2021**

**Reviewed: November 2025**

**Signed:**

**Governor Approval:**

**Next Review: November 2027**

## **Contents**

1. Aims	2
2. Statutory requirements	2
3. Policy development	2
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities	4
8. Parents' right to withdraw	4
9. Training	5
10. Monitoring arrangements	5
Appendix 1: Curriculum coverage	6
Appendix 2: RSE and the use of Jigsaw	8
Appendix 3: RSE Vocabulary	9
Appendix 4: Parent form: withdrawal from sex education within RSE	10

---

### **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
- Be sensitive to the culture of the wider community
- To enable children to become healthier, more independent and more responsible members of society
- To be able to recognize when something is risky or unsafe.

### **2. Statutory requirements**

As a primary academy school we must provide relationships education to all pupils as per 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 which would include the elements of sex education contained in the science curriculum.

In teaching 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 Freeman Community Primary School we teach RSE as set out in this policy.

### **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 attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

As a school our RSE programme focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- -families
- -respectful relationships, including friendships
- -online and media
- -being safe
- -intimate and sexual relationships, including sexual health (in year 6)

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 and foster parents).

#### **5. Curriculum**

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

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 manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Online social awareness

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

#### **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).

Pupils also receive stand-alone sex education sessions delivered by teachers.

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

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

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 local governing body**

The local governing body 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/non-science] 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 [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.

All class teachers are responsible for the teaching of RSE at Freeman Community Primary 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**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children 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 2 of this policy and addressed to the headteacher.

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

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 as required.

### **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE co-ordinator and the Head teacher.

Planning will be monitored in addition to learning walk and pupil perceptions of PSHE lessons.

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

This policy will be reviewed by PSHE co-ordinator and SLT annually. At every review, the policy will be approved by the local governing board and the head teacher.

## Appendix 1: General Overview of Curriculum Coverage

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> <li>➤ That families are important for children growing up because they can give love, security and stability</li> <li>➤ 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</li> <li>➤ 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</li> <li>➤ 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</li> <li>➤ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>➤ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>➤ How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>➤ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>➤ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>➤ 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</li> <li>➤ 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</li> </ul>

Topic	Pupils should know
Respectful relationships	<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>➤ The conventions of courtesy and manners</li> <li>➤ The importance of self-respect and how this links to their own happiness</li> <li>➤ 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</li> <li>➤ 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</li> <li>➤ What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>➤ The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>➤ That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>➤ 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</li> <li>➤ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>➤ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>➤ How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>➤ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>➤ 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</li> <li>➤ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>➤ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>➤ How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>➤ How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>➤ How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>➤ Where to get advice e.g. family, school and/or other sources</li> </ul>

## **Appendix 2: RSE at Freeman and the use of Jigsaw to deliver curriculum content**

As of September 2020, PSHE at Freeman Community Primary School will be taught using the Jigsaw PSHE scheme of work.

Jigsaw offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw provides engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

**Please see below to understand when each element of the statutory Relationships and Health Education curriculum is taught:**

<b>Year Group</b>	<b>Lesson Content – Changing Me Unit</b>
Reception	Bodies. Respecting my body. Growing up. Growth & change. Fun & fears. Celebrations.
Year 1	Life cycles-animal & human. Changes in me. Changes since being a baby. Differences between female and male bodies (correct terminology.) Linking growing & learning. Coping with change. Transition to my new class.
Year 2	Life cycles in nature. Growing from young to old. Increasing independence. Differences in female and male bodies (correct terminology.) Assertiveness. Preparing for transition to my new class.
Year 3	How babies grow. Understanding a baby's needs. Outside body changes. Inside body changes. Family stereotypes. Challenging my ideas. Preparing for transition.
Year 4	Being unique. <b>Having a baby.</b> Girls & puberty. Confidence in change. Accepting change. Preparing for transition. Environmental change.
Year 5	Self and body image. Influence of online & media on body image. Puberty for girls. Puberty for boys. <b>Conception (including IVF.)</b> Growing responsibility. Coping with change. Preparing for transition.

Year 6	Self-image. Body image. Puberty & feelings. Conception to birth. Reflections about change. Physical attraction. Respect & consent. Boyfriends/girlfriends. Sexting. Transition.
--------	--

Jigsaw PSHE has been adopted as a whole school approach. Each topic is launched using a whole school assembly at the beginning of the week which is then followed up in each class with a PSHE lesson.

There are 6 units of work within the Jigsaw PSHE scheme. They are:

1. Being Me in My World- Includes understanding my place in the class, school and global community as well as devising Learning Charters.
2. Celebrating Difference- Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
3. Dreams and Goals- Includes goal-setting, aspirations for yourself and the world and working together.
4. Healthy Me- Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
5. Relationships- Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
6. Changing Me- This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sexual health education)

Every year group will complete these units, in this order, at the same point in the year.

The named RSHE Governor is to be confirmed.

Governors, Staff and Parents have been consulted about the RSHE curriculum.

**Appendix 3: RSE Vocabulary for RSE ‘Changing Me’**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changes	Change	Change	Personal	Self	Self-image
Life cycle	Grow	Birth	Unique	Self-image	Self-esteem
Baby	Life cycle Control	Animals	Characteristics	Body image	Real self
Adulthood	Baby	Babies	Parents	Self-esteem	Opportunities
Mature	Adult	Mother	Vulva/Vagina	Perception	Responsibilities
Grow	Fully grown	Growing up	Penis	Puberty	Pubic hair
Male	Growing up	Womb/uterus	Testicles	Menstruation	Voice breaks
Female	Old	Nutrients	Anus	Periods	Menstruation
Vagina	Young	Survive	Sperm	Sanitary	Hips widen
Penis	Toddler	Puberty	Ovaries	towels/pads	Growing taller
Testicles	Child	Control	Egg/Ovum/Ova	Tampons	Periods
Vulva	Teenager	Care	Womb/uterus	Ovary/ovaries	Sanitary
Anus	Adult	Male	Puberty	Vagina	towels/pads
	Male	Female	Menstruation	Oestrogen	Tampons
	Female	Vagina	Periods	Vulva	Ovary/ovaries
	Vagina	Penis	Making love	Womb/uterus	Vagina
	Penis	Testicles	Having sex	Sperm	Oestrogen
	Testicles	Vulva	Sexual intercourse	Semen	Vulva
	Vulva	Anus	Fertilise	Testicles/Testes	Womb/uterus
	Anus	Sperm	Conception	Erection	Breasts
	Public	Ovaries		Ejaculation	Clitoris
	Private	Egg/Ovum/Ova		Wet dream	Cervix
	Acceptable	Stereotypes		Growth spurt	Sperm
	Unacceptable	Roles		Hormones	Semen
	Comfortable	Challenge		Facial hair	Testicles/Testes
	Uncomfortable			Larynx	Erection
				Relationships	Ejaculation
				Conception	Wet dream
				Making love	Underarm hair
				Sexual intercourse	Moody
				Fallopian tube	Growth spurt
				Fertilised	Hormones
				Pregnant	Facial hair
				Embryo	Larynx
				Umbilical cord	Relationships
				Contraception	Gay
				Fertility treatment	Gender
				IVF	Conception
				Teenager	Making love
				Responsibilities	Sexual intercourse
					Fallopian tube
					Fertilised
					Pregnant
					Embryo
					Umbilical cord
					Contraception
					Placenta
					Labour
					Contractions
					Midwife
					Sexting
					Choice
					Mental Health
					Negative body image

**Appendix 4: Parent form: withdrawal from sex education within RSE**

<u>To be completed by parents</u>			
<u>Name of child</u>		<u>Class</u>	
<u>Name of parent</u>		<u>Date</u>	
<u>Reason for withdrawing from sex education within relationships and sex education</u>			
<u>Any other information you would like the school to consider</u>			
<u>Parent signature</u>			

<u>To be completed by the school</u>	
<u>Agreed actions from discussion with parents</u>	

Links with other policies

This policy is linked with the following policies

Curriculum

PSHE and Citizenship

Equal opportunities

Child Protection and Safeguarding

Online Safety

Confidentiality

Behaviour

Anti-Bullying

Reviewed by – Headteacher – Emma Gerry 11/2025