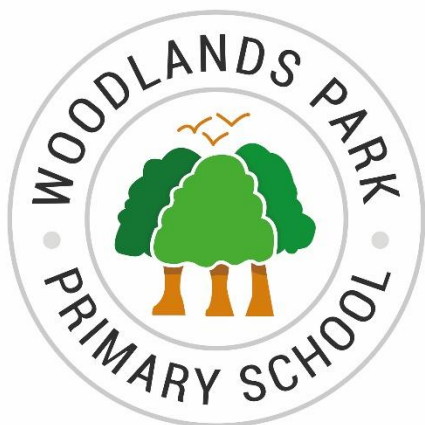


Relationships and sex education policy

Westcountry Schools Trust

Woodlands Park Primary School



Approved by:	WCC 10	Date: June 2026
Last reviewed on:	June 2026	
Next review due by:	July 2027	

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This policy sets out our approach to relationships and sex education (RSE) across Westcountry Schools Trust. Section(s) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and appendices 1, 2 and 3 have been adapted to reflect the circumstances in **Woodlands Park Primary School**.

At **Woodlands Park Primary School**, we teach RSE as set out in this policy.

1. Aims

The aims of relationships and sex education (RSE) in our trust 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 to 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. Definition

For the purpose of this policy: RSE is about the emotional, social and cultural development of pupils, and involves learning about healthy relationships including consent, healthy lifestyles and body awareness, puberty, diversity and personal identity.

3. Statutory requirements

As a trust of primary and secondary academies, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, schools are required, under section 403 of the Education Act 1996, to have regard to guidance issued by the Secretary of State; this statutory duty is reinforced through funding agreements.

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 (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

In our primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our secondary academies.

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 at primary level.

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 (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

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:

1. Review –central trust education team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all schools 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 feedback about the policy at their respective schools
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

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 and feelings of our pupils. Pupils are given many opportunities to ask questions in class and are reminded of the importance of directing questions to a trusted adult. Questions will be answered in an age-appropriate manner, in line with the approach set out in this policy, thereby mitigating the risk of pupils seeking answers online and being exposed to harmful, misleading or inaccurate content. Teachers are aware that it may not be appropriate to answer every question and that, where this is the case, they will explain clearly and appropriately why the information cannot be shared, for example because it is not age appropriate.

We will share curriculum resources and materials with parents and carers. We welcome parents and carers to discuss this further with class teachers, should they wish to.

6. Delivery of RSE

Relationship and Sex Education:

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

Positive relationships are woven throughout our PSHE curriculum all year, but the 'Relationships' unit in the first half of the Summer Term provides focused teaching on the different relationships children have with friends, family and wider communities. Children learn about the characteristics of healthy relationships, how relationships change as we grow, and how to keep themselves safe in all contexts, including online.

The 'Changing Me' unit in the second half of the Summer Term helps children understand and cope positively with change. As in all the Jigsaw PSHE Puzzle units, content is carefully matched to children's age and developmental stage.

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

Across our primary academies, 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 material to assist learning, such as:

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

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 ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The trust 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).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

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.

All Relationships and Sex Education (RSE) and Health Education resources are subject to a formal review process prior to use. In line with the statutory guidance issued by the Department for Education, resources are selected to be age-appropriate, accurate, inclusive, and sensitive to pupils' needs, and to support the aims of the RSE curriculum.

Resources are reviewed to ensure they:

- Align with statutory guidance for RSE and Health Education
- Are factually accurate and pedagogically appropriate
- Support safeguarding and do not expose pupils to harmful, misleading, or inappropriate content
- Reflect the school's values and the needs of its community

The school recognises and has responded to the revised statutory guidance for RSE and Health Education due to take effect from September 2026. This policy and the review of resources will be updated as required to ensure continued compliance with any future statutory guidance.

In line with statutory guidance issued by the Department for Education, Relationships and Sex Education and Health Education do not require formal assessment. There is no expectation of examinations, grading, or

summative assessment. Any assessment undertaken is formative and proportionate, forming part of normal classroom practice to support pupils' understanding, identify misconceptions, and inform future teaching.

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

6.1 Inclusivity

Our schools 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

They 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

Across our trust, 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.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers among other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

6.2 Use of resources

Our schools will consider whether any resources they 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

7. Use of external organisations and materials

Across our trust, we will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

Our school **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 they have full confidence in the agency, its approach and the resources it uses
- Make sure that any 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
- Ask to see in advance any materials that the agency may use
- 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

Our school **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 board of trustees

The board of WeST Community Councils (WCCs) will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 CEO

The CEO will:

- Approve the policy
- Work with headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust

8.3 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the WCC chair - Lee McQueen if they occur.

8.4 The headteacher

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

8.5 Staff

Class Teachers 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) Sarah Lakey.

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 Beth Williams (RSE leader) or Sarah Lakey (Head Teacher).

8.6 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

Across our primary academies, parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers 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 3 of this policy and addressed to the headteacher of the school.

The lessons that parents/carers can request to withdraw their children from are made clear in Appendix 1.

The RSE leader or headteacher will discuss the request with parents/carers and take appropriate action.

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

10. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. Further training materials are readily available for any teachers who would like additional training to this.

Beth Williams, RSE/PSHE lead 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 if necessary as well as trainers from JIGSAW PSHE provider.

11. Monitoring arrangements

The delivery of RSE is monitored at school level by Beth Williams (PSHE leader), with support from Lauren Partridge, Lead Practitioner for PSHE, through the following mechanisms:

- Learning walks/drop in
- Pupil Conferencing
- Book/work scrutinises
- Monitoring visits

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

This policy will be reviewed by Beth Williams (PSHE leader) annually. At every review, the policy will be approved by the Sarah Lakey (Head Teacher) and the by the board of WCC.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year group	Piece (lesson) number and name	Learning Intentions relating to body changes in puberty and human reproduction
Ages 4-5 Reception	Piece 1- My Body	I can name parts of the body.
	Piece 3 – Growing Up	I understand that we all grow from babies to adults.
Ages 5-6 Year 1	Piece 1 Life Cycles	- I am starting to understand the life cycles of animals and humans - I understand that changes happen as we grow and that this is OK
	Piece 2 Changing Me	- I can tell you some things about me that have changed and some things about me that have stayed the same - I know that changes are OK and that sometimes they happen whether I want them to or not
	Piece 3 My Changing Body	- I can tell you how my body has changed since I was a baby - I understand that growing up is natural and that everybody grows at different rates
	Piece 4 Boys' and Girls' Bodies	- I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus - I respect my body and understand which parts are private
Ages 6-7 Year 2	Piece 1 Life Cycles in Nature	- I can recognise cycles of life in nature - I understand there are some changes that are outside my control and can recognise how I feel about this
	Piece 2 Growing from Young to Old	- I can tell you about the natural process of growing from young to old and understand that this is not in my control - I can identify people I respect who are older than me
	Piece 3 The Changing Me	- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old - I feel proud about becoming more independent

	Piece 4 Boys' and Girls' Bodies	• I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus) and appreciate that some parts of the body are private • I can describe what I enjoy about being a boy or girl whilst understanding we are all different
Ages 7-8 Year 3	Piece 1 How Babies Grow	• I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby • I can express how I feel when they see babies or baby animals
	Piece 2 Outside Body Changes	• I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • I can identify how boys' and girls' bodies change on the outside during this growing up process • I recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 3 Inside Body Changes	• I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period) • I recognise how I feel about these changes happening to me and know how to cope with these feelings
	Piece 4 Keeping Ourselves Clean	• I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • I know some simple ways of keeping clean which can keep me healthy and protect me from some infections • I have started to think about the ways to keep my body clean as I grow up and how I feel about this
Ages 8-9 Year 4	Piece 2 Puberty and Menstruation	• I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I have strategies to help me cope with the physical and emotional changes I will experience during puberty Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.

	3. Being Part of a Family	• I know there are many types of family and that often our family members form part of our inner circle • I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty • I recognise that sometimes I may feel anxious about growing up and this is natural, and can identify people who can support me with this
Age 9-10 Year 5	Piece 2 Puberty for Girls	• I can explain how girls' bodies change during puberty and understand the importance of looking after ourselves physically and emotionally • I understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys	• I can describe how boys' and girls' bodies change during puberty • I can express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	• I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby • I appreciate how amazing it is that human bodies can reproduce in these ways Parents have the right to withdraw children from this session as it is classed as human reproduction.
	Piece 5 Looking Ahead 1	• I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (includes clarification on standing up for self, how age restrictions are there to help you, the pressures of misleading media messages around romantic/physical relationships) • I am confident that I can cope with the changes that growing up will bring
Age 10-11 Year 6	Piece 2 Puberty	• I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can express how I feel about the changes that will happen to me during puberty
	Piece 3	• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I recognise how I feel when I reflect on the development and birth of a baby

	Babies – Conception to Birth	Parents have the right to withdraw children from this session as it is classed as human reproduction.
	Piece 4 Boyfriends and Girlfriends	• I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to

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 healthy 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 that 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

TOPIC	PUPILS SHOULD KNOW
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
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 including 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 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) 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

Appendix 3: Right to withdraw

Parent/carers can use the following letter, if they wish to withdraw their children from the sessions as outlined in Appendix 1.

[Name of Headteacher]

[Name of School]

[School Address]

RE: Formal Request to Withdraw [Child's Name] from Sex Education Lessons

Dear [Headteacher's Name],

I am writing to formally confirm my request to withdraw my child, [Child's Name], who is in [Child's Year/Class name], from the sex education components of the school's Relationships and Sex Education (RSE) curriculum.

As a parent/carer, I understand my right under current Government Guidance to wholly or partly excuse my child from sex education delivered as part of the statutory RSE. I recognise that this request applies specifically to sex education and does not include the compulsory Health and Relationships Education or content taught as part of the national curriculum Science programme.

Please adjust your records accordingly and confirm the receipt of this letter. I would appreciate it if you could outline the arrangements for my child's supervision or alternative study during these lesson times.

Yours sincerely,

[Your Signature, if sending a printed copy]

[Your Printed Name]

[Relationship to Child]