



Wheatcroft CP School

Policy for Relationship and Sex Education (RSE)

Policy completed: September 2025

Policy review date: April 2026 – New policy to be implemented from September 2026

Person with overall responsibility for RSE: Mr G. Dyer, Head teacher

RSE & PSHE Subject Leader: Miss J. Harper

Governors responsible:

Policy Aims and Objectives

RSE is learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing. This also supports the “Personal Development” and “Behaviour and Attitude” aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

How we teach RSE at Wheatcroft?

All Year groups are taught RSE through timetabled PSHE lessons following the Jigsaw spiralling framework. The Jigsaw programme teaches the children through half-termly themes that are consistent throughout the year groups.

These themes are:

Being me in my world

Celebrating differences

Dreams and goals

Healthy Me

Relationships

Changing Me

EFYS	Caring friendships, being kind and families.
Year 1	Caring and respectful friendships, Families and the people that care for me, online relationships and being safe, mental wellbeing, physical health and fitness. Changing me(difference between boys and girls).
Year 2	Caring and respectful friendships, Families and the people that care for me, online relationships and being safe, mental wellbeing, physical health and fitness.Changing me(difference between boys and girls).
Year 3	Families and the people that care for us, feeling safe and respected, what a healthy friendship looks like, how to recognise who to trust and not trust. Online relationships, being respectful and keeping safe. How to get help if needed for online friendships or real life friendships. Mental wellbeing- feelings and strategies to help ourselves. The importance of keeping fit and healthy (including sleep). Healthy eating and its benefits to us. Facts about alcohol and drug taking. How to contact the emergency services. An introduction to the developing body.
Year 4	Families and the people that care for us, feeling safe and respected, what a healthy friendship looks like, how to recognise who to trust and not trust. Online relationships, being respectful and keeping safe. How to get help if needed for online friendships or real life friendships. Mental wellbeing- feelings and strategies to help ourselves. Who can help if they are worried about physical or mental health. How to keep healthy and what to avoid. Facts about alcohol and drug taking. An introduction to the developing body and key facts about the menstrual cycle.
Year 5	Caring, respectful and inclusive friendships, learning about trust. Being safe online and offline. Mental wellbeing, recognising emotions and self-care strategies. Where to go for support. How to keep healthy (benefits of regular exercise and sleep) and recognising the effects of a poor diet and lifestyle. Facts about alcohol and drug taking. Understanding basic first aid and key facts about the menstrual cycle and puberty from 9-11 years.
Year 6	Caring, respectful and inclusive families and friendships, learning about trust. Being safe online and offline. How to report online problems. Mental wellbeing, recognising emotions and self-care strategies. Where to go for support. How to keep healthy (benefits of regular exercise and sleep) and recognising the effects of a poor diet and lifestyle. To learn about immunisations and prevention of illness. Facts about alcohol and drug taking. Understanding key facts about the menstrual cycle and puberty from 9-11 years. How a baby develops from conception to birth.

Rationale and Statutory Requirements

All state-funded schools must follow the Government guidance on Relationships and Sex education (DfE Guidance 2019) and ensure that the school has a policy that reflects the teaching within the school.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

At Wheatcroft School, we believe children should understand the facts about human reproduction before they leave primary school so we teach as part of our Jigsaw programme

We define Sex Education as one element of the resource and is in line with the Science National Curriculum. Lessons on puberty are part of the statutory Health Education with the exception of Year 6 which includes age appropriate discussions on adult sexuality and how a baby is conceived and born, ways of preventing a pregnancy e.g basic contraception.

Parents have a right to withdraw their child from Sex Education. If you are considering this, please speak to the Headteacher or the RSE lead J.Harper.

Roles and Responsibilities

The PSHE Subject Leader (Miss J R Harper)

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss RSE issues
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for RSE
- To update training in line with current Government and LA guidelines.
- Review / update the policy on a two-year cycle or sooner if necessary.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Headteacher's responsibilities in respect of RSE are to:

- liaise with the PSHE Co-ordinator
- keep the governing body fully informed of issues and progress in RSE
- act upon any concerns which may arise from pupil disclosure during RSE sessions.

The Governing Body

The Governing body, in co-operation with the Headteacher, determines / agrees the school's general policy and approach to RSE provision for all pupils. They will continue their involvement through regular evaluation of it.

The Teacher

Teaching children about RSE is a whole-school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis. It is the responsibility of all staff to teach RSE in line with the principles and statements set out in this policy, and in particular:

- to establish with pupils a set of ground rules (The Jigsaw Charter) which set the parameters for discussion. This is referred to at the beginning of every lesson and displayed in each classroom.
- to recognise when there is a concern about sexual abuse and to follow concerns under Safeguarding procedures (see Safeguarding and Confidentiality section, below)
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- approach the teaching of RSE with an awareness of the children's needs in this area e.g. through assessment of their knowledge and understanding; through dialogue with Designated Safeguarding Officer about vulnerable pupils
- be developmental and appropriate to the age and stage of the child common starting points are not assumed
- inform children about changes and growing up as part of the Science and PSHE curriculum.
- Assess and monitor the children and adapt their lesson as appropriate for all children.

When teaching any work in RSE, sensitive questions may arise. Such questions are answered as appropriate. This is in accordance with DfE's guidance (2019). However, teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification
- not be drawn into providing more information than is appropriate to the age of the child
- acknowledge questions that are too explicit which may need to be answered at a parent's discretion by the parent or carer.

The Parents / Carers

They have a legal right to view this policy and to have information about the school's RSE provision. The school will seek and take account of parent / carer views and endeavour to adopt a partnership approach with parents/carers eg a working party to develop and discuss the policy and delivery of RSE and through information workshops for parents / carers.

Safeguarding Children and Confidentiality (See North Yorkshire Child Protection Policy 2019)

The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state funded) mandatory from September 2020 but schools are encouraged to adopt the new curriculum early from September 2019.

It is the responsibility of **WHEATCROFT SCHOOL** to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils (s 175 2002 Education Act). In fulfilling this duty they must have regard to guidance issued by the Secretary of State (*see references). Whilst children and young people have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children

may be at risk of significant harm to the school's Senior member of staff with designated responsibility for Safeguarding. The Designated person will then, in line with the School's Safeguarding policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act (2000), not supposition.

Organisation, Planning and Resources

To ensure full coverage, SRE is addressed in two ways:

- through designated curriculum time on a weekly basis within PSHE sessions.
- through other curriculum areas (Science, English and RE provide a particularly useful platform); these cross-curricular links are always made to make learning more meaningful and impactful.

The resources used to support SRE:

Jigsaw programme is the main programme to deliver all PSHE/RSE lessons
CWP resources (recommended by PSHE association)
Medway Primary PSHE planning
PSHE association
Betty for schools
Stonewall
NSPCC
Busy bodies video clip
Plus extra resources as we feel appropriate – age relevant

Because RSE covers many aspects of relationships and feelings, teaching is generally planned in such a way as to encourage full participation by all children, irrespective of gender or ability. A professional judgement is made by the staff to recognise any children that may need extra support to access any RSE session.

Appendix 1:

References

This policy was compiled with reference to:

DFE Relationships Education, Relations and Sex Education (RSE) and Health Education – July 2019

Sex Education Forum 2019 - Whole school audit RSE audit tool.

PSHE Association –Planning toolkit for PSHE KS1 and KS2. Road Map to success. We've got it covered (2 separate documents to support planning and policy writing)

The Charles Winter Project –teaching with confidence 2019.

The Medway Primary School Planning tool. 2019

Safeguarding children and safer recruitment in Education -Safeguarding children Board and Procedures and Guidance.

North Yorkshire Child Protection Policy (Sept 2019)

Jigsaw PSHE 2023.

Relationship and Sex Education in the Primary School. A guide for parents and carers. Jigsaw.

Jigsaw policy Feb 2023

Subject Leader RSE: JRHarper 02/09/2025