



WILLOW WOOD
COMMUNITY NURSERY & PRIMARY SCHOOL
WHERE PUPILS FLOURISH

**Relationships and Sex
Education
policy
March 2026**

Willow Wood Community Nursery and Primary School

Aims of RSE:

- To provide a framework in which sensitive discussion can take place
- To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

The aim of this RSE policy is:

- to provide a working document giving clear guidance to governors, staff and parents on what is delivered
- To provide a rationale as to why RSE is delivered
- To provide guidance on how RSE will be delivered

Statutory Requirements:

As a primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work act 2017. However, we are not required to provide sex education but do need to teach the elements of sex education contained in the science curriculum.

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."

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the PSHE Association advice, SCARF (Coram Life Education) and current legislation including the Equality Act 2010 and SRE in the 21st Century. The SRE programme is delivered through SCARF in line with the PSHE Association programme of study and the Science National curriculum Programme of Study. This policy has also been updated in light of RSE becoming statutory in 2020.

Willow Wood is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and Senior Leads
- School staff and external agencies

What is RSE Education?

- Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about

the understanding of the importance of stable and loving relationships, respect, love and care. RSE involves:

- Gaining knowledge and understanding
- Developing personal and social skills
- Forming positive beliefs, values and attitudes.

Moral and Values Framework

At Willow Wood Community Nursery and Primary School, we aim to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationships with others. This will include developing the following RSE skills and values:

- Valuing themselves as unique individuals
- Keeping themselves and others healthy and safe
- Communication, decision making and assertiveness
- Knowing how and where to gain information and support
- The education of children into the importance and quality of stable, loving relationships and family life.
- To provide knowledge of the relevant facts.
- To allay fears and to encourage an open and honest approach.
- To meet the developmental needs of children.
- To emphasise the shared parental/school interest in and responsibility for the all-round development and well-being of the child.

Roles and Responsibilities

The governing board

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

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 components of RSE.

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 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 teaching the RSE curriculum and the PSHE Lead is responsible for the coordination of it.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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 components of sex education within RSE. Components of sex education found within the Science curriculum are statutory and as a consequence, pupils cannot be withdrawn from this.

Requests for withdrawal should be put in writing using the form found in of this policy (Appendix 1 and 2) depending on their child's year group and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education which is non-statutory.

Organisation of the RSE programme

The PSHE Leader is responsible for the coordination of RSE and how it should be delivered in the curriculum. Class teachers, under the guidance of the PSHE Leader and the Senior Leadership Team, will deliver the RSE curriculum through the PSHE curriculum, RE and science lessons with support from professionals where appropriate.

Whole class teaching alongside some separate lessons for boys and girls in Key stage 2 will be provided. The resources will be selected in line with recommendations from the PSHE Association and Scarf (Coram).

Guidelines for teaching staff

- All lessons will start with clear ground rules discussed and agreed with the children
- The presentation will be a response to the perceived individual needs of the children as they appear
- A variety of situations will be created to stimulate a questioning response from the children
- Parents will be informed in advance and given the opportunity to discuss with the school the nature of the work to be undertaken. Parents will be given the opportunity to withdraw their child from the non-statutory aspects of the lesson if they choose (ie. Not the statutory elements of the Science curriculum).
- It is important that pupils are prepared for the physical and emotional changes of puberty by the end of Year 5. Willow Wood Community Nursery and Primary School will choose the outcomes most suitable for the children they are teaching.

This half term, Year 6 have been learning about the topic 'Growing and Changing' in their weekly PSHE lessons. The content of most of these lessons is now **statutory** in line with the new Relationships and Sex Education (RSE) and Health Education curriculum that became compulsory for schools in September 2020; therefore, parents/carers cannot withdraw their child(ren) from these lessons. The only lessons parents/carers can withdraw their child from is the 'Making Babies' lesson (see form below).

Lesson	Week Commencing	Lesson Overview	Key Vocabulary
1	05/06/23	Helpful or unhelpful? Managing Change In this lesson, children will identify some of the changes they have experienced in their life and their emotional responses to those changes. They will look at positive strategies for dealing with change and identify people in their lives who can help to support them if they are dealing with a challenging time of change.	change support conversation discuss
2	12/06/23	Pressure online In this lesson, children will learn about the risk of sharing images online and how hard these are to control once shared. Children will understand that people can feel pressured to behave in a certain way because of the influence of another and learn that this is called 'peer pressure'. Children will look at the NSPCC clip ' <i>Lucy and the Boy</i> ' to learn about sharing things online and the consequences involved in this.	peer pressure right to privacy sharing online online safety
3	19/06/23	Is this normal? In this lesson, children will learn to define the word 'puberty' and give some examples of the physical and emotional changes associated with it. They will learn some of the misconceptions surrounding puberty: - that it affects both males and females - that it does not begin at the same age for everyone - that not everyone experiences it in the same way - that not all people become moody when going through puberty - that you are not always an adult when you begin your period - that not all girls start puberty before boys - that there is not always a lot of blood when a girl has a period - that you do not always get spots - that puberty does not end at a particular age The children will use 'Agony Aunt' situations to provide responses about how to deal with challenging situations in puberty (greasy skin, being short/tall, voice breaking etc).	puberty physical changes emotional changes rights
4	26/06/23	Dear Ash In this lesson, Children will learn the difference between a safe and an unsafe secret. Children will look at scenarios involving secrets and identify situations where someone might need to break a confidence in order to keep someone safe.	confidence confidential secrets
5	10/07/23	Making Babies In this lesson, children will identify the changes that happen through puberty to allow sexual reproduction to occur, know a variety of ways in which sperm can fertilise an egg to create a	egg ovaries sperm testicles puberty

	baby (sexual intercourse, IVF, surrogacy) and know the legal age of consent and what consent means. Children will begin the lesson by recapping all the changes that take place during puberty (periods starting, hips widening, sperm produced). Children will learn that these changes happen so that our bodies can reproduce and that girls are born with eggs already in their ovaries, whereas boys do not start producing sperm in their testicles until they start puberty. Children will learn that most babies are created when a man and a woman have sexual intercourse. They will learn that this usually happens when a man and a woman are in a loving relationship and agree to make a baby. They will learn that this happens when the sperm of a man meets with the egg of a woman inside the woman's body. Children will learn that in order for this to happen, the man and woman feel very loving towards each other and have to get close to each other without their clothes on. They will learn that a man's penis becomes hard and can slide inside of the woman's vagina and release sperm. They will learn that this sperm swims inside the woman's body to find the egg and that if they meet, the beginning of the cells of a baby can start to grow. Children will watch an animated film which shows this process very simply. It covers very basic intercourse, conception, pregnancy and birth. The children will be shown an animated video clip - here is a copy of the script that accompanies the clip, for your information: 1. <i>Here you can see the female reproductive system. This is situated between the hips.</i> 2. <i>Now we are zooming into one of the ovaries where the eggs are stored.</i> 3. <i>Here is an egg now leaving the ovary and travelling along the fallopian tube very slowly.</i> 4. <i>You can now see the penis entering the vagina, and releasing sperm. This is known as sexual intercourse.</i> 5. <i>In real life sperm doesn't look like a white line but a white liquid. Under a microscope it will look like millions of tadpoles. During sexual intercourse the man releases about 300 million sperm into the vagina.</i> 6. <i>The sperm's job is to swim to the egg where one sperm will enter the egg and fertilise it. Twins can occur when two eggs are released at the same time. This means each sperm will meet an egg each. It's a bit like having a brother or sister being born at the same time as you. You'll be exactly the same age, but you won't look exactly alike. Occasionally the fertilised egg made up of one sperm and one egg splits into two which then creates identical twins.</i> 7. <i>About six days later the fertilised egg, now known as an embryo, travels down the fallopian tube and implants itself into the lining of the womb. This is where the embryo will continue to grow (if the pregnancy continues). Not all pregnancies continue, this is known as a miscarriage, where the embryo leaves the body like a period but being heavier and lasting longer.</i>	vagina penis embryo womb sexual intercourse consensual surrogacy adoption IVF consent
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		8. Eventually around nine months later, the baby is ready to be born. Most babies are born head first and will be born via the vagina. If this is not possible, maybe because the baby is in the wrong position, a caesarean will be carried out where a cut is made to the woman's stomach and womb and the baby will be born this way 9. Here you can see a woman in labour, this is where the body helps to push the baby out using the muscles of the womb, which contract, so the baby can leave the womb, travel through the cervix and down through the vagina and into the world. It will need lots of looking after including cuddles, milk to grow and lots of nappy changes! Children will learn what happens during pregnancy, the legal age to have sexual intercourse and other options for two people in a relationship who would like a baby (adoption, surrogacy, IVF).	
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If you would like more information or have any questions, then please do not hesitate to contact me. I will also be available in the Sunshine Hall 3:15-4pm on Friday 7th July, if you would like to view any of the resources in more detail. Following this, if you would then like your child(ren) to be withdrawn from the lesson, then please complete the form below.

Name of child:		Class:	Year group:
Reasons for withdrawing from the 'Making Babies' session:			
Any other information you would like the school to consider:			
Parent signature:		Printed name:	

To be completed by the school:

Agreed actions from discussion with parents / carers			
Teacher signature:		Date:	



Year 3/4 'Growing and Changing' Overview



This half term, Year 3/4 have been learning about the topic 'Growing and Changing' in their weekly PSHE lessons. Within this topic there is a 'Preparing for changes at puberty' lesson which will be taught during the week beginning 10/07/23. This is a lesson about preparing for periods. It is not uncommon for menstruation to begin early - girls can start their periods as young as 8 years old, so it is strongly recommended that children learn about periods from Y3. This will be done in a very sensitive way by Mrs Mackay, who has had specific training, and it will also only be delivered to the girls at this time.

Lesson Overview	Key Vocabulary
By the end of the lesson, the children will: • know the key facts of the menstrual <u>cycle</u>; • understand that periods are a normal part of puberty for <u>girls</u>; • identify some of the ways to cope better with periods. The children will talk about what happens to a girl's body when she starts puberty? (increased body hair, get bigger and taller including widening of hips and breast development, voice can deepen slightly, may get spots, greasy hair, eggs get released/periods/menstruation) The girls will be shown the clip of menstruation from the ~~Kidshealth~~ website. They will be allowed time to ask any questions after. They will be shown a slide illustrating the female internal reproductive organs also. The children will then discuss the different period products and what a girl or woman could use to protect her clothes when she is having a period? (period/menstruation pads, tampons, or maybe even menstruation cups). They will learn about the need for extra care to be taken by girls at this time of the month - regular changing of pads (or other items used to protect clothing) and to change underwear regularly. The children will also learn that the hormones (chemicals) which cause the changes at puberty also make a person's sweat glands more active. This means that the person needs to wash more regularly.	ovary vagina fallopian tubes cervix uterus womb sanitary products

If you would like more information or have any questions, then please do not hesitate to contact me. I will also be available in the Sunshine Hall 3:15-4pm on Friday 7th July, if you would like to view any of the resources in more detail. Following this, if you would then like your child(ren) to be withdrawn from the lesson, then please complete the form below.

Kind regards,

Lindsay Grigg
(Assistant headteacher / PSHE and RSE Lead)

Name of child:		Class:	Year group:
Reasons for withdrawing from the 'Preparing for changes a puberty' session:			
Any other information you would like the school to consider:			
Parent signature:		Printed name:	

To be completed by the school:

Agreed actions from discussion with parents / carers			
Teacher signature:		Date:	