The Rose Learning Trust.
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Woodfield Primary School

WOODFIELD
PRIMARY SCHOOL

(34) Relationships and Sex Education

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Relationship & Sex Education Policy (2026)

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This document details the Woodfield Primary School policy for

provision of Relationship Education (RE) and Relationship and Sex Education (RSE) in line with the guidance produced by the Department of Education July 2025 (Statutory from September 2026)

Contents

Introduction

1. Legal Requirements

1.1 Subject Definitions

1.2 School's Legal Duty

1.3 Distribution

2.0 RSE in Practice: Curriculum Overview, Delivery & Values

2.1 Curriculum Overview

2.2 Subject Curriculum

2.3 Delivery of RE & RSE

2.4 School Values

2.5 External Provider Values

2.6 Equality

2.7 Children's Questions

3.0 Parental Engagement

3.1 Withdrawal Procedure

4.0 Confidentiality

5.0 Causes for Concern and Disclosures

6.0 Monitoring and Evaluation

7.0 School Roles Relating to RSE

7.1 Governors

7.2 The Headteacher

7.3 PSHE/RSE Coordinator

7.4 All Staff

8.0 Additional Policy Information

8.1 Policy Production & Review

8.2 Linked Policies

8.3 Approval of policy

Introduction

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidenced based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life and promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness.

1.1 Subject Definitions

Our definitions of Relationship Education (RE) is as follows:

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they

have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Our definitions of Sex Education (SE) is as follows:

Sex Education (SE) provides a safe environment for children to have a factual, age-appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as Relationship and Sex Education (RSE).

1.2 School's Legal Duty

The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2025, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education and topics taught under the science curriculum relating to puberty and sexual reproduction compulsory for all pupils receiving primary education in England. (Para 21)

1.3 Distribution of this Policy

This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to parents through the school website, and a copy is available through the school office. (Para 12)

2.0 RSE in Practice:

2.1 Curriculum Overview

The focus for primary relationship education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and

others safe.

• Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary.

• Schools should be sensitive to pupils' circumstances recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same sex families, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers.

• Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy and children's right over their own bodies and personal information. Pupils should be able to recognise emotional and sexual abuse.

• Pupils should know how to report concerns and seek advice.

• Primary children should be introduced to protective and preventative content

in a way that doesn't cause unreasonable alarm and does not appear to normalise risky behaviours and activities.

• Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

2.2 Subject Curriculum

• Please see the BTE Primary School RSE Curriculum 2025 document (appendix 1).

• Special note: Within our school we use the scientific language for the genitals from the outset. Whilst children may call these areas something else at home, at school we use the proper scientific words.

2.3 Delivery of RE & RSE

Our school works with BigTalk Education (BTE), an award-winning team of specialist RSE facilitators, who have been successfully delivering age appropriate RSE in over 250 schools nationwide for over 20 years. BTE deliver to each class within school, for more details please see details in BTE Primary RSE Curriculum 2025 (Appendix 1). Our teaching staff are present in all of the sessions and observe the BTE staff. This forms part of their CPD programme and ensures they can reinforce the lesson content and answer any follow up questions throughout the academic year.

In addition to this RE & RSE topics will be included in PSHE lessons (Kapow), Flourish lessons, assemblies & science lessons.

2.4 School Values

All content in the RSE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

2.5 External Provider Values

The BigTalk Education (BTE); Growing Up Safe programme has no religious association and is taught in both faith and non-denominational schools across the UK. It is a gentle programme that adheres to the values listed below:

• Equality is not always about treating everyone the same – it is about treating people in such a way that the outcome for each pupil can be

the same.

• Tolerance is to understand that not everybody is the same and have the willingness to accept this.

• Honesty is being truthful and open at an age-appropriate level, that allows pupils to learn and understand.

• Support is to work together with pupils' families to provide guidance and care for children.

• Respect is valuing each person as an individual of importance, as well as the beliefs of their family and community,

• Empower is to equip children with knowledge to keep them safe, healthy and happy.

• Sensitivity is having an awareness of the feelings of others and responding accordingly.

• Trust is ensuring children have a safe space to learn and discuss.

• Empathy is the ability to identify and understand the feelings of others and offer them support.

These values aid us in ensuring a safe and positive place for children to learn.

2.6 Equality

The governing body has wider responsibilities under the Equalities Act 2010, to ensure that no pupil(s) are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin, pregnancy, maternity or home circumstances (e.g. looked after children).

The Growing Up Safe programme is autism friendly and has been designed to be inclusive and accessible to most children including those whose first language is not English. During these lessons any pupils with additional needs will be identified by their teacher and every provision made to help them join in during the RE/RSE lessons. If a pupil is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their ability level. Up to and including year 4, all lessons will be co-educational, however in Years 5 and 6 these will be separated by gender (please note that lesson content is the same).

BTE can also provide specific resources for pupils who have special educational needs and those from the Gypsy Roma Traveller Community. For pupils who are absent on the day of the GUS programme delivery our alternative provision will be that teaching staff will review the missed lesson content using BigTalk Education's Growing Up Safe Cards, Bodies Babies Bellybuttons or other resources with the child on their return to school.

2.7 Children's Questions

In order to promote a healthy, positive atmosphere for RSE school want to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. School believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme. During GUS sessions, the BTE team will answer questions asked by pupils. Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children, of illegal activity or other doubtful, dubious or harmful activity. In this instance the facilitator may answer the question separate from the rest of the class. Any questions of this nature will be reported to school staff directly and followed up in writing (please see Causes for Concern and Disclosures section below). Teaching staff will be familiar with the content and resources of the GUS programme through shadow training, therefore should be equipped to answer questions resulting from the GUS sessions. Should questions of concern arise that teaching staff are uncertain

how to answer, support can be sought from the RSE/PSHE Coordinator or BTE in order to give an age-appropriate answer. Where a child has been withdrawn from the lesson and asks subsequent questions, teachers are to refer the pupil to their parent or carer at home.

3.0 Parental/Carer Engagement

As part of the Growing Up Safe programme BigTalk Education provide online presentations accessible to all parents, carers, school staff and governors. These include an introduction to BTE and cover all the topics and resources used with each specific year group. Pupils will be encouraged to speak to their parents/carers about what they have learnt and to continue the learning at home. It provides a foundation on which they can build upon and they may wish to introduce their own family values and beliefs.

3.1 Parents Rights to Request Withdrawal from Sex Education.

As school is legally obligated to provide pupils with Relationship Education (RE), parents do not have a right to withdraw their children from Relationship Education and topics taught under the science curriculum relating to puberty and sexual reproduction. This is applicable to all pupils receiving primary education in England.

Our school chooses to teach RSE from year 4, this provides pupils with factual age-appropriate information on puberty and reproduction. Effective teaching will support prevention of harms by helping children and young people understand and identify when things are not right. Having viewed the resources made available from school parents and carers may request a meeting with the Head Teacher to discuss this further.

4.0 Confidentiality

All governors, all teachers, all support staff and all parents must be made aware of this policy, particularly how it relates to issues of privacy and confidentiality. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in all matters. For example, they must report

those which are illegal or abusive to others (e.g. parents, headteacher etc.) but the pupil will always be informed first.

5.0 Causes for Concern and Disclosures

All BTE staff have up to date enhanced DBS checks. BTE have a statutory duty to report any causes for concerns or disclosures received from children in school. These will be fed back immediately to staff in school face to face and followed up in writing to school detailing the action taken on the day. If a child was ever to accuse or implicate a member of school staff, then BTE would liaise directly with the Head Teacher/Board of Governors/Trustees. Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the school's safeguarding policy and immediately inform the designated member of staff responsible. Our school designed safeguarding lead is Miss N Fallon.

6.0 Monitoring and Evaluation

Feedback and suggestions from staff and parents on BTE's provision will be gathered by BTE and returned to school to aid the review process. Questions asked during lessons in year 4, 5 and 6 will be collected and kept for reference to ensure pupils' needs are being met. A list of the questions will be produced and sent to school as part of the evidence package. The Personal Development leads will analyse and respond to identified issues in the appropriate manner.

7.0 School Roles Relating to RSE

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, appropriate agencies, The Rose Learning Trust and the Local Education Authority. SLT and the school's Personal Development leads have responsibility for the implementation and monitoring of RSE within the school.

7.1 Governors

Our school governor with responsibility for RE/RSE is David Longley

Governors are responsible for:

• Establishing the RSE Policy, in consultation with teachers and parents.

• Ensuring this policy is made available to parents and carers.

• Ensuring this policy is in line with other school policies e.g. SEN, Safeguarding etc.

• Ensuring that parents know the statutory parts of the curriculum.

• Establishing a link governor to share in the monitoring and evaluation of the programme.

• Ensuring that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the setting of RSE within

PSHE.

7.2 The Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, appropriate agencies, Rose Learning Trust and the Local Education Authority.

7.3 PSHE/RSE Coordinator

The coordinator along with the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE.

7.4 All Staff

Our approach to RSE is that of a Whole School Approach. Appropriate training will be given for all staff teaching RSE. All staff members (including TAs and lunchtime supervisors) will be encouraged to observe delivery to the children in one of the classes.

8.0 Additional Policy Information

8.1 Policy Production & Review

This policy was written in conjunction with BigTalk Education Ltd, a social enterprise who work with schools across England supporting the delivery of RE and RSE. BTE review the curriculum on an annual basis to ensure that any new developments in RSE and best practice, emerging risks or other safeguarding dangers are reflected in the education provided to children to keep them safe, healthy and happy.

Full details of current curriculum can be viewed at

https://www.bigtalkeducation.co.uk/rse-information-and-support-for-schools/what-and-when-sre-rse/

This policy will be reviewed by school annually, to be reviewed next on 01.09.2026

8.2 Linked Policies

This policy is linked to Safeguarding policy, antibullying

Policy and child protection policy.

8.3 Approval of policy

Link Governor for RSE/ PSHE

Signature _____ Date _____

Printed Name_____

Headteacher

Signature _____ Date _____

Printed Name_____

RSE/PSHE Coordinator

Signature _____C Kenny_____ Date _1st Sept 2026_

Printed Name_____

Appendix 1:

Relationship and Sex Education Curriculum

This document details the curriculum included in our school's RE & RSE *Growing Up Safe: Whole School Approach* (GUS) programme, delivered in association with relationship and sex education specialists BigTalk Education (BTE) who provide highly trained facilitators who have specialist knowledge in how to answer children's questions about reproduction, puberty etc. in an **age-appropriate** manner.

It is in line with Government Guidelines released in July 2025 which is statutory from **September 2026.**

It is a spiral curriculum therefore pupils will see the same topics throughout their school journey, with each annual session increasing in complexity and reinforcing previous learning. Consequently, the topics included for Nursery and KS1 are included right through to year 6.

The table on the following pages of this document shows the curriculum as it relates to the topic areas included within the Department for Education's RSE Guidance by the school years in which it is introduced.

Please note that the statutory RSE guidance states that children must cover puberty and reproduction as part of the science curriculum and should not be withdrawn from these sessions.

Growing Up Safe Programme Curriculum		
Nursery	**Topic Area**	**New Content Introduced at Each Year Group**
	Families people who care for me	Families are important for children growing up safe and happy because they can provide love, security and stability. ±
		The characteristics of safe and happy family life, such as commitment to each other, including times of difficulty, protection and care for children and other family members. ±
		How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed. ±
	Respectful, kind relationships	How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings including disappointment and frustration. ±
		That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different. ±
		The conventions of courtesy and manners. ±
		How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. ±
	Being safe	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact including physical contact. ±
		How to report abuse, concerns 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. ±
		How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. ±
	National Curriculum for Science	Teaching about the main external body parts. ǂ

Building on previous learning plus the inclusion of the content below		
Foundation/ Reception Year 1	**Topic Area**	**New Content Introduced**
	Families and people who care for me	That the families of other children, 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. ±
		That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. ±
	Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends. ±
		That healthy 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. ±
		How to manage conflict, and that resorting to violence is never right. ±
		How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support when needed. ±
	Respectful, kind relationships	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. ±
		Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. ±
		What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. ±
	Being safe	How to respond safely and appropriately to adults they may encounter, include those they do and do not know. ±
		How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. ±

Building on previous learning plus the inclusion of the content below		
Year 2 Year 3	**Topic Area**	**New Topics Introduced**
	Families people who care for me	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ±
	Caring friendships	The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthy, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ±
	Respectful, kind relationships	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. ±
		The importance of self-respect and how this links to their own happiness. Pupils should have the opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. ±
		The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult and how to get help). ±
	Online safety and awareness	That people should be respectful of online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online and strategies for resisting peer pressure. ±
		How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including to be someone else or pretending to be a child and that this can lead to dangerous situations. How to recognise harmful content and harmful contact, and how to report this. ±
		The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. ±
		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 online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. ±

	Being safe	The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ±
	Wellbeing online	Why social media, some apps, computer games and online gambling including gambling sites, are age restricted. *

Building on previous learning plus the inclusion of the content below		
Year 4	**Topic Area**	**New Topics Introduced**
	Families and people who care for me	Reinforcing previous learning.
	Caring 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 friendship is repaired or even strengthened. ±
	Respectful, kind relationships	Pupils should have the opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. ±
	Online safety and awareness	That there is a minimum age for joining social media sites, which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children or adults. ±
	Being safe	Reinforcing previous learning.
	General wellbeing	The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness. Simple selfcare techniques including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. *
		The importance of promoting general wellbeing and physical health. *
		The range and scale of emotions (e.g Happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, effect different people at different times and are not in themselves a mental health condition. *
		How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. *
		That bullying (including cyber bullying) has a negative and often lasting impact on their mental wellbeing and how to seek help for themselves and others. *
	Wellbeing online	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. *

		Where and how to report concerns and get support with issues online. *
	Health protection and prevention	The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and the ability to learn. *
	Developing Bodies	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human life cycle and puberty should be discussed as a stage in this process.*
		The correct names of body parts including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all these parts of the body are private and have skills to understand and express their own boundaries around their own body parts. *
		The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them to understand what to expect and avoid distress. *
Building on previous learning plus the inclusion of the content below		
Year 5 **Year 6**	All areas	Reinforcement and pupil led learning.

Statutory from September 2026

Key

± Included in 2025 Guidance for Primary (Statutory)

‡ Also included in the national curriculum for Science in KS1/KS2

* Included in 2025 Guidance for Primary: Health and Wellbeing