



WISEWOOD
NURSERY & PRIMARY SCHOOL

RSE Policy

Chair of Governors: Katie Eyre
Head of School: Claire Austin

Next Review: September 2026

Relationships, Sex and Health Education (RSHE) is an important element of our Personal Development and PSHE curriculum at Wisewood. We believe the teaching of PSHE and RSHE is an imperative part of preparing children for adult life. We are committed to teaching, guiding and supporting children to understand and practise healthy relationships.

This policy structure draws directly from the statutory framework and guidance, aligning curriculum content, pedagogy, safeguarding and community involvement. The Department for Education published updated RSHE guidance in July 2025 and the changes are included in our comprehensive PSHE curriculum.

Definition

Definition of Relationship and Sex education Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, sexual health, healthy lifestyles, diversity and personal identity. When we use the term 'relationships' in this policy we refer to both online and offline relationships. It involves a combination of sharing information and exploring issues and values. Some aspects are taught in science and computing, and others are taught as part of PSHE. This policy should be read in conjunction with our Safeguarding and Child Protection, Behaviour and Anti-Bullying policies. The Department of Health set out its ambition for all children and young people to receive high quality relationship and sex education in its statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This policy also reflects guidance given under the Children and Social Work Act 2017. RSE is not about the promotion of sexual activity.

Relationships Education

It is compulsory for all maintained primary schools to deliver Relationships Education as published in the Education Act 1996/2022 and Children and Social Work Act 2017, and the updated Department of Education guidance July 2025. According to this guidance, Relationships Education teaches "the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults".

All staff at Wisewood recognise the vital role played by effective Relationships Education in enabling our pupils to develop strong and positive relationships with others, and to keep themselves and others safe.

Relationships Education

The statutory Relationships Education curriculum covers the following topics:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical Health and Mental Wellbeing Education

Physical Health and Mental Wellbeing Education It is compulsory for primary schools to deliver a programme of Health Education to teach “the characteristics of good physical health and mental wellbeing”. This teaching should not only help pupils to maintain their physical and mental health, both at school and in later life, but also give them the tools to articulate their feelings and use accurate language to talk about their body, health and emotions.

The statutory Health Education curriculum covers the following topics:

- 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 (including key facts about puberty and the menstrual cycle)

Relationships and Health Education topics are taught progressively in each year group at an age-appropriate level in line with the updates RSHE government guidance. At Wisewood we also make a conscious decision to tailor the teaching to the needs of the pupils and families as topics arise to support our children in addressing their own needs and supporting them to navigate issues relevant to them.

Physical Health and Mental Wellbeing Education

Parents/carers cannot withdraw their child from any aspect of Relationships or Health Education. If parents/carers are concerned about any aspect of the Relationships or Health Education curriculum, we welcome them into school to discuss their concerns with their child's class teacher in the first instance and the head teacher and PSHE/RSHE lead if the concerns remain. We welcome feedback from parents and carers, and all content and resources are available at any time for consultation and reflection.

Safeguarding

RSHE helps children understand and recognise the signs of unhealthy relationships and habits, unsafe situations and where and who they can access help from. The curriculum teaches pupils about the importance of a healthy lifestyle and positive mental health, as well as online and offline safety.

Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child is believed to be at risk, then the member of staff will report concerns to the Designated Safeguarding Lead (DSL) who should act in accordance with the Child Protection Policy. All staff are familiar with the policy and know who the DSL and deputy DSLs are in school.

As part of Relationships Education, pupils will be made aware of how to raise concerns about potentially sensitive issues and how any report will be handled. This includes reporting concerns about their own or others safety.

Provision and disposal of sanitary products in school

Girls can start their period from the age of 8, we recognise that provision must be in place for pupils who need it. As part of the lessons on puberty in Years 4, 5, and 6, girls will be made aware of the support available in school for accessing and the safe disposal of sanitary products. We are aware of period poverty and provide period packs for any individual that may need access to these products during school time.

Sex Education

The Department for Education recommends that: "all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

(Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2021, paragraph 67)

Sex Education

We believe that a clear, factual and age-appropriate programme of sex education is an essential part of our safeguarding provision, as it presents children with facts in an objective and balanced manner, and equips them to cope with the physical and emotional changes they will encounter as they grow up. As part of the National Curriculum for science, pupils will cover the following topics related to reproduction and the human life cycle:

| Year group | Content |
|------------|--|
| Year 1 | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. |
| Year 2 | Notice that animals, including humans, have offspring which grow into adults (pupils should be introduced to the processes of reproduction and growth in animals - the focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs) |
| Year 4 | Explore and use classification keys to help group, identify and name a variety of living things (begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds and mammals) |
| Year 5 | Describe the life process of reproduction in some plants and animals (pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals) describe the changes as humans develop to old age (pupils should draw a timeline to indicate stages in the growth and development of humans, and should learn about the changes experienced in puberty) |
| Year 6 | Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body) recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents |

In addition to this, we provide education on the following Sex Education topics

| Year group | Content |
|------------|--|
| Year 5 | How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb, including IVF |
| Year 6 | Identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults that pregnancy can be prevented with contraception about the responsibilities of being a parent or carer and how having a baby changes someone's life |

Sex Education

As part of statutory health education teaching, children will learn key facts about puberty and the menstrual cycle. This includes the reasons puberty takes place. Teachers will explain that some people in a safe and loving relationship may choose to have a baby, and during puberty your body become ready for that. The Year 5 science curriculum also covers sexual reproduction, including the interaction between sperm and egg cells from males and females to form an embryo. Any teaching about conception and childbirth beyond this is considered sex education content and will be delivered as set out in this policy.

We follow recommendations from the Association for Science Education regarding the teaching of reproduction in science, as follows: "Year 5 teachers should cover development to maturity in humans and sexual reproduction in some animals, e.g. mammals (which should include humans), amphibians, insects or birds, to give a broader picture of the variety of life.

Teaching about sexual reproduction within the life cycles of different animals should include:

- The joining of a sperm from the male and an egg from the female to enable an offspring, which has characteristics of both, to grow, (knowledge of cells and genetic material is not required in KS2 science)
- The differences between internal and external fertilisation (although not the mechanics), e.g. in terms of the larger number of eggs and sperm produced in external fertilisation and the greater risks from predators than internally fertilized young.
- Viviparous and oviparous species (animals that have live births and those that lay eggs)

Understanding what pregnancy and birth are (in the context of mammals in general) is a key aspect of learning both in terms of classification and for differentiating the life cycles of mammals from egg laying species – part of the progression between Y4 and Y6 classification statements. Knowledge of the process of sexual reproduction, including the passing of inherited characteristics to offspring, will also support pupils in understanding the basics of inheritance and evolution, which is covered in Year 6.

Throughout all teaching the correct scientific vocabulary will be taught, used and encouraged during the lessons. This is covered in the National Curriculum for Science and will be taught from KS1 and throughout KS2.

Right to be excused/ withdrawal from Sex Education

Under the 2019 statutory guidance on sex education and updated guidance in July 2019, pupils at primary school have the Right to be excused Under the 2019 statutory guidance on sex education, pupils at primary school have the right to be excused from sex education lessons at the request of their parents.

Parents wishing to exercise this right are invited to discuss this with the class teacher, PSHE/RSHE lead and/or Headteacher who will explore the concerns of the parents and discuss any impact that withdrawal may have on the child.

At Wisewood we are keen to work collaboratively with parents, including to develop a programme of sex education that all children can access. Once a child has been withdrawn, they cannot take part in specific sex education lessons until the request for withdrawal has been removed.

Parents and carers cannot withdraw their child from any lessons about reproduction or the human life cycle covered by the statutory Science National Curriculum. They are also unable to withdraw their child from any aspect of Relationships or Health Education, including teaching about puberty and menstruation.

These lessons help children to develop essential skills and knowledge to be successful, happy and safe in later life, and make mature and well-informed decisions. We strongly advise any parents/carers with concerns to come into school where we can share information, resources and support.

Involving Parents and Carers

Wisewood are committed to working with parents and carers and they will be invited into school to view the resources that will be used to deliver RSHE for their child's year group and discuss the content. Parents' views are taken into account and adjustments may be made. As with all curriculum subjects, parents and carers are also able to discuss the RSHE curriculum at any point in the year with their child's class teacher, particularly during parents' evening appointments. This policy has been developed in consultation with parents and carers through workshops, resource sharing and question and answer sessions.

Teaching of RSHE

RSHE lessons are delivered by class teachers as part of weekly RSHE and PSHE lessons. Most lessons will be delivered to the whole class, with the exception of one Health Education lesson in Year 6 which will be taught in single gender groups to encourage children to talk more openly about their thoughts and concerns related to puberty. Some topics, for instance sun, water and dog and internet safety, will also be taught through whole school initiatives and assemblies at planned points throughout the year. Where subject content overlaps with other curriculum subjects, it may be taught in those subjects' lessons. Parts of the 'Online Relationships' and 'Internet Safety and Harms' will be taught through the Computing Curriculum. Both subject leaders are aware of the interplay between the two subject, and the weight internet safety carries in the curriculum.

Parts of the health education curriculum, including some of 'Physical Health and Fitness' and 'Healthy Eating', will be taught in science. Our school ethos means that many topics in the RSHE curriculum will be discussed and represented in a range of subjects, including through core texts in literacy. RSHE learning will be supported and reinforced through wider curriculum teaching, including: sharing and responding to relevant texts; geography and history topics relating to topics such as respect, stereotypes and lifestyles of people in other cultures; and expressing emotions through art.

Managing difficult questions

Personal views are respected and valued as we teach all RSHE topics without bias, equipping pupils with factual information so that they are able to form their own informed opinions while respecting that others have the right to different opinions.

Pupils are likely to ask their teachers or other adults questions about sex or sexuality which goes beyond what is set out in this policy for their age group. We are aware that leaving such questions unanswered may cause pupils to turn to inappropriate sources of information and believe it essential that children do not feel shame for posing these questions. All questions are addressed at an age-appropriate level through our curriculum, so children will usually be told that they will learn about the topic further up the school and encouraged to speak to a trusted adult at home if they have questions now. Class teachers may contact parents or carers to ask if they would prefer the question to be answered individually in school.

Monitoring and Evaluation

The delivery and teaching of the RSHE curriculum will be monitored by the RSHE lead and feedback will be shared with the Senior leadership Team. The curriculum will be monitored through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The subject's effectiveness and impact will be evaluated through staff meetings to review and share experiences and pupil voice