

Woodlands Schools



Relationships and Sex Education Policy

This Policy is available free of charge upon request

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Aims

At Woodlands we aim to provide a Relationships and Sex Education programme that equips pupils with the knowledge, understanding and skills they need to build positive relationships, respect others, and keep themselves safe. We aim to :

- Provide pupils with the knowledge they need to stay safe online and offline
- Use RSE to support our safeguarding duties and contribute to pupils' personal development, wellbeing and preparation in modern Britain
- 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support character development to prepare young people for the future
- Develop an understanding for current issues including toxic masculinity, LGBTQ⁺ and the media's influence
- Create a positive understanding of consent and how that applies to varying social and life situations.

Statutory requirements

As an independent school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

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 which would include the elements of sex education contained in the science curriculum.

RSE is taught in line with KCSIE September 2025. The policy and content will be revised ready for the update from 1st September 2026.

In teaching RSE, we are 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.

At Woodlands Schools we teach RSE as set out in this policy.

Consultation with Stakeholders

We are committed to working with parents and carers to ensure that RSE remains transparent and relevant to the safeguarding and wellbeing of all our pupils. This policy will continue to be available on our School website for parents/carers to refer to. This is in line with our whole school PSHE policy.

It is through effective communication between all stakeholders that our PSHE and RSE programme will continue to have the most effective impact on our pupils. All parents/carers are always invited to get in contact with the PSHE lead should they wish to seek further clarification, advice or ask any further questions about the RSE programme.

RSE sessions will continue to be planned with great sensitivity shown to all pupils, so that those pupils with additional learning needs feel included and supported within the sessions. Where necessary, further support and guidance will be taken from the schools' Learning Support Departments so that the content can be made accessible to suit individual SEND needs. Distancing techniques, including stories and role-plays may be implemented to further support different learning styles.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Online safety through RSE integrates digital literacy into teaching healthy relationships, covering consent, reputation and cyberbullying. It empowers learners to recognise risks, manage online friendships and respect others in digital spaces, focusing on behavioural principles similar to face-to-face interactions.

Sex Education Curriculum

We have developed the curriculum taking into account the age, needs and feelings of pupils. Our curriculum coverage is set out as per Appendix 1 but we adapt it as and when necessary (Kapow/Map Overview). If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner encouraging them to have these discussions at home with their safe adult so they are fully informed and don't seek answers online.

Various methods of delivery are used including:

- All about me (Channel 4)
- Kapow Scheme of Work (Appendix 1)

Primary sex education is taught in Year 5 and 6 and will focus on:

- Preparing boys and girls for the changes that adolescence brings beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum
- How a baby is conceived and born
- RSE within our school extends beyond what is covered within the National Curriculum expectations for science

Foundation Stage

RSE is taught in Early Years as part of the work covered each year. We plan and assess using the progressive guidance and objectives set out in Development Matters. From Reception the children follow the Kapow scheme of work as well as continuing implicit teaching and learning. At the end of Reception, RSE makes a significant contribution to the Early Learning Goals of Personal, Social and Emotional Development and Communication and Language. See Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects may be included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by staff who they know in Year 5 & 6. All sessions are taught in mixed sex groups. Staff will offer boy and girls the opportunity to speak with a staff member of their own gender during these sessions.

Sessions will be taught with two staff members, ideally one male and one female.

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 relationships including consent

- Online relationships
- Being safe
- Positive role models

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ⁺ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). [At Hutton Manor children are encouraged to record elements of their learning along with their views and opinions in their Me and My World Books]

Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school will endeavour to answer questions in line with the curriculum, but other such questions will be directed to their safe adult at home.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups is considered. Teachers consider what is appropriate and inappropriate in a whole class setting, and if further advice or training is required, they will speak with the Head Teacher to arrange this.

Children are advised about the dangers of using the internet to answer sensitive questions as they may be exposed to inappropriate content and misconceptions. Pupils are encouraged to speak with their safe adult who can explain in a child friendly and appropriate way without the same level of risk and danger.

Parents receive annual online safety training and regular updates are sent home to ensure filters and controls are in place on devices. Likewise, in school we have a stringent filtering and monitoring system in place to protect all pupils whilst online.

Parents are informed in the school's RSE letter that questions and conversations are likely to be raised at home following discussions in class and teachers will support them as required.

See Appendix 4 for the school's letters regarding RSE for Years 5 and 6.

Roles and responsibilities

The Board of Directors

The Directors have delegated the approval of this policy to Woodlands Schools.

The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from 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 components of RSE
- Remaining unbiased whilst encouraging pupils to view different perspectives

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.

The Staff team, including the Leads of PSHE and Class teachers that are responsible for planning and teaching RSE and PSHE are trained and competent in delivering appropriate lessons. Here they can manage the teaching process, set ground rules, and treat it as a valuable subject, monitoring, assessing, and evaluating what children learn.

Pupils

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

Pupils with Special Educational Needs and Disabilities (SEND)

RSE is accessible for all pupils. We recognise the importance of planning teaching for pupils with special educational needs and disabilities. High quality teaching that is adaptive and personalised will be the starting point to ensure accessibility.

We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

Equality

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Within our Schools we make reasonable adjustments to alleviate disadvantage and are aligned with the SEND Code of Practice when planning for these subjects.

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 sex education that is not part of the National Curriculum for science. This usually includes topics like sexual intercourse. Parents are always offered the opportunity to preview any teaching materials, prior to it being shown to the children, by contacting the class teacher.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

The pupil is so excused until the request is withdrawn, unless or to the extent that the Head Teacher considers that the pupil should not be so excused.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action.

Training

Staff are trained on the delivery of RSE as required.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Girls' understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

Girls are also permitted to use period swimwear instead of their school swimwear.

Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through various monitoring arrangements, such as:

- planning scrutinies,
- learning walks,
- Pupil voice
- Parental Feedback
- Staff Feedback

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

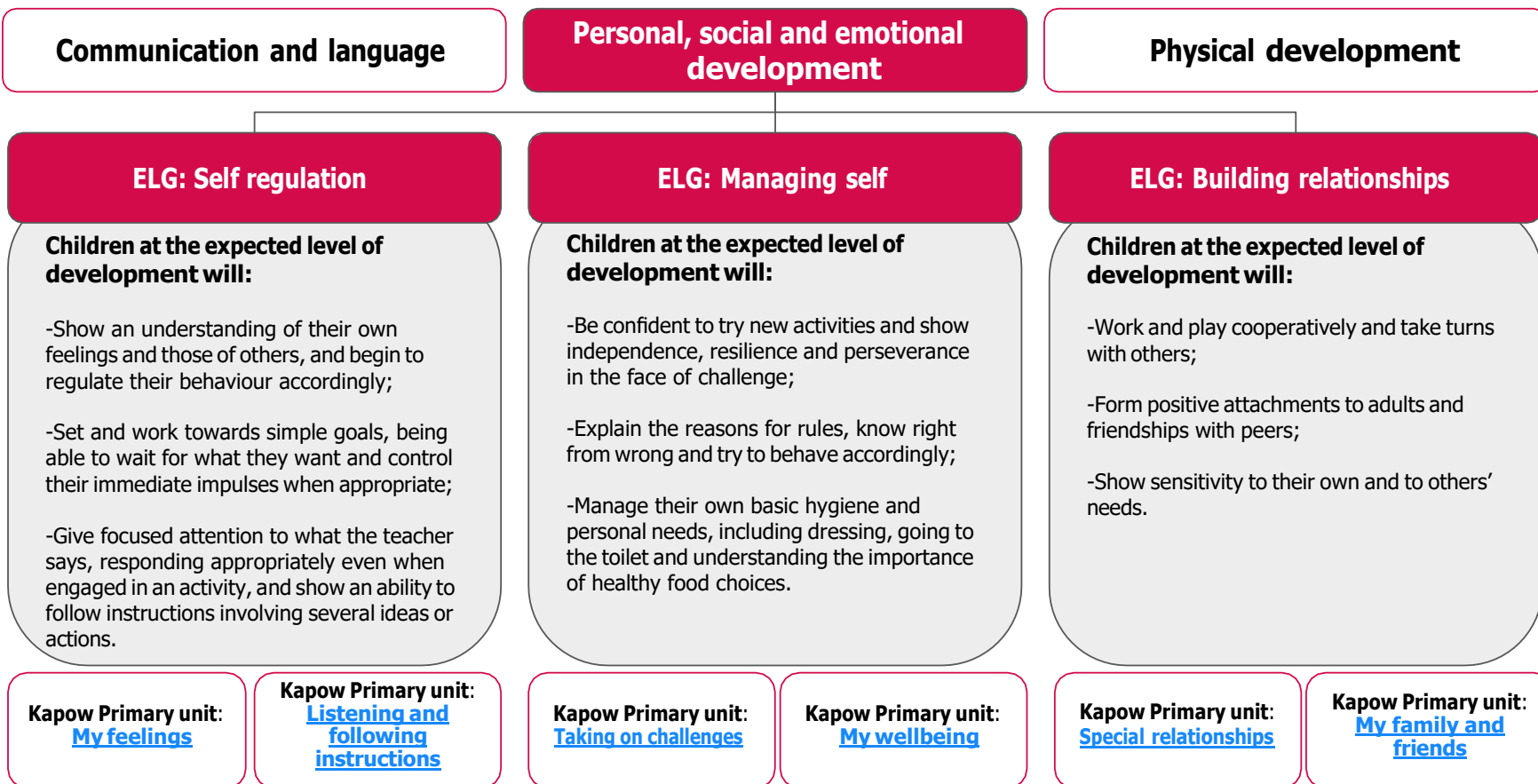
This policy will be reviewed bi-annually. At every review, the policy will be approved by Woodlands Schools.

APPENDIX 1 – RSE & PSHE in EYFS: Reception

RSE & PSHE in EYFS: Reception

Personal, social and emotional development is one of the three Prime Areas in the [Statutory framework for the early years foundation stage](#). The prime areas, **Communication and language**, **Physical development** and **Personal, social and emotional development**, lay the foundations for children to achieve in all areas of learning and life.

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory [Development Matters](#) guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however please be aware that these areas are interrelated.



Suggested long-term plan: RSE & PSHE Reception- Year 3 (condensed)

EYFS: Reception	Self-regulation		Building relationships		Managing self	
	My feelings: L1 Identifying my feelings L3 Coping strategies L4 Emotional adjectives L5 Facial expressions		Special relationships: L2 Special people L3 Sharing L4 I am unique L6 Similarities and differences	My family and friends: L1 Festivals L2 Sharing L3 What makes a good friend L4 Being a good friend	Taking on challenges: L1 Why do we have rules? L2 Building towers L5 Team races	My wellbeing: L1 What is exercise? L4 Being a safe pedestrian L5 Eating healthily
	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 1	Setting ground rules for RSE and PSHE lessons	L1 What is family? L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies	L1 Adults in school L2 Adults outside school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances	L1 Rules L4 Similar, yet different	L1 What is money? L4 Saving and spending
Year 2	Setting ground rules for RSE and PSHE	L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	L2 Communicating online L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L8 Staying safe with medicine	L1 Rules beyond school L5 Similar yet different- my local community L7 Giving my opinion	L2 Exploring needs L3 Exploring wants
Year 3	Setting ground rules and signposting	L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	L1 My healthy diary L3 Wonderful me L5 Resilience: breaking down barriers L7 Diet and dental health	L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Influences L8 Keeping safe out and about	L1 Rights of the child L5 Charity L6 Local democracy	L2 Budgeting L5 Career quest

	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	Setting ground rules and signposting	L1 Respect and manners L2 Healthy friendship L4 Bullying L6 Stereotypes: Disability L8 Change and loss	L1 Looking after our teeth L3 Celebrating mistakes L5 My happiness L6 Emotions L7 Mental health	L1 Internet safety: Age restrictions L2 Share aware L4 Privacy and security L7 Introducing puberty L8 Tobacco	L1 What are human rights? L5 Diverse communities	L1 Value for money L3 Looking after money
Year 5	Setting rules and signposting	L2 Friendship skills L3 Marriage L4 Respecting myself L5 Family life L6 Bullying L8 Stereotypes: Race and religion	L2 The importance of rest L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety	L1 Online friendships L2 Staying safe online L3 Puberty L4 Menstruation L6 First Aid: Bleeding L7 Alcohol, drugs and tobacco: Making decisions	L1: Breaking the law L6 Parliament	L4 Risks handling money online
Year 6	Setting ground rules for RSE and PSHE	L1 Respect L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss	L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolbox L6: Immunisation L8 Physical Health concerns	L1 Alcohol L3 Social media L4 Physical and emotional changes of puberty L8 First Aid: Basic life support	L1 Human rights L4 Prejudice and discrimination L6 National democracy	L6 Career routes Identity L2 Identity and body image

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two 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
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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, how to recognise risks, harmful content and contact, and how to report them • 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
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form : withdrawal from sex education within RSE



TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			

NB: The pupil is so excused until the request is withdrawn, unless or to the extent that the Head Teacher considers that the pupil should not be so excused.

APPENDIX 4 – RSE Letters sent to Parents of Years 5 & 6



20th January 2025

Relationship and Sex Education

Dear Parents

During the week of 10th February 2025, we will be starting Relationship and Sex Education in Year 5. The unit of teaching focuses on a range of topics including creating and maintaining positive relationships, understanding the changes that take place during puberty, and learning to make independent choices and not being influenced by others. Each session involves a short video clip followed by discussion. This is a recommended programme that is part of our RSE programme and is delivered in an age-appropriate way for our children.

The Units are:

- **Puberty:** To understand physical changes during puberty, and to label internal and external parts of the body.
- **Menstruation:** To understand the menstrual cycle and the changes that take place in the body.
- **Emotional changes in puberty:** To understand that puberty may affect my emotions as well as my body, that we are all different, that we know who we can talk to.

Lessons will be taught together but there will be opportunity for separate discussion [boys with Mr Priest and girls with myself] to allow for questions to be asked without embarrassment.

Whilst we try to answer all the children's questions in class, be prepared that your child may come home with questions that we have not been able to answer or felt that it is more appropriate to discuss with you.

Should you have any questions or wish to discuss this any further, please feel free to email me on Alexandria.dewsall@woodlandsschools.co.uk

Yours sincerely,

Alexandria Dewsall

Miss A Dewsall
Year 5 Teacher

20th January 2025

Sex and Relationship Education in Year 6

Dear Parents,

We will be delivering our Sex and Relationship Education in Year 6 in the week starting 10th February. The unit of teaching gently introduces sex education to younger children from childhood through adolescence into adulthood. The lessons consist of understanding the biology of conception and the development of the baby during pregnancy through to the birth.

Boys and girls will have the sessions together with Ms Marrison and they will be offered the opportunity to split into groups with Ms Marrison and Mr Priest so children may ask questions to someone of their own gender if they wish to do so.

The units are:

- **Physical and Emotional Changes of Puberty:** To understand the changes that take place during puberty, including labelling the internal and external organs (revision from Year 5).
- **Conception:** To understand the menstrual cycle and how a baby is conceived through the biology of conception.
- **Pregnancy and Birth:** To understand how a baby develops in the womb during pregnancy and to identify some of the things a baby needs through to its birth.

The programme is delivered using child friendly materials from Kapow, an education provider used by the school for PSHEE, RSE, Science, RE and wellbeing. The programme ensures coverage of the National Curriculum through fun and interactive activities. Unlike old programmes where the video content included real actors, Kapow delivers its material through child friendly cartoon style images that are received in a less embarrassing way for the children.

Whilst we try to answer all the children's questions in class, be prepared that your child may come home with questions that we have not been able to answer or felt that it is more appropriate to discuss with you. Should you wish to withdraw your child from the unit of conception and/or pregnancy and birth, please contact Mrs Marshall in the School Office who will provide you with the Parent Form for Withdrawal from Sex Education within RSE.

Should you have any questions or wish to discuss this any further, please feel free to email me on Lucinda.marrison@woodlandsschools.co.uk

Yours sincerely,

Lucinda Marrison

Ms L Marrison
Year 6 Teache