

## South Wingfield Primary School Relationships, Sex and Health Education Policy 2025/2026

### Relationships and Sex Education

#### Background Information Regarding Sex and Relationships Education in Primary Schools

Sex education might be a difficult subject to handle, but **it's an essential area of learning for children**. Primary school children need information about sex and relationships in a timely fashion, which means, for example, that they should learn about puberty before they experience it.

Under the [National Curriculum](#), the basics of sex education fall within the Science Curriculum. The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction.

**In Year 2**, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

**In Year 5**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

[Academies](#) and [free schools](#) aren't required by law to follow the National Curriculum, and so may not follow these programmes of study. However, they do have to teach a broad and balanced curriculum that includes science. This is entirely achievable even in faith schools, because the school values are often in tune with the focus in SRE on relationships and caring for each other.

In addition to the National Curriculum, the Department for Education (DfE) published [Sex and Relationships Education Guidance](#) in 2000, which, although it isn't statutory, schools must take into consideration. Primary schools should:

- Have an RE programme tailored to the age and maturity of children.
- Ensure that boys and girls know about puberty before they experience it, and how babies are conceived and born.
- Focus their relationships education on friendships, bullying and self-esteem.

As from **September 2020**, schools have been expected to have a broad and balanced sex education programme which covers age and maturity appropriate aspects of sex education and that these lessons are clearly timetabled throughout the academic year – it should not be a case of 'sex after SATS'. The sex education curriculum should be an evidence based curriculum that has clear objectives that have been designed by children, teachers, parents and carers.

**Starting in September 2026 the government are releasing new statutory guidance on the teaching of RSE and are introducing changes such as age appropriate vocabulary lists which teachers must deliver.**

Once this guidance has been approved and released this RSE policy will be reviewed and will be updated to keep in line with government expectations.

Schools must have an up-to-date policy that sets out how they define sex education, how it's provided and who is responsible for it, how it's monitored and evaluated and how parents can withdraw their children from sex education lessons. This must be available to parents and reviewed regularly. Parents will continue to have the right to withdraw their children from sex education, but **not** relationships and health education which became mandatory in schools from September 2020.

#### The Definition of Relationships and Sex Education at South Wingfield Primary School

Sex and Relationships Education at South Wingfield Primary School covers a wide range of areas including physical aspects of growing up and maturing, babies and where they come from, breast feeding, naming body parts, puberty in boys and girls, relationships with friends and boyfriends/girlfriends, consent, sexuality, emotions and the influence of the media on ideas of sexuality. It is important that a wide range of modern and relevant areas are covered so that children feel prepared and confident as they move into puberty and understanding who they are. Sex and Relationships Education at South Wingfield should be updated regularly and parents/carers/staff views taken into consideration at regular intervals to ensure it is as appropriate as possible for our children.

It is important to note the difference between Relationships Education and Sex Education:

**Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe. Relationships Education at South Wingfield includes understanding friendships, recognising when friendships have become unhealthy, recognising healthy friendships, online safety, consent, age of consent and how to keep ourselves safe. We do not cover details of any sexual activity.**

**Sex education at South Wingfield Primary School includes naming body parts, age appropriate aspects of puberty, babies and growth, safeguarding, consent and conception and birth.**

### **Aims of Relationships, Sex and Health Education at South Wingfield Primary School**

At South Wingfield Primary School we aim to deliver an RSE programme which has been discussed and designed by children, staff, parents and governors. Parents will be invited to decide which year group various knowledge of growing up should be delivered to. Staff will also be able to give their opinion on which year group should learn which information and with all of the opinions combined, we will create an SW sex education curriculum. RSHE will be delivered in timetabled lessons throughout the Spring 2 Term in each year group and a clear path of progression will be evident in the curriculum.

We will provide wrap around care for parents and carers when it comes to delivering sex education to ensure that all of the children's and carers needs are being met. Parents will receive a questionnaire after Relationships and Sex Education has been delivered to ensure they are happy and confident in what their child has learned. They will be directed to reading material and resources to help support them at home should it be required.

### **The RSHE Curriculum at South Wingfield Primary school**

<b>Year Groups</b>	<b>Objectives</b>
<b>Reception</b>	<ul style="list-style-type: none"><li>• To name external body parts such as head, neck, arm, leg, hand, wrist, foot and ankle</li><li>• To understand physical safeguarding of our private parts by watching and discussing the NSPCC Pants Advert</li><li>• To understand that sometimes children can say no to adults and other children if something is happening that is making them feel sad or unsafe</li><li>• To have a basic understanding of boundaries and respecting other children and adults if they say no and why this is important</li><li>• To understand how kindness and kind words can build safe friendships and how it makes us and others feel happy</li><li>• To understand that individuals are good at different things and not everyone is the same, that this is a good thing, and helps us build safe relationships with others because we all fit together perfectly</li><li>• To know how we change as we grow including getting taller, getting smellier and why it is important to wash our bodies and hair and hands.</li><li>• To understand that we should only watch programmes on TV or on the internet that have been approved by an adult.</li><li>• To know to tell an adult if we see something on the TV or a device that has upset us</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• To name external body parts including that of male and female including penis and vagina and to understand it is acceptable to use these words</li><li>• To understand physical safeguarding of our private parts by watching and discussing the NSPCC Pants Advert</li><li>• To understand that strangers can be unsafe to approach and interact with and to understand when it is and is not ok to speak to a stranger</li></ul>

	<ul style="list-style-type: none"> <li>• To understand what consent means and things we may consent to and things we may not consent to (basic examples like situations in friendships and playground games)</li> <li>• To understand various ways in which we can show respect and kindness to others and how this helps build friendships that feel safe and happy</li> <li>• To recognise signs that a friendship may not be safe, such as if someone is being unkind and making us feel unhappy</li> <li>• To know how we change as we grow including getting taller, getting smellier and legs and armpits becoming hairy and why it is important to wash our bodies and hair and how regularly we may do this (after physical exercise for example)</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• To name external body parts of male and female including penis and vagina, breasts and nipples and to understand it is acceptable to use these words</li> <li>• To understand physical safeguarding of our private parts by watching and discussing the NSPCC Pants Advert</li> <li>• To understand that strangers can be unsafe to approach and interact with and to understand when it is and is not ok to speak to a stranger. Also to understand that if someone we know is doing or saying something that feels uncomfortable or not ok, who to report this to and how to respond by saying 'no'.</li> <li>• To understand what consent means and things we may consent to and things we may not consent to including if someone is touching us in a way we do not like</li> <li>• To know how we change as we grow including getting taller, getting smellier and legs and armpits becoming hairy, voices becoming deeper or more adult sounding and why it is important to wash our bodies and hair and how regularly we may do this (after physical exercise for example or if we notice that we have a body odour)</li> <li>• Children to be given opportunities to ask questions anonymously and any that teachers feel are appropriate can be addressed and answered.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Name the external body parts, including penis, testicles, anus, vagina, cervix, breasts and nipples.</li> <li>• To know how bodies change during puberty including getting taller quickly, body hair including pubic hair, facial hair, sweating and voices changing.</li> <li>• To know how babies grow and develop from birth to 5 years including how a baby is fed and that breast feeding in public is acceptable and often required.</li> <li>• To know the benefits of breast feeding and why some ladies choose to breast feed and why some choose not to.</li> <li>• To know what it means to consent to kissing and how old you have to be to be able to consent.</li> <li>• To be aware of possible sexual abuse (pants video from NSPCC) and how to ensure that it doesn't happen and that it stops if an occurrence does happen.</li> <li>• Children to be given opportunities to ask questions anonymously and any that teachers feel are appropriate can be addressed and answered.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Name external body parts, including cervix, womb, ovaries, fallopian tubes, vagina, breasts, anus, testicles, urethra, penis, anus.</li> <li>• To know how our bodies change during puberty including body hair, facial hair, sweating, voices changing, breasts growing and changes to the penis and testicles.</li> <li>• To know how babies grow and develop in the womb from embryo to 9 months</li> <li>• To know what periods are and why women have them (basic, not detailed)</li> </ul>

	<ul style="list-style-type: none"> <li>• To know what it means to consent to physical interaction with another person and how old you have to be to be able to consent.</li> <li>• To be aware of possible sexual abuse (pants video from NSPCC) and how to ensure that it doesn't happen and that it stops if an occurrence does happen.</li> <li>• Children to be given opportunities to ask questions anonymously and any that teachers feel are appropriate can be addressed and answered.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Name external body parts, including cervix, womb, ovaries, fallopian tubes, vagina, breasts, anus, urethral opening, testes, urethra, rectum, anus.</li> <li>• To know how our emotions might change during puberty and that to be happy one minute and angry or sad the next for no real reason is normal, to know that feelings towards the opposite or same sex may start to occur that have not been felt before and that this is normal.</li> <li>• To know where babies come from (the sperm enters the egg and where the sperm and egg are located, but sexual intercourse not taught at this time).</li> <li>• To know what periods are and how to use sanitary products and which products are appropriate to use when you first start your period, changes that happen for girls such as feelings of attraction towards others, mood swings due to hormonal changes, breast changes, hair increase and how to manage these changes (girl only talk).</li> <li>• To know common puberty changes in boys and what may happen and basic info on the girls changes (boy only talk)</li> <li>• To be aware of possible sexual abuse (pants video from NSPCC) and how to ensure that it doesn't happen and that it stops if an occurrence does happen. To know the Childline number.</li> <li>• To know what a boyfriend or girlfriend is, when you are old enough to have one and what it means to give consent for physical interaction with them.</li> <li>• To reflect on how the media affects our understanding of a relationship and what the expectation of a relationship is. What do we see on the TV that is realistic? What about unrealistic? What is the role of a boy in a relationship and what is the role of a girl?</li> <li>• Children to be given opportunities to ask questions anonymously and any that teachers feel are appropriate can be addressed and answered.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Name external body parts, including cervix, womb, ovaries, fallopian tubes, vagina, breasts, anus, vulva, clitoris, urethral opening, testes, scrotum, urethra, rectum, erectile tissue.</li> <li>• To know that mood swings occur in puberty and what hormones cause them, to know the name of progesterone and oestrogen. To understand that feeling happy one minute and then suddenly angry or sad the next for no real reason is normal, to know feelings of aggression can be normal and how to manage aggression particularly in boys.</li> <li>• To know how conception takes place (sexual intercourse), the legal age intercourse can happen and how/where the sperm meets the egg.</li> <li>• To be aware of possible sexual abuse (pants video from NSPCC) and how to ensure that it doesn't happen and that it stops if an occurrence does happen. To know the Childline number.</li> <li>• To know the basic ways available to prevent pregnancy (abstain, condoms and the hormonal contraceptive pill).</li> <li>• To know the difference between loving someone and what it takes to build love in a relationship, and feeling attracted to someone and how the two can become confused.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• To know what gay, bisexual and transgender means and that no one should be bullied for feeling they may identify as this.</li><li>• Children to be given opportunities to ask questions anonymously and any that teachers feel are appropriate can be addressed and answered.</li></ul> |
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### **How the RSE Curriculum Is Provided and Who Is Responsible For It**

The curriculum will be provided in Spring Term 2 over a period of 6 – 8 weeks. These will be weekly sessions covering the objectives above which have been approved by parents/carers/staff. Any written work will be done so in the back of Science books in each year group. We are avoiding 'sex after SATS' so that it is not squeezed in at the last minute, but taught timely and carefully to ensure a full broad education is being taught.

Teachers and TA's are responsible for delivering the weekly RSE lessons, with Mrs Wood being responsible for the monitoring and evaluation of the subject. Where children have been removed from RSE lessons, parents are responsible for delivering an RSE curriculum with the support and guidance of teachers and resources provided by school. Parents are legally obliged to provide a sex and relationships education to children if their child has been removed from school lessons. It is a statutory subject.

### **How the Curriculum Is Monitored and Evaluated**

The RSE curriculum was approved by parents, carers and staff through the use of surveys and questionnaires. So parents and carers have played a key part in monitoring this curriculum. Once the curriculum has been delivered, further questionnaires will be sent to parents/carers/staff for feedback on the curriculum and for ideas on how to change and develop it further. This wrap around care is essential in ensuring that the curriculum constantly develops and changes as it should, in order to always be as appropriate for our cohort at South Wingfield Primary School as possible. It is this care that means the whole community is included in monitoring and evaluating the RSE at South Wingfield Primary School.

Mrs Wood will monitor the Relationships Education after it has been delivered within school to ensure that progression has been achieved through the curriculum and that all agreed areas have been taught. Where appropriate RSHE will be recorded in Science books to give written evidence and this will be monitored and evaluated.

Children from each year group will be interviewed about their experience of the curriculum to gain feedback on how they have felt and what should be taught next, if different to what they have been taught already.

### **How this subject is accessible for all pupils including SEND pupils**

The curriculum has been designed by parents, children, staff and governors at South Wingfield Primary school which means it has been tailor made to meet the needs of our cohort of children. Where children have a learning disability or a need that requires further support in the teaching of RSHE, teachers will ensure lessons are delivered individually to those children by a TA, with objectives that have been prescribed for that particular child. It may be that previous year group objectives are being taught, or that other resources are being used. It will be to the discretion of the class teacher and subject coordinator to decide what is appropriate for an individual child and for what they need.

### **Tricky Questions Answered**

When a question is asked by a pupil who has been withdrawn from Sex Education lessons or a question is asked that may not be appropriate at the time of the lesson, the teacher will make an assessment on whether the question is a safeguarding issue. If it is then the safeguarding procedures outlined in the school's safeguarding policy will be followed by the teacher. If the question is not a safeguarding issue but is inappropriate at the time of asking (for example 'too grown up',) or a staff member is uncomfortable by the content of the question, then the child can record the question, place it in the class Worry Box, and the subject leader alongside SLT will decide what the course of action is for answering the question. If the question a child asks is very inappropriate then staff should say to the child, 'that question is too inappropriate to answer, you will learn about that when you are older'.

### **Parental Withdrawal**

Parents/carers have the right to withdraw their children from Sex Education but not from Relationships or Health Education. If parents/carers wish to withdraw their child, they can do so by informing their child's class teacher of this. Parents who choose to withdraw their child are legally obliged to provide a Sex Education for their child at home. Parents can obtain resources and books from school, appropriate for their child in order to borrow and use. The books are kept with Mrs Wood in Class 3, and parents/carers are welcome to borrow these. Parents can also view curriculum materials on the PSHE page of the school website.