



# Relationships and sex education policy

The Woodland Federation

# DRAFT

Approved by:	Teaching & Learning	Date: 06/02/2024
Last reviewed on:	February 2024	
Next review due by:	February 2025	

## Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development.....	3
4. Definition.....	3
5. Curriculum .....	3
6. Delivery of RSE .....	3
7. Roles and responsibilities .....	4
8. Parents' right to withdraw .....	4
9. Training.....	5
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map .....	6
Appendix 2: By the end of primary school pupils should know .....	11
Appendix 2: By the end of secondary school pupils should know .....	<b>Error! Bookmark not defined.</b>
Appendix 3: Parent form: withdrawal from sex education within RSE .....	12

---

### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › 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

#### The Woodland Federation Vision:

**To create a superb learning community that challenges pupils to acquire a thirst for knowledge; introducing them to the best that has been thought and said to prepare them for their lives ahead as educated citizens in a diverse and ever-changing world.**

### 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Woodland Federation we teach RSE as set out in this policy.

---

### 3. Policy development

This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:

1. Review – SLT pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. 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.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. At The Woodland Federation we use the SCARF programme of learning. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). The ethos of RSE is taught across the curriculum through task based discussion.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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
- › Online relationships
- › Being safe

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, LGBT 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).

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All teachers are responsible for teaching RSE in school.

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the components of sex education within RSE.

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.

## **9. Training**

Staff will be trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Sheevaun Manning:

This will be done across the curriculum through planning scrutiny, learning walks, class materials appraisal, children's work, class displays and book scrutiny.

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

This policy will be reviewed by The Designated Safeguarding Lead and the Teaching and Learning Committee. At every review, the policy will be approved by the Teaching and Learning Committee.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map Included in SCARF

PHSE (SCARF)	Autumn		Spring		Summer	
Reception	<b>Topic:</b>		<b>Topic:</b>		<b>Topic:</b>	
	<b>1<sup>st</sup> half of term:</b> <b>Me and My Relationships</b>  All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	<b>2<sup>nd</sup> Half of term:</b> <b>Valuing Difference</b>  I'm special, you're special Same and different Same and different families Same and different homes Kind and caring (1) Kind and caring (2)	<b>1<sup>st</sup> half of term:</b> <b>Keeping Myself Safe</b>  What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings (1) Keeping safe online People who help to keep me safe	<b>2<sup>nd</sup> Half of term:</b> <b>Rights and Responsibilities</b>  Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	<b>1<sup>st</sup> half of term:</b> <b>Being My Best</b>  Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep	<b>2<sup>nd</sup> Half of term:</b> <b>Growing and Changing</b>  Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
Year 1	<b>TOPIC: Ourselves</b>		<b>TOPIC: Castles, Kings and Queens</b>		<b>TOPIC: Pirates &amp; The Seaside/Holidays/Travel</b>	
	<b>1<sup>st</sup> half of term:</b> <b>Me and My Relationships</b>  Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good Friends How are you listening?	<b>2<sup>nd</sup> Half of term:</b> <b>Valuing Difference</b>  Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!	<b>1<sup>st</sup> half of term:</b> <b>Keeping Myself Safe</b> Healthy  me Super  sleep Who can help? (1) Harold loses Geoffrey What could Harold do? Good or Bad Touches	<b>2<sup>nd</sup> Half of term:</b> <b>Rights and Responsibilities</b>  Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	<b>1<sup>st</sup> half of term:</b> <b>Being My Best</b> I can eat a  rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day	<b>2<sup>nd</sup> Half of term:</b> <b>Growing and Changing</b> Inside my wonderful  body! Taking care of a baby Then and now Who can help? (2) Surprises and secrets Keeping privates private
	<b>TOPIC: Explorers</b>		<b>TOPIC: Where we live</b>		<b>TOPIC: Healthy Eating</b>	

<b>Year 2</b>	<b>1<sup>st</sup> half of term: Me and My Relationships</b>	<b>2<sup>nd</sup> Half of term: Valuing Difference</b>	<b>1<sup>st</sup> half of term: Keeping Myself Safe</b>	<b>2<sup>nd</sup> Half of term: Rights and Responsibilities</b>	<b>1<sup>st</sup> half of term: Being My Best</b>	<b>2<sup>nd</sup> Half of term: Growing and Changing</b>
	Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Types of bullying Being a good friend Let's all be happy	What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem	Harold's picnic  How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping	You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom My body needs... What does my body do?	A helping hand Sam moves house Haven't you grown! My body, your body Respecting privacy Basic first aid
	<b>TOPIC:</b>		<b>TOPIC:</b>		<b>TOPIC:</b>	
<b>Year 3</b>	<b>1<sup>st</sup> half of term: Me and My Relationships</b>	<b>2<sup>nd</sup> Half of term: Valuing Difference</b>	<b>1<sup>st</sup> half of term: Keeping Myself Safe</b>	<b>2<sup>nd</sup> Half of term: Rights and Responsibilities</b>	<b>1<sup>st</sup> half of term: Being My Best</b>	<b>2<sup>nd</sup> Half of term: Growing and Changing</b>
	As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thanks Friends are special	Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb	Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts Super Searcher None of your business! Raisin challenge (1) Help or Harm?	Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves Body Team work Top talents	<u>Relationship Tree</u> <u>Body space</u> <u>Secret or surprise?</u> <u>My changing body</u> <u>Basic first aid</u>
	<b>TOPIC:</b>		<b>TOPIC:</b>		<b>TOPIC:</b>	

<p><b>Year 4</b></p>	<p><b>1<sup>st</sup> half of term: Me and My Relationships</b></p> <p>An email from Harold! Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines Different feelings When feelings change Under pressure</p>	<p><b>2<sup>nd</sup> Half of term: Valuing Difference</b></p> <p>Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!</p>	<p><b>1<sup>st</sup> half of term: Keeping Myself Safe</b></p> <p>Danger, risk or hazard? Picture Wise How dare you! Medicines: Check the label Know the norms (formerly Tell Mark II) Keeping ourselves safe Raisin Challenge (2)</p>	<p><b>2<sup>nd</sup> Half of term: Rights and Responsibilities</b></p> <p>Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes?</p>	<p><b>1<sup>st</sup> half of term: Being My Best</b></p> <p>What makes me ME (formerly Diversity World) Making choices (formerly Conformation control) SCARF Hotel (formerly Diversity World Hotel) Harold's Seven Rs My school community (1) Basic first aid</p>	<p><b>2<sup>nd</sup> Half of term: Growing and Changing</b></p> <p>Moving house My feelings are all over the place! All change! Period positive Secret or surprise? Together</p>	<p><b>Cross-curricular Project</b></p> <p>Volunteering is cool</p>
<p><b>Year 5</b></p>	<p><b>1<sup>st</sup> half of term: Me and My Relationships</b></p> <p>Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being Assertive Our emotional needs Communication</p>	<p><b>2<sup>nd</sup> Half of term: Valuing Difference</b></p> <p>Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone</p>	<p><b>1<sup>st</sup> half of term: Keeping Myself Safe</b></p> <p>'Thinking' about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision dilemmas Play, like, share Drugs: True or False? Smoking: What is normal? Would you risk it?</p>	<p><b>2<sup>nd</sup> Half of term: Rights and Responsibilities</b></p> <p>What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver! Local councils</p>	<p><b>1<sup>st</sup> half of term: Being My Best</b></p> <p>Getting Fit It all adds up Different skills My school community (2) Independence and responsibility Star Qualities? Basic First Aid</p>	<p><b>2<sup>nd</sup> Half of term: Growing and Changing</b></p> <p>How are they feeling? Taking notice of our feelings Dear Hetty Changing bodies and feelings Growing up and changing bodies It could happen to anyone Help! I'm a teenager - get me out of here! Dear Ash Stop, start, stereotypes</p>	<p><b>TOPIC:</b></p>
	<p><b>TOPIC:</b></p>	<p><b>TOPIC:</b></p>	<p><b>TOPIC:</b></p>	<p><b>TOPIC:</b></p>	<p><b>TOPIC:</b></p>	<p><b>TOPIC:</b></p>	<p><b>TOPIC:</b></p>

<p><b>Year 6</b></p>	<p><b>1<sup>st</sup> half of term: Me and My Relationships</b></p> <p>Working together Let's negotiate Solve the friendship problem Assertiveness skills (formerly Behave yourself - 2) Behave yourself Dan's Day Don't force me Acting appropriately It's a puzzle</p>	<p><b>2<sup>nd</sup> Half of term: Valuing Difference</b></p> <p>OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes</p>	<p><b>1<sup>st</sup> half of term: Keeping Myself Safe</b></p> <p>Think before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law Alcohol: what is normal? Joe's story (part1) Joe's story (part 2)</p>	<p><b>2<sup>nd</sup> Half of term: Rights and Responsibilities</b></p> <p>Two sides to every story Facebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1 &amp; 2) Happy shoppers Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made</p>	<p><b>1<sup>st</sup> half of term: Being My Best</b></p> <p>Five Ways to Wellbeing project This will be your life Our Recommendations What's the risk? (1) What's the risk? (2) Basic First Aid</p>	<p><b>2<sup>nd</sup> Half of term: Growing and Changing</b></p> <p>Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV?</p>
<p><b>Year 6 Cross-curricula Project</b></p>	<p>Captain Coram 1 - Gin Lane: children's rights in the 18th century</p> <p>Community art</p> <p>Captain Coram 2 - Thomas Coram and the Foundling Hospital</p> <p>Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity</p> <p>Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century</p> <p>Captain Coram 5 - Life for Foundlings in the 20th century</p> <p>Captain Coram 6 - Coram today: children's rights in the 21st century</p>					

YEAR GROUP	TERM	RSE SCIENCE	KEY VOCABULARY
Year 1	Spring 2	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	eyes, nose, hands, ear arms, legs, feet, toes, shoulders, hips, ribs, skull, fingers, spine.

YEAR GROUP	TERM	RSE SCIENCE	KEY VOCABULARY
Year 2	Spring 2	<b>Plants</b> <ul style="list-style-type: none"> <li>observe and describe how seeds grow in plants</li> </ul>	Variations, evolution, survive, temperature, classifying, species, food chains,
	Summer	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>	Senses, maturity, exercise, healthy. Condition, nerves,
Year 3		<b>Plants</b> <ul style="list-style-type: none"> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	Seeds, seedlings, stems, leaves, roots, soil, moisture, germinate, grow, producer, photosynthesis, Pollinator
Year 5	Spring	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul> <b>Animals including humans</b> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	sexual, asexual, reproduction, gamete, cell, pollen, ovule, fusion, fertilisation, Pollination., ovum, penis, vagina, fertilise, gestation, montreme, albumen, embryo. Metamorphosis, larvae, pupa, nymph  foetus, infancy, childhood, adulthood, adolescence, prenatal. Puberty, changes, breasts, pubic hair, genitals, muscular development, menstruation
Year 6	Spring	<b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	Offspring, sexual reproduction, vary, characteristics, suited, adaptation, environmental changes, inheritance, genetics, chromosomes, genotype, phenotype, DNA

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### 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			

**TO BE COMPLETED BY PARENTS**

--	--

Parent signature

--

**TO BE COMPLETED BY THE SCHOOL**

Agreed actions  
from discussion  
with parents

--

--