



UNITE – INSPIRE- EXCEL

Relationships and Sex Education Policy

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**Member of staff responsible
for this policy in consultation
with staff and governors:**

Jo Wilson

**Governing Body Committee
responsible for review:**

Children & Learning

Date of next review:

Summer 2029

Ratified by Governing Body:

Summer 2026

1. Introduction

At Westfields Junior School, we greatly value the contribution that the Personal Social Health and Economic Education (PSHE) curriculum provides for all our learners. We believe that the personal development of our children plays a significant role in their ability to lead a happy and healthy life in today and tomorrow's society.

We recognise that Relationships and Sex Education (RSE) is a vital part of safeguarding and personal development and it is a carefully planned and delivered element of our PSHE curriculum in line with the Department for Education (DfE) statutory guidance (published July 2025 <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>) and statutory from September 2026).

Well-planned, age-appropriate RSE equips pupils with accurate information, essential life skills and the confidence to navigate the challenges of growing up. At Westfields Junior School, we aim to provide opportunities for pupils to explore and understand a range of beliefs and values, enabling them to develop as informed, respectful and responsible individuals.

We are committed to promoting a safe, supportive and inclusive environment. Effective RSE is delivered within a culture of trust, respect and responsibility, where pupils feel confident to ask questions and discuss sensitive issues without fear or embarrassment.

We recognise the important role of parents and see our RSE provision as complimenting and supporting conversations at home where further discussions, perhaps of a more personal nature, can take place. Through our teaching, we prepare pupils for the responsibilities and experiences of later life. Teachers are well placed to support pupils in understanding growth and development, alongside the Science curriculum, and to help them feel confident discussing emotions, relationships and the physical and emotional changes associated with puberty. This includes changes in friendships, family dynamics and the wider relationships that form part of growing up.

2. Aims

The aims of RSE at our school are to:

- Provide a safe, inclusive environment for discussion of sensitive issues;
- Support children in developing positive, respectful and healthy relationships with an understanding of what unhealthy relationships look like, knowing how to recognise and respond to these;
- Support pupils in building essential life skills such as effective communication, managing emotions and establishing personal boundaries;
- Promote equality, respect and positive attitudes, challenging harmful stereotypes;
- Prepare pupils for puberty and growing independence, identifying the physical and emotional changes of growing up;
- Support pupils to develop an age-appropriate understanding of human development and reproduction, alongside the importance of respect, consent and healthy relationships;
- Enable pupils to recognise, understand and respond to risks, including online and real-world harms;
- Support pupils' mental wellbeing, including understanding emotions, loss and change;
- Ensure pupils know how and where to seek help.

3. Statutory Requirements

This policy reflects the requirements set out in the following:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)
- The Equality Act 2010
- The Keeping Children Safe in Education (KCSIE) guidance

In primary schools:

- Relationships Education is statutory
- Health Education is statutory

- Sex education is not statutory but schools may choose to teach it

At Westfields Junior School, we include age-appropriate sex education as part of our RSE provision.

Parents:

- Cannot withdraw children from Relationships or Health Education
- Can request withdrawal from non-statutory sex education elements

At Westfields Junior School, we ensure RSE is accessible for all pupils, including those with SEND.

4. Policy Development

This policy has been developed in consultation with staff, governors and parents. This included a review of current guidance, staff input and opportunities for parents to share their views. The policy was ratified by the governing body.

5. Curriculum Coverage

Our RSE curriculum at Westfields Junior School was developed in consultation with parents and staff, taking into account the age, stage of development and needs of our children. It is regularly reviewed to ensure it reflects local, county and national priorities, remaining relevant and appropriate. The curriculum builds upon learning in Key Stage 1 and is structured progressively across Key Stage 2, as outlined in Appendix 1. It also ensures full coverage of the statutory Relationships and Health Education content set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2025) as detailed in Appendix 2. Primary sex education as part of our RSE curriculum includes age-appropriate learning about reproduction, including how a baby is conceived and born.

6. Delivery of RSE within PSHE

Our chosen main resource to deliver our Relationships and Sex and Education is the 'Christopher Winter Project' which includes reference books, leaflets, extracts from videos and fiction materials. This is a comprehensive and inclusive resource which has been updated to meet the requirements released from the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2025)

Our RSE programme, taught by our class teachers to the children in their class as part of our PSHE curriculum (see Appendix 1), is delivered within the years specified:

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Body differences • Personal space and consent • Families and people who help us • Staying safe and getting help online 	<ul style="list-style-type: none"> • Changes • What is puberty? • Healthy relationships • Valuing difference 	<ul style="list-style-type: none"> • Talking about puberty • The reproductive system • Puberty help and support • Respect boundaries and being an upstander 	<ul style="list-style-type: none"> • Puberty and reproduction • Communication and consent in relationships • Families, conception and pregnancy • Communication and respect in relationships and online

Statutory

Non-statutory

Each year group will adapt teaching to meet pupils' needs and they will deliver lessons in safe and supportive classroom environments. Teachers will respond in a considered way to sensitive questions and if children ask questions outside the scope of this policy, teachers will respond ensuring children receive accurate, age-appropriate information in a safe and supported context.

Lessons are taught within the context of family life, with care taken to avoid stigmatising pupils based on their home circumstances. We recognise that families may include single-parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, among other structures. Teaching also reflects, with sensitivity, that some children may have different support networks around them, such as looked-after children or young carers.

7. Roles and Responsibility

The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school and is responsible for managing requests to withdraw children from non-statutory and non-science components of RSE.

Teachers

Teachers are responsible for:

- Engaging in CPD to ensure they are confident in subject content;
- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring pupils' understanding and progress;
- Responding to the needs of individual children (in particular SEN and vulnerable children);
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory and non-science components of RSE.

Teachers do not have the right to opt-out of teaching RSE. Teachers who have concerns about teaching RSE are encouraged to discuss this with the Executive Headteacher.

The Governing Body

The Governing Body will approve the RSE policy and hold the Executive Headteacher to account for its implementation. They have delegated the approval of this policy to the Children and Learning Committee.

Children

As part of our rich, broad and balanced curriculum, all children are expected to engage fully in PSHE. When discussing PSHE-related issues, pupils are expected to treat others with respect and sensitivity, in line with our Respect Charter. Pupils are also encouraged to ask questions and express views in a respectful and safe environment.

In accordance with our Equalities Policy, every pupil is valued equally and RSE is taught in a way that is inclusive, respectful and reflective of the diverse society in which we live.

All children will participate together in learning related to the Science National Curriculum, including aspects of sex education.

8. Working with Parents

At Westfields Junior School, we highly value our partnerships with parents. We recognise that the primary role in children's relationships, sex and health education lies with parents and we aim to support them in this role. Through mutual understanding, trust and cooperation, we believe children will develop the knowledge, skills and understanding they need for later life.

To support this, we:

- Inform parents about the school's RSE policy and practice;
- Maintain an open-door approach to encourage communication, feedback and discussion;
- Make clear that parents do not have the right to withdraw their children from statutory Relationships and Health Education;
- Recognise that parents have the right to withdraw their children from the non-statutory, non-science components of sex education within RSE (Year 6);
- Provide the withdrawal form (Appendix 3) for parents who wish to exercise this right;
- Provide parents with the resources and materials used to deliver the RSE elements of our PSHE curriculum via the school website;
- Provide opportunities for parents to view the resources and materials that are used to deliver the sex education elements of RSE.

- Provide appropriate alternative work for pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff are supported to handle sensitive questions and safeguarding issues appropriately. The Executive Headteacher may 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 the PSHE Coordinator and Curriculum Coordinator through planning monitoring, learning walks, book monitoring and pupil conferencing. Children's development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHE Coordinator every three years. At every review point, the policy will be approved by Children and Learning Committee.

Appendix 1



Personal, Social, Health and Economic Education Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Relationships Positive relationships Identifying a range of emotions and recognising what a positive relationship is, who we have them with and why they are positive</p>	<p>Health and well-being A healthy lifestyle Identifying ways in which to maintain good health, understanding what makes a balanced lifestyle</p> <p>Relationships Anti-bullying Linked activities with anti-bullying week</p>	<p>Health and Well-being Looking after ourselves Promoting a range of hygienic routines, understanding the importance of these and identifying the risks and precautions at home and at school</p> <p>Road safety (led by Junior Road Safety Officers) Identifying safe and unsafe practices of pedestrians, passengers and cyclists on the road</p>	<p>Relationships Valuing difference Recognising that there are similarities and differences between people but everyone is equal and identifying how our actions can affect others and ways in which to solve disputes and conflicts</p>	<p>Living in the wider world Rights and responsibilities Recognising the ways in which rules and laws keep people safe and recognising responsibilities, rights and duties at home, in school and the environment</p>	<p>Living in the wider world Taking care of the environment Identifying community and the differences in customs and values and recognising the sustainability of the environment across the world</p> <p>Health and well-being RS Education Identifying that people are unique and to respect those differences</p> <p>Living in the wider world Pay it forward Enhancing local community links with a yearly project</p>
Year 4	<p>Relationships Feelings and emotions Recognising different types of relationships, understanding the attributes of a positive relationship</p>	<p>Health and well-being Balanced and unbalanced lifestyles Understanding what makes a balanced lifestyle including a review of diet, self-image and personal goals</p> <p>Relationships Anti-bullying Linked activities with anti-bullying week</p>	<p>Health and well-being Loss Understanding the kinds of changes that can happen in life and the feelings associated with this</p> <p>Keeping safe Learning how to appropriately manage risks in familiar situations</p> <p>Road safety (led by JRSO Officers) Understanding the importance of traffic laws relevant to them, and to other road users, they may encounter</p>	<p>Relationships Valuing difference Recognising the importance of difference between individuals and how to value those differences</p> <p>Conflict resolution Identifying how and why conflicts occur and identifying the strategies we use to help solve conflict</p>	<p>Living in the wider world Our place in the Wider World Exploring issues that are pertinent to modern day life, including sustainability and the environment, community and assessing the reliability of information we are told</p>	<p>Living in the wider world Money Understanding how best to manage money and the responsibilities these bring</p> <p>Health and well-being RS Education Exploring how people change as they grow older</p> <p>Living in the wider world Pay it forward Enhancing local community links with a yearly project</p>

<p>Year 5</p>	<p><u>Relationships</u> New beginnings Explaining how we can make and set new goals for ourselves for the year to come</p> <p>Rights, respect and responsibilities Examining our rights and responsibility in a group, identifying how to deal with conflict</p>	<p><u>Health and well-being</u> Healthy eating Looking at a balanced diet and the dangers of overeating</p> <p><u>Relationships</u> Anti-bullying Linked activities with anti-bullying week</p>	<p><u>Health and well-being</u> Keeping safe Explaining how we can keep safe at home, on the road by identifying risks and hazards</p> <p>Road safety (led by Junior Road Safety Officers) Understanding the importance of staying safe on the roads and how their action can affect other road users</p>	<p><u>Relationships</u> Ourselves and others Recognising that all relationships are different and different ways of behaving are appropriate to different types of relationships, knowing the difference between a healthy and unhealthy relationship</p>	<p><u>Living in the wider world</u> Children's rights Understanding children have legal rights and the ways these can be enforced</p> <p><u>Health and well-being</u> Drugs + RS Education Explaining how changes occur to the body through puberty and how drugs can harmfully affect how the body works</p>	<p><u>Living in the wider world</u> Identity Observing who we are and how we fit into the wider community of school, country and world</p> <p>Pay it forward Enhancing local community links with a yearly project</p>
<p>Year 6</p>	<p><u>Relationships</u> Influences and boundaries Explaining the key concepts of tolerance, stereotypes and integration, developing an understanding of how to make a variety of people feel welcome</p>	<p><u>Health and well-being</u> Goals and aspirations Reflecting and evaluating their own experiences and setting personal goals, particularly to support the change to secondary</p> <p><u>Relationships</u> Anti-bullying Linked activities with anti-bullying week</p>	<p><u>Health and well-being</u> Personal safety and risk management Describing the differences between risks, hazards and danger and explaining actions in difficult situations, including road use and unwanted physical contact</p> <p>Road Safety (led by Junior Road Safety Officers) Reflecting on how to take an active role in assessing local road systems in their day to day life</p> <p><u>Living in the wider world</u> Money Matters Understanding the importance of saving money and making informed decisions for allocating funds</p>	<p><u>Relationships</u> Managing conflicts and compromise Creating strategies to solve conflicts and exploring the consequences of peer pressure and anti-social behaviour</p>	<p><u>Health and well-being</u> RS Education Exploring how bodies change during puberty and how babies are made and are born</p>	<p><u>Living in the wider world</u> Pay it forward Enhancing local community links with a yearly project</p> <p>Transition Preparing and managing the change to secondary, considering social and moral dilemmas that they come across in life</p> <p>Rules and British laws Exploring democracy, how laws are made and enforced and developing an understanding of consequences when rules and laws are broken</p> <p>Valuing differences in our community Exploring cultural differences</p>

Appendix 2 – Relationships and Health Education – Content to be covered by the end of primary school

RELATIONSHIPS EDUCATION: By the end of primary school pupils should know

Families and people who care for me
Curriculum content:
1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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
Curriculum content:
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. 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.
3. 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.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships
Curriculum content:
1. 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.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. 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.
4. Pupils should have 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.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have 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.
9. 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.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in 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.
2. 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 pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. 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

Curriculum content:

1. 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.
2. 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.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. 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.
7. 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.

HEALTH EDUCATION: By the end of primary school pupils should know

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. 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, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural

response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:
1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:
1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:
1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:
1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:
1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

3. 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 ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 3:



Withdrawal from sex education within RSE (PSHE)

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	

Parent Information on RSE at Westfields Junior School

At Westfields Junior School, we greatly value the contribution that Personal, Social, Health and Economic (PSHE) education provides for all our pupils. We believe that supporting children's personal development plays a significant role in helping them lead happy, healthy and successful lives, both now and in the future.

Relationships and Sex Education (RSE) is a vital part of safeguarding and personal development. It is carefully planned and delivered as part of our PSHE curriculum, in line with the Department for Education (DfE) statutory guidance. Well-planned, age-appropriate RSE equips pupils with accurate information, essential life skills and the confidence to navigate the challenges of growing up.

At Westfields Junior School, we aim to provide a safe, supportive and inclusive environment where pupils can explore and understand a range of beliefs and values. Through this, they develop as informed, respectful and responsible individuals who feel confident to ask questions and discuss sensitive issues.

We recognise the important role that parents play in children's relationships and sex education. Our RSE provision is designed to complement and support conversations at home, providing a foundation for further, more personal discussions. Through our teaching, we prepare pupils for the responsibilities and experiences of later life, including understanding relationships, emotions and the physical and emotional changes associated with puberty.

What children learn

Our RSE curriculum focuses on developing children's understanding of:

- Families and caring relationships
- Respect, kindness and healthy friendships
- Personal safety, including online safety
- Managing feelings and developing empathy
- Growing and changing, including puberty

Learning is progressive across Key Stage 2 and builds on prior knowledge from Key Stage 1.

- **Year 3 and 4:** Children begin by learning about similarities and differences between people, personal space, respectful relationships and early understanding of changes in the human lifecycle.
- **Year 5:** Pupils develop their understanding of puberty, including physical and emotional changes and learn about the importance of hygiene, wellbeing and seeking support.
- **Year 6:** Pupils build on this knowledge to learn about human reproduction, including how a baby is conceived and born, alongside discussions about relationships, responsibility, communication and respect.

Throughout the curriculum, children are taught to recognise risks, understand boundaries and know how and where to seek help.

How RSE is taught

RSE is taught by class teachers within a safe and supportive classroom environment. Lessons are carefully adapted to meet the needs of pupils, including those with SEN, and are delivered in an age-appropriate and sensitive way. Children are encouraged to ask questions, and teachers respond with accurate, age-appropriate information.

Teaching reflects the diverse nature of families and the wider community. We ensure that all pupils feel included and valued, regardless of their background or family structure.

Working with parents

We believe that working in partnership with parents is essential. We:

- Provide information about our RSE curriculum and policy
- Offer opportunities to view teaching resources and materials
- Encourage open communication and welcome any questions or discussions

Parents do not have the right to withdraw their child from statutory Relationships or Health Education. However, they may request to withdraw their child from the non-statutory sex education elements taught in Year 6.

Further information

If you would like to find out more about our RSE curriculum or discuss any questions or concerns, please contact your child's class teacher or the school office.



Relationships and Sex Education
Year 3 Overview

<p>Lesson 1 - Body differences</p> <p>Learning Objective</p> <ul style="list-style-type: none"> To understand that all bodies are unique and to know some of the differences between male and female bodies. <p>Learning Outcomes</p> <ul style="list-style-type: none"> I can talk about how people's bodies are similar and different I can name the private parts of the body using scientific words I know it's never okay to make fun of someone's body 	<p>Resources</p> <ul style="list-style-type: none"> It's OK to be different, Todd Parr Slides: male and female bodies Body difference matching cards
<p>Lesson 2 – Personal Space and Consent</p> <p>Learning Objective</p> <ul style="list-style-type: none"> To understand personal space, body boundaries and what to do if someone makes us feel uncomfortable <p>Learning Outcomes</p> <ul style="list-style-type: none"> I can say what personal space means and why it matters I know it's okay to say "No" to touch that I don't like I know how to get help if something makes me feel unsafe 	<p>Resources</p> <ul style="list-style-type: none"> Unwanted touch scenarios NSPCC PANTS cards
<p>Lesson 3 – Families and People Who Help Us</p> <p>Learning Objective</p> <ul style="list-style-type: none"> To understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe <p>Learning Outcomes</p> <ul style="list-style-type: none"> I can name some different kinds of families I can talk about how family members help and care for each other I can name at least two people I could talk to if I needed help 	<p>Resources</p> <ul style="list-style-type: none"> Families pictures Who can I talk to? worksheet The Family Book, Todd Parr
<p>Lesson 4 – Staying Safe and Getting Help Online</p> <p>Learning Objective</p> <ul style="list-style-type: none"> To understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video <p>Learning Outcomes</p> <ul style="list-style-type: none"> I can explain why my body is private online as well as offline I know what to do if someone sends or asks for something that makes me feel worried or confused I can name a trusted adult I could talk to if something online didn't feel right 	<p>Resources</p> <ul style="list-style-type: none"> Advice Scenarios Advice Scenarios Teacher Guide Pictures of staff and the school safeguarding team
<p>Vocabulary covered within unit: similar, different, unique, body, private parts, boy, girl, male, female, penis, scrotum, vulva, vagina, uterus, consent, personal space, boundaries, uncomfortable, safe, unsafe, family, relationship, fostering, adoption, secret, trusted adult, help, respect, online, message, photo, camera</p>	



**Relationships and Sex Education
 Year 4 Overview**

<p>Lesson 1 – Changes Learning Objective</p> <ul style="list-style-type: none"> To understand that puberty is an important stage in the human lifecycle <p>Learning Outcomes</p> <ul style="list-style-type: none"> I can name stages in the human lifecycle. I can describe some physical changes that happen during puberty. I can use agreed words to name male and female body parts. 	<p>Resources</p> <ul style="list-style-type: none"> Whiteboard slides – Lifecycle Whiteboard slides – Bingo images Whiteboard slides - Lifecycle quiz Body Part Bingo cards Body Changes pictures Lifecycle Quiz answers
<p>Lesson 2 - What is puberty? Learning Objective</p> <ul style="list-style-type: none"> To learn about the emotional and physical changes of puberty, including how the body prepares for reproduction. <p>Learning Outcomes</p> <ul style="list-style-type: none"> I can describe some physical and emotional changes that happen during puberty. I can explain that these changes help the body get ready for having a baby in the future (if someone chooses to). I know that puberty starts at different times for different people. 	<p>Resources</p> <ul style="list-style-type: none"> Puberty Card Sort Puberty Card Sort whiteboard summary Body Changes worksheet Puberty Changes Teacher Guide
<p>Lesson 3 - Healthy relationships Learning Objective</p> <ul style="list-style-type: none"> To explore healthy and unhealthy friendships and how to balance our own needs with the needs of others. <p>Learning Outcomes</p> <ul style="list-style-type: none"> I can describe what makes a friendship feel respectful and fair. I can explain how to be kind while still speaking up about my own feelings. 	<p>Resources</p> <ul style="list-style-type: none"> Healthy Friendships cards Freeze frame scenario cards Relationship pictures
<p>Lesson 4 – Valuing Difference Learning Objective</p> <ul style="list-style-type: none"> To explore what makes people unique and how to show respect for those who are different from us. <p>Learning Outcomes</p> <ul style="list-style-type: none"> I can describe what makes me unique I can explain what a stereotype is and why it can be unfair. I can think of kind ways to respond when someone is treated unfairly. 	<p>Resources</p> <ul style="list-style-type: none"> Circle talk object Sorting labels and statements Stereotype scenario cards
<p>Vocabulary covered within unit: puberty, private parts, lifecycle, emotions, reproduction, periods, wet dreams, sperm, penis, testicles, scrotum, vulva, vagina, uterus, egg, breasts, nipples, pubic hair, respect, fairness, feelings, friendship, kind, honest, boundaries, personal space, stereotype, difference, unique, upstander, trust, support, identity, confident</p> <p>Facts shared about periods and wet dreams:</p> <ul style="list-style-type: none"> Females develop breasts. They start to have their period; a tiny egg is released each month and there is a small amount of bleeding. Males might have a wet dream. When they wake up they might have a sticky patch on their pyjamas. It is a sign that they have started to produce sperm. 	



Relationships and Sex Education
Year 5 Overview

<p>Lesson 1 – Talking about Puberty</p> <p>Learning Objective</p> <ul style="list-style-type: none"> To learn about the main physical and emotional changes during puberty. <p>Learning Outcomes</p> <ul style="list-style-type: none"> I can describe the main physical and emotional changes that happen during puberty I can ask questions about puberty with confidence and respect 	<p>Resources</p> <ul style="list-style-type: none"> Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template
<p>Lesson 2 - The Reproductive System</p> <p>Learning Objective</p> <ul style="list-style-type: none"> To understand the changes to the reproductive system in puberty. <p>Learning Outcomes</p> <ul style="list-style-type: none"> I can explain how puberty affects the reproductive organs I can describe what happens during menstruation and sperm production I can talk about how these changes might make people feel. 	<p>Resources</p> <ul style="list-style-type: none"> Reproductive System slides Puberty Changes Teacher Guide Menstrual Cycle animation Male Changes PowerPoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Selection of menstrual products
<p>Lesson 3 – Puberty Help and Support</p> <p>Learning Objective</p> <ul style="list-style-type: none"> To learn how to care for our bodies and feelings during puberty and where to find support. <p>Learning Outcomes</p> <ul style="list-style-type: none"> I can explain how to stay clean and healthy during puberty. I can describe how puberty might affect emotions and friendships. I can name safe places or people I can go to for advice and support. 	<p>Resources</p> <ul style="list-style-type: none"> Kim's Game items Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Problem Page Teacher Guide
<p>Lesson 4 – Respect, Boundaries and Being an Upstander</p> <p>Learning Objective</p> <ul style="list-style-type: none"> To understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships. <p>Learning Outcomes</p> <ul style="list-style-type: none"> I can show what it looks like to be assertive but kind. I can explain how to set and respect boundaries. I can give one example of how to be an upstander. 	<p>Resources</p> <ul style="list-style-type: none"> Upstander Scenarios
<p>Vocabulary covered within unit: puberty, physical changes, menstruation, periods, menstrual products, tampons, sanitary towels, wet dreams, sperm, semen, erection, egg, pubic hair, facial hair, underarm hair, sweat, breasts, spots, emotional changes, hormones, boundaries, personal space, consent, assertive, kindness, empathy, upstander, fairness, inclusion, self-esteem, identity, stereotypes, peer pressure, support, trusted adult</p>	



**Relationships and Sex Education
Year 6 Overview**

<p>Lesson 1 – Puberty and Reproduction</p> <p>Learning Objective</p> <ul style="list-style-type: none">• To understand how the body changes during puberty in preparation for reproduction. <p>Learning Outcomes</p> <ul style="list-style-type: none">• I can describe some changes that happen during puberty.• I can explain why these changes prepare the body for reproduction.• I can use the correct scientific words for body parts and processes.• I can talk about puberty and reproduction with confidence.	<p>Resources</p> <ul style="list-style-type: none">• Puberty Changes Teacher Guide• Puberty Body Part slides• Reproduction question sheet• Reproduction answer cards• Reproduction whiteboard summary• Pupil question template
<p>Lesson 2 – Communication and Consent in Relationships</p> <p>Learning Objective</p> <ul style="list-style-type: none">• To understand why communication is important in relationships and why consent matters before any kind of physical touch. <p>Learning Outcomes</p> <ul style="list-style-type: none">• I can describe why communication is important in friendships and relationships, especially before physical touch is involved.• I can explain what consent means.• I can recognise when consent is given, not given, or withdrawn.• I can explain how both words and body language can show consent.	<p>Resources</p> <ul style="list-style-type: none">• Communication and Touch cards
<p>Lesson 3 – Families, Conception and Pregnancy</p> <p>Learning Objective</p> <ul style="list-style-type: none">• To understand how families can be formed and how a baby is conceived and begins to grow. <p>Learning Outcomes</p> <ul style="list-style-type: none">• I can describe the decisions that have to be made before having children• I can describe how a baby is conceived and begins to grow.• I can use the correct scientific words when talking about conception and pregnancy.• I can explain why consent is important in sexual relationships.	<p>Resources</p> <ul style="list-style-type: none">• Couple pictures• How does a baby start? cards• How does a baby start? whiteboard summary
<p>Lesson 4 – Communication and Respect in Relationships and Online</p> <p>Learning Objective</p> <ul style="list-style-type: none">• To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable.	<p>Resources</p> <ul style="list-style-type: none">• Communication Scenario cards Advising a friend - Teacher guide

Learning Outcomes

- I can explain why some things are safe, positive and appropriate to share, and others are not
- I can recognise when online behaviour (like editing photos, sharing adult content, or using sexualised language) is harmful.
- I can describe how harmful content or bullying online can make someone feel.
- I can explain what steps I can take if I feel pressured, bullied, or shown something inappropriate

Vocabulary covered within unit: puberty, reproduction, sexual intercourse, sperm, egg, womb, uterus, conception, fertilisation, pregnancy, IVF, relationships, friendship, love, adoption, fostering, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, personal/private information, bullying, harassment, discrimination, sexuality, safety, internet safety, report, trusted adult, empathy, responsibility