



WESTFIELD PRIMARY SCHOOL AND NURSERY RSE Policy

Date ratified: September 2025
Ratified by: FULL GOVERNING BODY
Date to be reviewed: September 2026

This policy has been created in consultation with staff, parents and governors.

INTERIM POLICY: This policy is interim and based on the DfE statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019). It will be reviewed and updated in accordance with the revised statutory guidance which comes into effect from September 2026.

Purpose

The purpose of this policy is to outline our practice in relation to the delivery of Relationships and Sex Education (RSE) at Westfield Primary School and Nursery. To deliver a programme of work which meets the DfE statutory guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019) requirements, this will be achieved through the meeting of the following aims and objectives:

Aims

The aims of Relationship and Sex Education (RSE) at our school are to:

- Provide an inclusive framework in which age appropriate and sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of their body, its 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 RSE Curriculum

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum

Across all Key Stages, pupils will be supported with developing the following skills across a comprehensive PSHE curriculum:

- Responsibility
- Celebrating difference, including anti-bullying
- Recognising and developing a healthy lifestyle
- Relationships, including respect and empathy for others
- Changes, including: self-respect, communication and how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Seeking help and support when required, including knowing where to go
- Informed decision-making
- Discussion

Definition of Relationships education:

Relationships education is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This is taught under the following sub-headings:

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

Refer to appendix A for further detail on the specific content.

Definition of Health education:

Health education is teaching the characteristics of good physical health and mental wellbeing; teaching that mental wellbeing is a normal part of daily life, in the same way as physical health. This is taught under the following sub-headings:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

Refer to appendix B for further detail on the specific content.

Definition of Sex education:

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

How will RSE be taught?

At Westfield, teaching of the RSE curriculum will be delivered using the Jigsaw programme. Jigsaw, a mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. Trained members of staff will be responsible for the delivery of the RSE curriculum.

Specific subject content can be found in Appendix A, B and C.

How is RSE monitored and evaluated?

Children's development in RSE is monitored by class teachers as part of our internal assessment systems. The PSHE curriculum will be reviewed by the SLT and subject leaders through observations, learning walks and pupil voice.

Roles and Responsibilities:

The Governing Body will approve the RSE Policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science curriculum components of sex education.

The PSHE/RSE Lead is responsible for leading and managing the subject, monitoring standards of children's progress and achievement, and the quality of teaching across the school.

Staff are responsible for delivering RSE in a sensitive way, modelling positive attitudes, monitoring progress, and responding to the needs of individual pupils. Staff do not have the right to opt out of teaching RSE; staff with concerns are encouraged to discuss these with the headteacher.

Pupils are expected to engage fully in RSE and treat others with respect and sensitivity.

Parent partnership:

Parents are informed about the content of RSE through the RSE policy and appendices (found on the school website) and termly parent update meetings. Parents are given the opportunity to view Jigsaw resources and to ask questions before content is delivered to their children. Parents and carers do not have the right to withdraw their child from statutory Relationships Education or Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, from which there is no right to withdraw.

All children will take part in the Relationships and Health education aspects of the RSE curriculum. This forms part of their statutory education as outlined by the DfE. Any sex education topic covered in the science curriculum is compulsory. Parents and carers do not have the right to withdraw their children from statutory Relationships Education or Health Education. However, parents do have the right to withdraw their children from the non-statutory components of sex education.

These are:

- Year 4 - Having a baby
- Year 5 - Conception
- Year 6 - Conception to birth

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Alternative provision will be made at school for children who have been withdrawn from RSE.

Children with Special Educational Needs and Disabilities:

Jigsaw is written as a universal core curriculum provision for all children with inclusivity as part of its philosophy. Where differentiation is required, teaching staff will tailor lessons to meet the needs of the children in their class.

Equal opportunities:

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. We believe that this policy is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

See Appendix D for the Equality Act 2010

Training:

The PSHE/RSE Subject Leader attends relevant CPD training and feeds back to all staff via inset and staff meetings. The Headteacher will also invite visitors from outside the school, such as school nurses and online safety advisers, to provide support and training to staff teaching RSE where appropriate.

Links to other policies:

This policy should be read in conjunction with the school’s PSHE Policy, Safeguarding Policy and Child Protection Policy.

See Appendix E: DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019)

Appendix A: Relationship Education content

| | Pupils should know... | How Jigsaw provides the solution |
|--|-----------------------|----------------------------------|
|--|-----------------------|----------------------------------|

| | | |
|--|--|--|
| <p>Families and people who care for me</p> <p><i>Families of many forms provide a nurturing environment for children, including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers.</i></p> | <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World |
| <p>Online relationships</p> | <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |
| <p>Being safe</p> | <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> □ Relationships |

| | | |
|--|--|---|
| | <p>always right to keep secrets if they relate to being safe. that each person's body belongs to them, and</p> <ul style="list-style-type: none"> □ the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to □ adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or □ feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying □ until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources. □ | <ul style="list-style-type: none"> □ Changing Me □ Celebrating Difference |
|--|--|---|

Appendix B: Physical health and mental well-being Education Content:

| | Pupils should know | How Jigsaw provides the solution |
|--|--------------------|----------------------------------|
|--|--------------------|----------------------------------|

| | | |
|----------------------------------|---|--|
| Mental wellbeing | <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference |
| Internet safety and harms | <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing 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. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. <p>□ why social media, some computer games and online gaming, for example, are age restricted.</p> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me |

| | | |
|------------------------------------|--|--|
| | <ul style="list-style-type: none"> □ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. □ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. □ where and how to report concerns and get support with issues online. | |
| Physical health and fitness | <ul style="list-style-type: none"> □ the characteristics and mental and physical benefits of an active lifestyle. □ the importance of building regular exercise 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, vigorous exercise. □ the risks associated with an inactive lifestyle (including obesity). □ how and when to seek support including which adults to speak to in school if they are worried about their health. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> □ Healthy Me |
| Healthy eating | <ul style="list-style-type: none"> □ what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. 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). | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> □ Healthy Me |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> □ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. □ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. □ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. □ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. □ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. □ the facts and science relating to immunisation and vaccination | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> □ Healthy Me |
| Basic first aid | <ul style="list-style-type: none"> □ how to make a clear and efficient call to emergency services if necessary. □ concepts of basic first-aid, for example dealing with common injuries, including head injuries. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> □ Healthy Me |

| | | |
|--|--|---|
| <p>Changing adolescent body</p> | <ul style="list-style-type: none"> □ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. □ about menstrual wellbeing including the key facts about the menstrual cycle. | <p>All of these aspects are covered in lessons within the Puzzles</p> <p style="text-align: center;">□ Changing Me □ Healthy Me</p> |
|--|--|---|

Appendix C:

Jigsaw: Parent and Carer guidance on RSE

Appendix D:

Information on the Equality Act 2010 can be found [here](#).

Appendix E:

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019) can be found [here](#).