

# CORSHAM PRIMARY SCHOOL

## Relationships and Sex Education Policy



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Policy Ratified by the LGC: January 2026

Next Review Date: January 2029

# Corsham Primary School

## RELATIONSHIPS AND SEX EDUCATION POLICY



### Aims

At Corsham Primary School, the aims of Relationships and Sex Education (RSE) are:

- ✦ To help children to understand and cope with their own physical, emotional and social development within the context of those around them and society at large, with all of its cultural variations.
- ✦ To promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.
- ✦ To teach high quality, evidence-based and age-appropriate lessons, which will help, prepare pupils for the opportunities, responsibilities and experiences of adult life.
- ✦ To teach the children to embrace the challenges of creating a happy and successful adult life.
- ✦ To ensure our children have the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- ✦ To ensure that our children develop resilience and know how and when to ask for help, and to know where to access support.
- ✦ To encourage children to analyse their own role in developing positive, responsible and caring attitudes.
- ✦ Equipping children with the skills, knowledge and attitudes necessary to become effective life-long learners who succeed as individuals and as responsible, valued members of the community.
- ✦ To promote an awareness of the importance of a healthy lifestyle and the need to look after our planet.
- ✦ To ensure that our systems of pastoral care continue to meet the needs of pupils and staff.
- ✦ To provide a framework and environment in which sensitive discussions can take place.
- ✦ Prepare pupils for puberty, and give them an understanding of development and the importance of health and hygiene.
- ✦ To fulfil statutory requirements published by the government entitled, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' which was published in 2019.

### Statutory Requirements

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019", made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education and Health Education compulsory for all pupils receiving primary education. As a primary school, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

### Moral and Values Framework

At Corsham Primary School, we firmly believe the key to resilient, positive and prepared children is through safe teaching of RSE through the science and PSHE curriculums. The RSE programme is designed to be appropriate to the children's age and experience and to be presented in a way that encourages pupils to consider morals and the value of family life, marriage and stable and loving relationships. We realise that there is a diversity of family life in the school

and our programme will reflect this. Different families, cultures and religions have diverse and strongly held views on Sex and Relationship Education and we are aware that it calls for a sensitive approach.

### **Equal Opportunities**

Good Relationships and Sex Education contribute to the development of pupils' sense of responsibility, encourages a positive self-image and reassures them of their value and self-worth. Our Relationship and Sex Education curriculum will emphasise equality and responsibility in relationships and confront exploitation based on gender. Pupils should be encouraged to understand that there are cultural, religious and individual differences in attitudes to behaviour.

When writing and reviewing this policy, staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in antidiscrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.

### **Organisation of Relationship and Sex Education at Corsham Primary School**

RSE is taught within our PSHE curriculum. Biological aspects of Sex Education (reproduction in plants and animals) are taught within the science curriculum. *We do not teach about human Sex Education at CPS as it is not a statutory requirement for primary schools.* Puberty is taught as a statutory requirement of Health Education and is covered in the Jigsaw 'Changing Me' Puzzle.

Relationships and Health Education will be taught through our comprehensive programme of PSHE; Jigsaw. 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

These areas of learning are taught within the context of family life taking care to ensure there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents/carers, 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).

Please note that at our Broadwood site Jigsaw is taught as a 2-year rolling programme. For example, in a Year 3/4 class, children will learn about the Year 3 content one year and the following year, they will learn about the Year 4 content.

### **The Content of Relationships Education**

Jigsaw's 'Relationships' unit is taught over a period of 6 weeks, in the first half of the summer term.

**The Relationships Puzzle is all about the characteristics of positive relationships and includes:**

## **Foundation Stage**

### **Know how to make friends**

I can identify some of the jobs I do in my family and how I feel like I belong

### **Try to solve friendship problems when they occur**

I know how to make friends to stop myself from feeling lonely

### **Help others to feel a part of a group**

I can think of ways to solve problems and stay friends

### **Show respect in how they treat others**

I am starting to understand the impact of unkind words

### **Know how to help themselves and others when they feel upset and hurt**

I can use calm me time to manage my feelings

### **Know and show what makes a good relationship**

I know how to be a good friend

## **Year 1**

### **Families**

I can identify the members of my family and understand that there are lots of different types of families

### **Making Friends**

I can identify what being a good friend means to me

### **Greetings**

I know appropriate ways of physical contact to greet my friends and know which ways I prefer

### **People Who Help Us**

I know who can help me in my school community

### **Being Me Own Best Friend**

I can recognise my qualities

### **Celebrating My Special Relationships**

I can tell you why I appreciate someone who is special to me

## **Year 2**

### **Families**

I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate

### **Keeping Safe**

I understand that it is important to keep myself safe

### **Friends and Conflict**

I can identify some of the things that cause conflict with my friends

### **Secrets**

I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret

### **Trust and Appreciation**

I recognise and appreciate people who can help me in my family, my school and my community

### **Celebrating Me Special Relationships**

I can express my appreciation for the people in my special relationships

## **Year 3**

### **Family Roles and Responsibilities**

I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females

### **Friendship**

I can identify and put into practise some of the skills of friendship e.g. taking turns, being a good listener

### **Keeping Myself Safe Online**

I know and can use strategies for keeping myself safe online

## **Being a Global Citizen**

I can explain how some of the actions and work of people around the world help and influence my life. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different

## **Celebrating My Web of Relationships**

I know how to express my appreciation to my friends and family

## **Year 4**

### **Jealously**

I can recognise situations which can cause jealousy in relationships

### **Love and Loss**

I can identify someone I love and can express why they are special to me

### **Memories**

I can tell you about someone I know that I no longer see

### **Getting on and Falling Out**

I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends

### **Girlfriends and Boyfriends**

I understand what having a boyfriend/girlfriend might mean and that it is special relationship for when I am older

### **Celebrating My Relationships with People and Animals**

I know how to show love and appreciation to the people and animals who are special to me

## **Year 5**

### **Recognising Me**

I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities

### **Safety with Online Communities**

I understand that belonging to an online community can have positive and negative consequences

### **Being in an Online Community**

I understand there are rights and responsibilities in an online community or social network

### **Online Gaming**

I know there are rights and responsibilities when playing a game online

### **My Relationship with Technology**

I can recognise when I am spending too much time using devices (screen time)

### **Relationships and Technology**

I can explain how to stay safe when using technology

## **Year 6**

### **What is Mental Health?**

I know that it is important to take care of my mental health

### **My Mental Health**

I know how to take care of my mental health

### **Love and Loss**

I understand that there are different stages of grief and that there are different types of loss that can cause people to grieve

### **Power and Control**

I can recognise when people are trying to gain power and control

### **Being Online**

I can judge when something online is safe and helpful for me

### **Using Technology Responsibility**

I can use technology positively and safely communicate with my friends and family

### **The Changing Me Content**

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note, at no point will a child be taught something that is inappropriate, and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask their parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

**The Changing Me Puzzle is all about coping positively with change and includes:**

### **Foundation Stage**

#### **My Body**

I can name parts of the body

#### **Respecting My Body**

I can tell you some things I can do and foods I can eat to be healthy

#### **Growing Up**

I understand that we all grow from babies to adults

#### **Fun and Fears**

I can express how I feel about moving to Year 1

I can talk about my worries and the things I am looking forward to about Year 1

#### **Celebration**

I can share my memories of the best bits of this year in Reception

### **Year 1**

#### **Life cycles**

I am starting to understand the life cycles of animals and humans

#### **Changing Me**

I can tell you some things about me that have changed and some things about me that have stayed the same.

#### **My Changing Body**

I can tell you how my body has changed since I was a baby

#### **Learning and Growing**

I understand that every time I learn something new, I change a little bit

#### **Coping with Changes**

I can tell you about changes that have happened in my life

### **Year 2**

#### **Life cycles in Nature**

I can recognise cycles of life in nature

#### **Growing from Young to Old**

I can tell you about the natural process of growing from young to old and understand that this is not in my control

#### **The Changing Me**

I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old

#### **Boys' and Girls' Bodies**

I can recognise the physical differences between boys and girls and appreciate that some parts of my body are private

#### **Assertiveness**

I can be assertive when I need to be

#### **Looking Ahead**

I can identify what I am looking forward to when I move to my next class

### **Year 3**

#### **How Babies Grow**

I understand that in animals and humans, lots of changes happen and that usually it is the female who has the baby

#### **Babies**

I understand what a baby needs to live and grow

#### **Family Stereotypes**

I can start to recognise stereotypical ideas I might have about parenting and family roles

#### **Looking Ahead**

Identify what I am looking forward to when I move to my next class

### **Year 4**

#### **Unique Me**

I understand that I am unique

#### **Circles of Change**

I know how the circle of change works and can apply it to changes I want to make in my life

#### **Accepting Change**

I can identify changes that have been and may continue to be outside of my control that I learnt to accept

#### **Looking Ahead**

I can identify what I am looking forward to when I move to a new class

### **Year 5**

#### **Self and Body Image**

I am aware of my own self-image and how my body image fits into that

#### **Puberty for Girls**

I can explain how a girl's body changes during puberty, including menstruation, and understand the importance of looking after yourself physically and emotionally

#### **Puberty for Boys**

I can describe how a boy's body changes during puberty and understand the importance of looking after yourself physically and emotionally

#### **Looking Ahead**

I can identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibility

I can identify what I am looking forward to when I move to my next class

*Science Curriculum- Describe the differences in life cycles of a mammal, amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals.*

### **Year 6**

#### **My Self Image**

I am aware of my own self-image and how my body image fits into that

#### **Puberty**

I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally

#### **Boyfriends and Girlfriends**

I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend

## **Real self and ideal self**

I am aware of the importance of a positive self-esteem and what I can do to develop it

## **The Year Ahead**

I can identify what I am looking forward to and what worries me about the transition to secondary school

## **Roles and Responsibilities**

The Subject Leaders responsible for the overall planning of RSHE is the PSHE Subject Leaders: Diane Hawkins and Tempeste Day.

## **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

## **How is the subject monitored and evaluated?**

RSE is monitored throughout the school year by the PSHE Subject Leaders, the Senior Leadership Team and the governors. This happens through lesson observations, book looks, planning looks and having in-depth conversations with both children and staff.

## **Parents' right to request their child be excused from Sex Education**

Parents and carers do not have the right to withdraw their child from Relationships or Health Education which involves the teaching about puberty. Parents/carers have the right to withdraw their child from the non-statutory components of RSE. Please note that we do not teach about human reproduction at CPS. The school will inform parents and carers of their rights via an email in the Spring Term before the Changing Me Puzzle is taught.

## **Child Withdrawal Procedures**

- i. Parents/carers to notify the Headteacher in writing that they wish their child to be withdrawn from RSE lessons.
- ii. Headteacher discusses with the parents/carers about their worries and a decision is made about which parts of the programme the child will be withdrawn from.
- iii. Headteacher writes to parents/carers confirming their discussion and agreement with a reply slip.

These procedures should be followed for each year that a parent/carer wishes to withdraw their child.

## **Working with Parents/Carers**

Relationship and Sex Education is an ongoing process, which starts with parents/carers at home and continues at school both inside the classroom and outside. It encompasses an understanding of the biological facts of human development along with the development of skills and attitudes involving assertiveness and communication. Parents/carers are the key figures in helping their children to cope with the physical and emotional transition that a child makes to become an adult and in preparing them for the responsibilities and challenges that maturing brings. The teaching offered at school should be complementary and supportive to the role of parents/carers. For many complex reasons not all parents/carers find it easy to talk to their children about puberty and 'growing up'. This is often not because they do not want their children to have this information but because they find it difficult to talk in an open and relaxed way about relationships and development.

## **Policy**

This policy has been developed in consultation with staff and parents/carers. The consultation and policy development process involved the following steps:

1. Review – the PSHE subject leaders and SLT pulled together all the relevant information including DfE guidance and wrote this policy.
2. Parent/carer consultation – parents/carers and any interested parties were invited to share their views about the policy.
3. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **Confidentiality within the classroom**

Teachers will establish ground rules for confidentiality in their classroom. They will use their expertise and professional judgement about respecting the confidentiality of individual pupils. Pupils will be helped to understand why it may not always be possible to do this in the event of a safeguarding concern.