

Love of Learning, Bright Futures, Happy Memories



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RSE Curriculum

As a part of your child's education, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

The teaching of Relationships Education and Health Education (which includes learning about the changing adolescent body and puberty) is a legal requirement for all schools and parents will not be able to withdraw their child from any aspect of Relationships Education as it is important that all children receive this programme, covering topics such as friendships and how to stay safe. Sex Education is not statutory in primary schools but schools are expected to provide a programme of age appropriate sex education. Parents have the right to request to withdraw their child from any aspects of Sex Education other than those that are part of the science curriculum.

We follow Jigsaw RSE, which links to the National Guidance for RSE. For further information on National Guidance go to:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

We are interested to hear your views and welcome any queries or comments. Please contact the office via email.

Yours sincerely

Louise Jackson
Executive Headteacher

EXECUTIVE HEADTEACHER
Ms L Jackson



Artsmark
Gold Award
Awarded by Arts
Council England



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WNAT Relationships & Sex Education (RSE) Primaries Policy

| | |
|----------------------------|-----------------------|
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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

High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. Our RSE programme will reflect the schools' overarching aims and demonstrate and encourage the following values:

- respect for self
- respect for others
- responsibility for our own actions
- responsibility for our family, friends, school and wider community

2. Statutory Requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

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

At West Norfolk Academies Trust we teach RSE as set out in this policy.

3. Policy Development

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

1. Review – a member of staff or working group 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 make recommendations
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 do not 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

All West Norfolk Academies Trust (WNAT) primary schools teach Personal, Social, Health and Economic education (PHSE) through Jigsaw, a PSHE Association Quality Assured Resource. RSE is taught within the PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive sex education sessions appropriate to their age and stage of development.

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

Sex Education; The specific content of RSE is taught through the “Changing Me” topic in the Jigsaw scheme. However, essential work is done in prior lessons to build children’s self-esteem, enhance their own sense of self regarding their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit RSE content and is part of the holistic approach to RSE teaching and learning.

In our schools, puberty is covered age-appropriately, prior to onset so that children are prepared emotionally and physically when their bodies change and approach puberty without fear. The names for the main external parts of the body are taught in KS1, developing this in KS2 so children understand the male and female reproductive systems. Growth from birth to old age is taught in each year group, with each year group building on the previous year's knowledge. Conception and childbirth are taught within KS2.

Emotional and Mental Health is an underpinning concept in every RSE lesson taught through mindfulness, philosophy and practice. We aim to empower children to understand and regulate their own emotional states. There is a strong emphasis on providing children with the knowledge and skills related to physical and emotional health, so if issues arise they can recognise them, have strategies to assist, and to seek early help from appropriate sources.

Growth Mindset –or resilience-building - is also fully integrated into our RSE lessons. We are passionate that good mental health underpins everything. At WNAT schools, we encourage a safe, open and positive school environment in which to learn and seek help when needed.

Equality

Our schools are fully compliant with the Equality Act 2010 through our inclusive ethos; we are committed towards equal opportunities in all aspects of school life. All resources used will support this commitment. We will respect ethnic, cultural and religious diversity that different groups may have.

SEND

RSE will be accessible by all pupils. High quality teaching that is differentiated and personalised will help to ensure accessibility for all. Young people with special educational needs will NOT be withdrawn from RSE, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are and are not acceptable. Work may be planned in different ways to meet the needs of individual young people with special educational needs.

Young people working beyond the curriculum will be encouraged to apply their skills, knowledge and understanding in other areas of the curriculum.

Safeguarding

All teachers will be aware that sometimes disclosures may be made during these sessions; in which case, the school safeguarding procedures will be followed immediately, following the Safeguarding Policy.

Assessment

Our schools have high expectations of the quality of pupils' work, in line with other curriculum areas. The curriculum will build on the knowledge pupils have previously acquired, with regular feedback on pupil progress. Lessons are planned to ensure that pupils are suitably challenged. Although there is no formal examined assessment, teachers capture progress via self-evaluations/reflection jigsaws.

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.

Class teachers are responsible for teaching RSE in our 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 have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However, sex education delivered as part of the science curriculum is statutory.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Pupils who are withdrawn, will receive an appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health 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.

The headteacher may 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 PHSE Subject Leaders through:

- monitoring the standards of children's work and the quality of teaching
- supporting colleagues in the teaching of RSE
- providing information about current developments in the subject
- providing a strategic lead and direction for the subject
- giving the leadership team an annual summary report, evaluating strengths and areas for development in the subject

Class teachers, as part of our internal assessment systems, monitor pupils' development in RSE.

Appendix 1: Curriculum map

Relationships and Sex Education Curriculum Map

| YEAR | TERM | TOPIC/THEME DETAILS | RESOURCES |
|-----------|----------|--|----------------------------|
| Reception | Summer 2 | Changing Me: <ul style="list-style-type: none"> • Forming good relationships • Naming the main body parts (e.g. eyes, ears, arms, legs etc.) • Knowing how to keep fit and healthy (e.g. healthy food and snacks) | Jigsaw |
| Year 1 | Autumn 1 | Science Curriculum – The Human Body <ul style="list-style-type: none"> • Naming body parts (head, arms, legs, feet, stomach etc.). | Knowledge Based Curriculum |
| Year 1 | Autumn 2 | Science Curriculum – Animals and Their Needs <ul style="list-style-type: none"> • That animals, including humans, have offspring which grow into adults. | Knowledge Based Curriculum |
| Year 1 | Spring 2 | Healthy Me: <ul style="list-style-type: none"> • Why my body is amazing and ways to keep it safe and healthy. • How being healthy helps me to feel happy | Jigsaw |
| Year 1 | Summer 1 | Relationships: <ul style="list-style-type: none"> • Why I appreciate someone who is special to me | Jigsaw |
| Year 1 | Summer 2 | Changing Me <ul style="list-style-type: none"> • Identify parts of the body that make boys different to girls and can use the correct name for these: penis, testicles, anus vulva and vagina. • I respect and understand which parts are private. | Jigsaw |
| Year 2 | Spring 2 | Human Body <ul style="list-style-type: none"> • Exercise • Healthy eating | Knowledge Based Curriculum |
| Year 2 | Summer 1 | Relationships: <ul style="list-style-type: none"> • Things that cause conflict between me and my friends. • Use positive problem-solving techniques to resolve conflicts with my friends. • I understand that some forms of physical contact are acceptable and some not. | Jigsaw |
| Year 2 | Summer 2 | Changing Me: <ul style="list-style-type: none"> • To recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • Recognise the physical differences between boys and girls, use the correct name for parts of the body (penis, testicles, vagina, vulva and anus) and appreciate that some parts of the body are private. • To understand there are different types of touch and can tell you which ones I like and don't like. | Jigsaw |

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| Year 3 | Autumn 1 | Science Curriculum – Cycles in Nature: <ul style="list-style-type: none"> ● Life Cycles- The life cycle of butterflies, plants and amphibians: birth, growth and reproduction. | Knowledge Based Curriculum |
| Year 3 | Spring 2 | Healthy Me: <ul style="list-style-type: none"> ● Can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. ● Express how being anxious or scared feels. | Jigsaw |
| Year 3 | Spring 2 | Science Curriculum – The Human Body <ul style="list-style-type: none"> ● Taking care of your body | Knowledge Based Curriculum |
| Year 3 | Summer 1 | Relationships <ul style="list-style-type: none"> ● Explain how some of the actions and work of people around the world help and influence my life. ● Show an awareness of how this could affect my choices. | Jigsaw |
| Year 3 | Summer 2 | Changing Me <ul style="list-style-type: none"> ● Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. ● Understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby. ● To understand how babies grow and develop in the mother's uterus. <p>To understand what a baby needs to live and grow.</p> | Jigsaw |
| Year 4 | Autumn 2 | Science Curriculum – The Human Body <ul style="list-style-type: none"> ● The skeletal, muscular, nervous and digestive systems. | Knowledge Based Curriculum |
| Year 4 | Spring 2 | Healthy Me <ul style="list-style-type: none"> ● Recognise when people are putting me under pressure and can explain ways to resist this when I want to. ● Identify feelings of anxiety and fear associated with peer pressure. | Jigsaw |
| Year 4 | Summer 1 | Relationships <ul style="list-style-type: none"> ● I can identify the relationships that I am part of and relationships that are no longer. ● I can understand what having a boyfriend/girlfriend might mean when I am older. | Jigsaw |
| Year 4 | Summer 2 | Changing Me <ul style="list-style-type: none"> ● Understand that some personal characteristics have come from birth parents and that this happens because humans are made from the joining of the egg and sperm. ● Knowing the internal and external parts of male and female bodies that are necessary for making a baby. ● Understanding how girls' bodies change during puberty, including menstruation. | Jigsaw |

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|--------|----------|--|----------------------------|
| Year 5 | Autumn 1 | Science Curriculum – The Human Body <ul style="list-style-type: none"> • To understand circulation and respiration | Knowledge Based Curriculum |
| Year 5 | Autumn 2 | Celebrating Differences <ul style="list-style-type: none"> • Describe the different types of bullying • Help people who are being bullied and encourage bullies to make other choices. | Jigsaw |
| Year 5 | Summer 1 | Science Curriculum – Life Cycles and Reproduction <ul style="list-style-type: none"> • Asexual reproduction, sexual reproduction, reproduction in animals, growth stages of animals. | Knowledge Based Curriculum |
| Year 5 | Summer 1 | Relationships <ul style="list-style-type: none"> • How to stay safe when using technology • Resist pressures to use technology in ways that may be risky or cause harm to myself or others. | Jigsaw |
| Year 5 | Summer 2 | Changing Me <ul style="list-style-type: none"> • Self-image. • How boys' and girls' bodies change during puberty. • Express how I feel about the changes that will happen to me during puberty. • To understand that sexual intercourse can lead to conception and that is how babies are usually made. • To understand that sometimes people need IVF to help them have a baby. | Jigsaw |
| Year 6 | Summer 1 | Relationships <ul style="list-style-type: none"> • I know that it is important to take care of my mental health • Recognise when people are trying to gain power or control • Demonstrate ways I can stand up for myself when others are trying to gain power. | Jigsaw |
| Year 6 | Summer 1 | Science Curriculum – The Human Body <ul style="list-style-type: none"> • Human growth stages, adolescence and puberty. • The human reproductive system | Knowledge Based Curriculum |
| Year 6 | Summer 2 | Changing Me <ul style="list-style-type: none"> • Self-image. • Changing bodies, including puberty. • How a baby develops from conception through to birth. • Healthy relationships, including attraction. | Jigsaw |

Appendix 2: By the End of Primary School Pupils Should know (National Curriculum)

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|--|
| Families and people who care about me | <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 / civil partnerships represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● 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 | <ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● 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 ● 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 |
| Respectful relationships | <ul style="list-style-type: none"> ● 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 ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● 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 ● 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 |
| Online relationships | <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 |

| | |
|------------|---|
| | <ul style="list-style-type: none"> ● 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 |
| Being safe | <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 always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and 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 |

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 | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents | Include notes from discussions with parents and agreed actions taken. |
| | |
| Parent signature | |