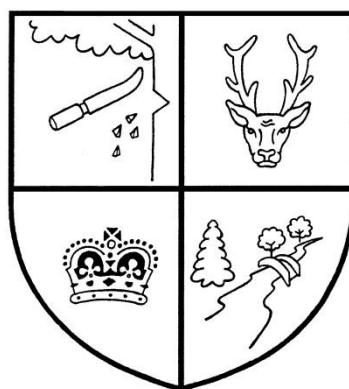


# Thomas Willingale School and Nursery



## Relationships and Sex Education Policy (RSE)

Approved by: Rhian Jenkins

Date: Spring 2026

Next review due by:  
Spring 2028

Curriculum Intent statement

'At Thomas Willingale School and Nursery the curriculum is designed so that it builds on children's prior learning, provides hands on and enriching experiences, allows the children to develop aspirations, resilience and independence and become articulate, creative individuals. Every child is recognised as a unique individual. We celebrate and welcome differences within our school and the local and wider community. We are respectful of everyone. We provide a creative and linked curriculum that enables children to make connections, embed learning and build on their knowledge. Children are given opportunities outside of the National Curriculum that enhances and enriches their learning, giving them real life experiences and allowing them to think in enterprising ways. We believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Children will leave Thomas Willingale School and Nursery with high aspirations and a strong sense of belonging, they will have the confidence and skills to articulate themselves, make decisions, make connections and self-reflect enabling them to be lifelong learners.'

<b>Curriculum Drivers</b>			
<b>Oracy</b> To ensure all children have the skill set to be able to express and articulate themselves accurately, confidently and fluently so that they are able to take on any challenge.	<b>Environment/Community</b> Our children will play an active part in the local and wider community, utilising our rich surroundings within their learning and supporting how our community develops.	<b>Independence</b> Through engaging and inspiring learning that we provide, we want our children to become more independent learners, be proactive and strategic and transfer their skills to different areas of learning.	<b>Positive Growth</b> To instil a positive mindset which allows children to build aspirations, empathy towards others and opportunities for their future lives; it supports their resilience so that they take chances, learn from failures and deepen their skillset and understanding.

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# Thomas Willingale Primary School and Nursery

## Relationships and Sex Education (RSE) Policy

### 1. Aims of RSE

At Thomas Willingale Primary School and Nursery, our aim is to provide a framework for teaching Relationships and Sex Education (RSE) that is sensitive to the needs of all pupils, enhances their emotional and social development, and prepares them for the changes that occur as they grow. The objectives of RSE at our school are to:

- Equip pupils with the knowledge and understanding to make informed decisions about their wellbeing, health, and relationships.
- Prepare pupils for the physical and emotional changes associated with puberty.
- Promote emotional wellbeing, resilience, self-respect, and empathy.
- Encourage the development of respectful, caring, and positive relationships with peers, family members, and the wider community.
- Foster a positive attitude toward diversity, including in relationships and sexuality, while respecting the values of our community.
- Ensure pupils are provided with the correct vocabulary to describe themselves, their bodies, and their feelings.

### 2. Statutory Requirements

Thomas Willingale Primary School and Nursery follows all statutory requirements relating to Relationships Education and Sex Education.

- 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 compulsory for all pupils in primary schools.
- As a maintained primary school, we provide Relationships Education to every pupil.
- Sex Education beyond the statutory science curriculum is not compulsory; however, we teach the required elements of human reproduction as set out in the National Curriculum for Science.
- In delivering RSE, the school has due regard to statutory guidance issued under section 403 of the Education Act 1996.

All Relationships Education and statutory science content are taught in line with this guidance and the values of our school community.

### **3. Policy Development**

This policy has been developed through a consultative process involving staff, pupils, parents, and the wider community. The process included:

1. **Review:** Gathering relevant national and local guidance.
2. **Staff Consultation:** All staff contributed to the policy.
3. **Parent/Stakeholder Consultation:** Parents were invited to read and comment.
4. **Pupil Consultation:** Pupils provided feedback through surveys and discussions.
5. **Ratification:** Amendments were made based on feedback before submission to the governing board for approval.

### **4. Definition of Relationships and Sex Education**

At Thomas Willingale Primary School and Nursery, RSE is defined as education that helps children develop the knowledge, skills, and attitudes necessary to form and maintain healthy, respectful relationships. RSE involves learning about relationships, sexuality, healthy lifestyles, personal identity, and diversity. It is not about promoting sexual activity.

RSE encompasses:

- The emotional, social, and physical aspects of relationships and their impact on wellbeing.
- The development of respect, care, and empathy in all relationships.
- Understanding personal boundaries, consent, and respect for differences.

### **5. Curriculum and Delivery**

#### **5.1 Statutory Relationships Education**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Relationships Education is statutory and delivered across all year groups. Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships.

The curriculum focuses on:

- Positive, respectful relationships
- Understanding families and care
- Recognising safe and unsafe situations
- Building empathy, confidence, and communication skills
- Online relationships
- Being safe

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and computing.

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).

## 5.2 myHappyminds Programme

The **myHappyminds programme** is delivered during the first two terms. It focuses on promoting:

- Positive relationships
- Emotional literacy and self-awareness
- Empathy and understanding of others
- Resilience and wellbeing

## 5.3 Other RSE Resources

For RSE content not covered by myHappyminds, lessons are delivered by class teachers in the summer term using:

- **Kapow Primary:** Structured lessons on relationships, empathy, and personal safety.
- **PSHE Association:** Guidance and resources ensuring lessons are aligned with statutory requirements and best practice.
- **Twinkl:** Supplementary materials, worksheets, and interactive activities.

## 5.4 Statutory Science Content

The biological aspects of human reproduction required by the National Curriculum are taught separately in science lessons.

**Year 2:** Children learn the correct names for body parts, including genitalia. They begin to understand that bodies grow and change as they get older, and they learn the differences between boys and girls.

**Year 3:** Pupils continue learning about how their bodies grow and change. Lessons focus on healthy habits and understanding feelings, but do not yet cover reproduction.

**Year 4:** Pupils are introduced to puberty in an age-appropriate way, including physical and emotional changes. They also learn about the importance of personal hygiene.

**Year 5:** Pupils learn more about male and female reproductive organs. They explore the changes that happen during puberty, including menstruation, and learn how to manage these changes safely and hygienically.

**Year 6:** Pupils are taught in more detail about human reproduction, including how babies are conceived and grow during pregnancy. They learn the correct names for genitalia and about the physical and emotional changes that occur during puberty. Teaching is factual, age-appropriate, and does not include go beyond what is required by the science curriculum.

### **5.5 Non-statutory Lessons**

In Year 6, pupils are taught a non-statutory lesson on Female Genital Mutilation (FGM) in an age-appropriate manner. Parents have the right to withdraw their child from this lesson.

For full curriculum details, see Appendix 1 – Curriculum Map.

## **6. Roles and Responsibilities**

- **Governing Board:** Approves the RSE policy and holds the headteacher accountable for its implementation.
- **Headteacher:** Ensures consistent delivery of the RSE curriculum and manages withdrawal requests from non-statutory lessons.
- **Staff:** Deliver RSE sensitively, model positive behaviours, and respond to individual pupil needs. Staff engage in ongoing professional development in RSE.
- **Pupils:** Engage respectfully with lessons and discussions.

## **7. Parents' Right to Withdraw**

- **Relationships Education:** Parents **cannot withdraw** their children.
- **Statutory Science Content:** Parents **cannot withdraw** their children.
- **Non-statutory lessons:** Parents **can withdraw** children from non-statutory components (e.g., FGM lesson).
- Withdrawal requests must be submitted in writing using the form in **Appendix 3** and addressed to the headteacher. Alternative work will be provided.

## **8. Staff Training**

Staff are trained on the delivery of RSE during the teacher training and through CPD. The headteacher will also invite visitors from outside the school, to provide support and training to staff teaching RSE.

## **9. Monitoring and Evaluation**

The delivery of RSE is monitored by the headteacher and Wellbeing PSED Working Party through:

- Learning walks
- Lesson observations
- Planning scrutinies
- Book scrutinies
- Pupils and teacher surveys
- Modelling positive attitudes to RSE

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

## **10. Equality and Inclusion**

RSE is accessible to all pupils, including those with SEND. Lessons are adapted to ensure full participation and sensitivity to different family structures and diverse communities, including LGBT+ and non-traditional households.

## **11. Managing Difficult Questions**

Staff handle questions about relationships, sex, or sexuality sensitively and age-appropriately. Strategies include:

- Using professional judgement to provide factual and appropriate responses
- Recognising different developmental stages among pupils
- Offering one-to-one or small group support when needed
- Referring parents or carers if content falls outside the statutory curriculum
- Following safeguarding procedures if questions raise concerns

Teachers will not provide information beyond age-appropriate primary RSE or statutory science content. Staff receive training to manage questions confidently and consistently.

## **12. Policy Review**

The policy is reviewed every two years by the Wellbeing Working Party and approved by the governing board.

## Appendix A: Curriculum Overview

### Early Years Foundation Stage (Nursery & Reception)

#### **myHappyminds Focus:**

Pupils begin the foundations of emotional literacy and positive relationships. They learn to recognise and express feelings, show kindness and empathy, and develop self-awareness and cooperation skills.

#### **RSE / PSHE Learning:**

Pupils learn to build positive relationships with peers and adults, recognise and talk about their feelings, and understand kindness, sharing, and turn-taking. They learn about different families and people who care for them. Children begin to name basic body parts and understand that bodies grow and change as they get older.

### Year 1

#### **myHappyminds Focus (Terms 1 & 2):**

Pupils develop skills in recognising and managing emotions, understanding empathy, and building respectful interactions with peers and adults. The programme supports early friendship skills and emotional resilience. This module does **not** cover sex education, puberty, or reproductive health.

#### **RSE / PSHE Learning:**

Pupils learn what families are and that families can be different. They explore friendships, including how to make friends and what makes a good friend. They learn to recognise and talk about feelings, understand kind and unkind behaviour, and identify trusted adults who help to keep them safe. Pupils learn that people grow and change over time and are introduced to basic personal hygiene routines.

### Year 2

#### **myHappyminds Focus (Terms 1 & 2):**

Pupils continue to develop emotional literacy and positive relationship skills, including recognising emotions in themselves and others, resolving minor conflicts, and cooperating in group settings.

#### **RSE / PSHE Learning:**

Pupils learn that families provide love, care, and stability and that family structures may differ. They develop skills for managing friendships, resolving conflicts, and recognising bullying, including knowing how and where to seek help. Pupils learn about privacy, personal boundaries, and appropriate contact. They are taught the correct names for external genitalia and understand which parts of the body are private, alongside continued learning about growing and changing.

## **Year 3**

### **myHappyminds Focus:**

The programme supports emotional regulation, empathy, and cooperation skills. Pupils are encouraged to develop self-confidence, resilience, and a positive sense of self in friendships and group interactions.

### **RSE / PSHE Learning:**

Pupils develop their understanding of positive friendships, cooperation, and empathy. They learn to recognise and manage a range of feelings in themselves and others and continue to build a positive sense of self. Teaching reinforces that physical and emotional changes are a normal part of growing up.

## **Year 4**

### **myHappyminds Focus:**

The focus is on self-esteem, identity, managing emotions, and understanding and respecting differences among peers. Pupils explore strategies to manage emotions and maintain positive relationships.

### **RSE / PSHE Learning:**

Pupils learn about respect for differences, identity, and self-worth, including challenging stereotypes. They explore how emotions can change over time and how to manage feelings appropriately. Teaching introduces early understanding of puberty, including physical and emotional changes, and the importance of personal hygiene during this time.

## **Year 5**

### **myHappyminds Focus:**

The programme develops resilience, emotional regulation, and decision-making skills in preparation for more complex social situations. Pupils learn to navigate peer influence and maintain positive relationships.

### **RSE / PSHE Learning:**

Pupils learn to manage more complex friendships and understand peer influence, personal boundaries, and emotional regulation. Teaching about puberty becomes more detailed and includes physical and emotional changes, menstruation and menstrual wellbeing, and understanding male and female reproductive organs. Learning supports pupils to feel prepared and confident about the changes they will experience.

## **Year 6**

### **myHappyminds Focus:**

The programme supports transition to secondary school, resilience, emotional wellbeing, and maintaining healthy relationships. Pupils consolidate prior learning about self-awareness, empathy, and managing friendships.

## RSE / PSHE Learning:

Pupils learn about healthy, respectful relationships, consent, and personal boundaries, and are supported in preparing for transition to secondary school. They explore change, loss, and emotional wellbeing. Teaching covers physical and emotional changes during puberty in more depth and includes statutory science content on human reproduction, pregnancy, and birth. In addition, a non-statutory lesson is taught on Female Genital Mutilation (FGM) to raise awareness, promote safeguarding, and educate pupils about harmful practices. Parents have the right to withdraw their child from the FGM lesson if they wish.

	EVFS SEN Foundation	KS1 Years - 1 & 2 P 3/4 SEN 1 & 2	Lower KS2 - Year 3 and 4 P 4/5 SEN 3 & 4	Upper KS2 - Years 5 and 6 P 6/7 SEN 5 & 6
<b>Features</b>	myHappymind music embedded in lessons  myHappymind stories shared  Module characters  Group learning and activities shared  Provision enhancements	myHappymind music embedded in lessons  Module characters  Journals (including characters) to record reflections	myHappymind mini videos embedded  Module characters  Journals (including characters) to record reflections	Module symbols Journals (without characters) to record reflections Y6 Additional module to support high school transition
<b>Meet Your Brain</b>	What the brain looks like  The role of the brain  The importance of looking after our brain	Learning about key parts of the brain  What happens in their brain when they feel different emotions  The benefits of calming strategies	Key parts of the brain and how they work  How to support their brain when feeling different emotions  Creating positive habits	The science behind the brain in more detail and understand how to react positively  Use calming strategies independently
<b>Celebrate</b>	How Character Strengths make us unique and special  Celebrate differences	Learn the 5 Character Strengths  Identify their Character Strengths Celebrate others' Character Strengths	Identify Character Strengths in different scenarios  Develop their Character Strengths	The importance of identifying Character Strengths in themselves and others  How Character Strengths help in different situations  How Character Strengths can support them through transition
<b>Appreciate</b>	What appreciation is  How to show gratitude	What we should appreciate  The benefits of showing gratitude	Develop the skill of gratitude  The benefits of giving and receiving gratitude	The brain's reaction to giving and receiving gratitude at a deeper level  Creating daily habits of gratitude  How gratitude can help them through tough times
<b>Relate</b>	The importance of listening to others  How to develop good listening skills	What relate means  Celebrate differences in others  What Active Listening is	Looking at different perspectives  The importance of friendships  The benefits of Active Listening	How to build successful friendships  Skills needed to actively listen  How relationships can support them through transition
<b>Engage</b>	What Goal Setting is  Why goals are important	What it means to engage  How to set goals	How to develop the skills of perseverance and resilience  Reflect on goals whether they are achieved or not	Individual and team goals  How to remain engaged with goals  Independently create goals and know the steps and strategies needed to achieve these

## Appendix 2: 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.



# **Relationships Education, Relationships and Sex Education (RSE) and Health Education**

**Statutory guidance for governing bodies,  
proprietors, head teachers, principals, senior  
leadership teams, teachers**

[https://assets.publishing.service.gov.uk/media/68b96b003f3e5483efdba9b4/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/media/68b96b003f3e5483efdba9b4/Relationships_Education_RSE_and_Health_Education.pdf)