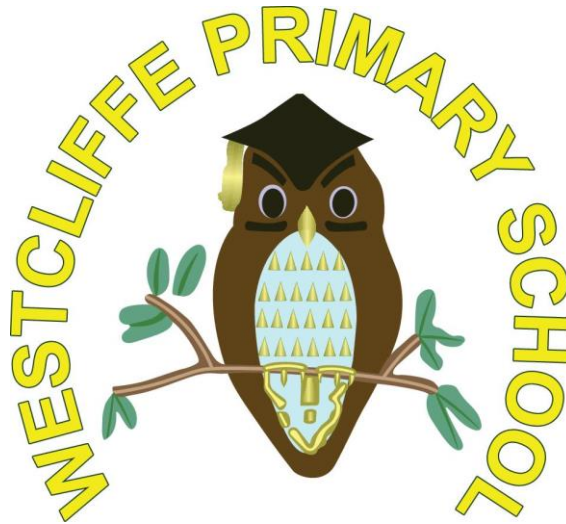


Westcliffe Primary School

Relationships
Education,
Relationships and
Sex Education (RSE)
and Health Education
(PSHE) Policy



Approved by:	Governing Body	Date: 1/12/25
Last reviewed on:	November 25	
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This policy has been written having had regard to the DfE statutory guidance (July 2025), which comes into force 1 September 2026. The school will publish this policy and the RSE curriculum (including session content) on the school website and make printed copies available on request.

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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Westcliffe Primary School, we teach RSE as set out in this policy. Westcliffe Primary's RSE/RHE curriculum (known as PSHE in our school) covers the Relationships and Health Education statutory guidance (as set out by the DFE), including non-statutory sex education. This is delivered by qualified representatives through Big Talk.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to look at the policy and make recommendations
4. Pupils – through school council discussions we investigated what the pupils want from PSHE/RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

At Westcliffe Primary School, Relationships Education and Health Education, (referred to as PSHE in school) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils.

Relationships and Sex Education (RSE) is delivered by qualified representatives through Big Talk, other aspects are also covered in science and PSHE lessons.

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.

Children's learning at Westcliffe Primary School significantly contributes to their personal development and also supports the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty. Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding, including online safety.

5. Curriculum

Our PSHE and RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in by taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of PSHE & RSE

Relationships and Sex Education (RSE) is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships Education and Health Education (PSHE) focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health and Well Being

- General Well Being

The [guidance](#) recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory.

Relationships and Sex Education (RSE) is delivered by qualified representatives through Big Talk, other aspects are also covered in science and PSHE lessons. See Appendix 3a and 3b for Big Talk coverage and their policy.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities (SEND). PSHE/RSE is taught inclusively to all children regardless of their gender identity, sexual orientation, race, religion, disability, socioeconomic status or academic ability, whilst at the same time addressing the need for equal opportunity. The PSHE/RSE curriculum is in line with the Equality and Diversity Policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

For more information about our PSHE/RSE curriculum, see Appendices 1 and 2.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- We will share all curriculum materials with parents and carers on request.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)

- The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind staff that they can say "no" or, in extreme cases, stop a session
- Make sure that a member of staff is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve this policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that PSHE & RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering PSHE & RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to PSHE & RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes

- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) (Robert Prestwood)

Staff do not have the right to opt out of teaching PSHE & RSE. Staff who have concerns about teaching PSHE & RSE are encouraged to discuss this with the headteacher.

PSHE & RSE Coordinator: Melanie Troop

8.4 Pupils

Pupils are expected to engage fully in PSHE & RSE and, when discussing issues related to PSHE & RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from Relationships and Health Education.

RSE is delivered by Big Talk.

Our school chooses to teach RSE (Puberty and reproduction) from year 4, this provides pupils with factual age-appropriate information. Effective teaching will support prevention of harms by helping children and young people understand and identify when things are not right.

A school is legally obligated to provide pupils with Relationship Education (RE), "parents do not have the right to withdraw their pupils from Relationship and Health Education, nor can they be withdrawn from topics taught as part of the science curriculum including science topics related to puberty or sexual reproduction."

The government recommends that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

Working with specialist provider Big Talk Education (BTE), we introduce reproduction education in year 4 in order that children learn about reproduction in the context of loving, caring, respectful, adult relationships.

Parents do have the right to request to withdraw their child in Y4 and Y5 if they wish.

Reproduction education is statutory in year 6, due to it being part of the National Science Curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE/RSE by attending local network meetings and reviewing the latest government publications/guidance. The subject leader will support colleagues in the teaching of PSHE/RSE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

11. Monitoring arrangements

The delivery of RSE is monitored by Miss Troop through:

Lesson drop ins, work scrutiny and pupil interviews.

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

This policy will be reviewed by Miss Troop, annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

PSHE/RSE Long Term Plan

Year group	Autumn	Autumn	Spring	Spring	Summer	Summer
EYFS	See EYFS LTP and Whole School Overview					
1/2	CYCLE A Lesson 1: Ground Rules Lesson 2: Choices and Consequences – age related scenarios 1 Lesson 3: Choices and Consequences – age related scenarios 2 Lesson 4: British Values Lesson 5 – 10: Online Safety	CYCLE B Lesson 1: Ground Rules Lesson 2: Choices and Consequences – age related scenarios 1 Lesson 3: Choices and Consequences – age related scenarios 2 Lesson 4: Whole Self Health 1 Lesson 5: Friendship 1 Lesson 6: Friendship 2 Lesson 7: Friendship 3 Lesson 8: Resilience Lesson 9: British Values (as Cycle A) Lesson 10 -12: Online Safety	CYCLE A Twinkl Diverse Britain Lesson 1:Ground Rules Recap and My School Lesson 2: My Community Lesson 3: My neighbourhood Lesson 4: My Country Lesson 5: British People Lesson 6: What makes me proud of Britain? Lesson 7: Safer Internet Day Lesson 8 – 10: Online Safety	CYCLE B Lesson 1: Recap Ground Rules and Feelings 1 Lesson 2: Feelings 2 Lesson 3: Feelings 3 Lesson 4: Feelings 4 Lesson 5: Feelings 5 Lesson 6: Safer Internet Day Lesson 7: Feelings 6 Lesson 8: Feelings 7 Lesson 9: What do I want to be when I grow up? inc gender assumptions Lesson 10: Online Safety	Cycle A Aiming High Lesson 1: Ground Rules Recap and Star Qualities Lesson 2: Positive Learners Lesson 3: Bright futures Lesson 4: Jobs for All Lesson 5: Going for Goals Lesson 6: Looking forward Lesson 7: NSPCC Speak Out Stay Safe. Lesson 8: NSPCC – PANTS rule Lesson 9: British Values Lesson 10: Online Safety Big Talk – RSE (Relationship Sex Education) Lesson 10: Online Safety	Cycle B Lesson 1: Ground Rules and Family Lesson 2: Family 2 Lesson 3: Family 3 Lesson 4: Family 4 Lesson 5: NSPCC Speak Out Stay Safe. Lesson 6: NSPCC – PANTS rule Lesson 7: Staying safe Hazards Lesson 8: Staying Safe Calling for help Lesson 9: Staying Safe Road Safety Lesson 10: Staying Safe Stranger Danger Lesson 11: Online Safety Big Talk – RSE (Relationship Sex Education)
	Autumn	Autumn	Spring	Spring	Summer	Summer
3/4	CYCLE A Lesson 1: Ground Rules and Healthy checklist Lesson 2: Choices and Consequences – age related scenarios Lesson 3: New Feelings 1 Lesson 4: British Values Lesson 5: British Values – Black History Month Lesson 6: Road, Rail and Water Safety Lesson 7: Building Site Safety Lesson 8:Medicines and Harmful substances in the home 1 Lesson 9-12: Online Safety	CYCLE B Lesson1: Ground Rules Lesson 2: Choices and Consequences – age related scenarios Lesson 3: British Values Lesson 4: Black History (Black History month – October) Lesson 5: Black History (Black History month – October) Lesson 6: New feelings 2 Lesson 7: Diet Lesson 8: Exercise Lesson 9 – 12: Online Safety	CYCLE A Lesson 1: Ground Rules Recap and Growth Mindset Lesson 2: Resilience 1 Lesson 3: Resilience 2 Lesson 4: British Values I Individual Liberty Lesson 5: Safer Internet Day Lesson 6: British Values Rule of Law Lesson 7: Uncomfortable feelings 1 - physical effects Lesson 8: Uncomfortable feelings 2 help and define Lesson 9: Uncomfortable feelings 3 Lesson 10: Change, Loss and Bereavement Lesson 11: Online Safety	CYCLE B Lesson 1: Ground Rules Recap and new feelings – Jealousy Lesson 2: New feelings – Selfishness Lesson 3: New feelings: Feeling miserable Lesson 4: New feelings – Disappointment Lesson 5: Uncomfortable feelings Lesson 6: Safer Internet Day Lesson 7: British Values (Individual) Liberty Lesson 8: British Values Rule of Law Lesson 9: Identity same sex parents Lesson 10: Relationships Lesson 11: Online Safety	Cycle A Lesson 1: Ground Rules Recap and Families 1 Lesson 2: Families 2 Lesson 3: My safe place Lesson 4: Keeping safe 1 Lesson 5: Keeping safe 2 Lesson 6: British Values Respect Lesson 7: British Values Democracy Lesson 8: First Aid Lesson 9: Healthy body – mindfulness and sleep Lesson 10: NSPCC Speak Out Stay Safe. Lesson 11-13: Online Safety Big Talk – RSE (Relationship Sex Education)	Cycle B Lesson 1: Ground Rules Recap British Values Respect and Tolerance Lesson 2: British Values Making a difference Lesson 3: British Values Reflection Lesson 4: Asthma Lesson 5: First Aid Lesson 6: Stranger Danger Lesson 7: NSPCC Speak Out Stay Safe. Lesson 8 – 12: Online Safety Big Talk – RSE (Relationship Sex Education)
	Autumn	Autumn	Spring	Spring	Summer	Summer
5/6	CYCLE A Lesson 1: Ground Rules Lesson 2: Choices and Consequences – age related scenarios Lesson 3: Physical health Lesson 4: Mental health and checklist Lesson 5: British Values – Black History Month Lesson 6: Medicine Lesson 7: Tobacco Lesson 8: Alcohol Lesson 9: Peer Pressure Lesson 10 – 13: Online Safety	CYCLE B Lesson1: Ground Rules and Healthy check list Lesson 2: Choices and Consequences – age related scenarios Lesson 3: British Values Lesson 4: (Black History month – October) Lesson 5: (Black History month – October) Lesson 6:Healthy eating – media influences Lesson 7: Secrets to share Lesson 8 – 12: Online Safety	CYCLE A Lesson 1: Ground Rules Recap and British Values – Individual Liberty Lesson 2: British Values – Rule of Law Lesson 3: Loneliness and connections Lesson 4: Wellbeing – Cognitive Triangle Lesson 5: Resilience toolbox Lesson 6: Safer Internet Day Lesson 7: Coping Strategies Lesson 8: Self expression 1 Art and Dance Lesson 9: Self expression 2 content creation and writing Lesson 10: Self expression 3 acting and reflection Lesson 11: Online Safety	CYCLE B Lesson 1: Ground Rules Recap and Respect/self-respect Lesson 2: Permission seeking Lesson 3: Wellbeing –Chain reaction(links to cog triangle) Lesson 4: Identity Lesson 5: LGBTQ+ relationships Lesson 6: Safer Internet Day Lesson 7: Anti-bullying – banter vs bullying Lesson 8: Discrimination and anti-racism Lesson 9: British Values – Respect – respecting the law Lesson 10: British Values – Citizenship – Respecting Rights Lesson 11: Online Safety	CYCLE A Lesson 1: Ground Rules Recap and Power of Yet Lesson 2: Resilience and Coping Lesson 3: British Values Tolerance and Resect Lesson 4: British Values Democracy Lesson 5: First Aid Lesson 6: Body image (5/6 version) Lesson 7: Friendships good/conflict Lesson 8: Online Safety – age limits and privacy Lesson 9: Resilience and Coping Lesson 10: NSPCC Speak Out Stay Safe. Lesson 11: Online Safety -Big Talk – RSE (Relationship Sex Education)	CYCLE B Lesson 1: Ground Rules Recap and British Values Lesson 2: British Values round up Lesson 3: Asthma Lesson 4: First Aid Lesson 5: Economic wellbeing and financial literacy Lesson 6: Virtual Bank and ways to pay Lesson 7: Money and wellbeing Lesson 8: Earning money and career choices Lesson 9: Grief – Loss and Bereavement Lesson 10: NSPCC Speak Out Stay Safe. Lesson 11 – 12: Online Safety Big Talk – RSE (Relationship Sex Education)
	Autumn	Autumn	Spring	Spring	Summer	Summer

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	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	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.

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	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.

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	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	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.

TOPIC	PUPILS SHOULD KNOW
Health and Well Being > General Well Being	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.

Big Talk: Relationship and Sex Education Curriculum

This document details the curriculum included in our school's RE & RSE *Growing Up Safe: Whole School Approach* (GUS) programme, delivered in association with relationship and sex education specialists BigTalk Education (BTE) who provide highly trained facilitators who have specialist knowledge in how to answer children's questions about reproduction, puberty etc. in an **age-appropriate** manner.

It is in line with Government Guidelines released in July 2025 which is statutory from **September 2026**.

It is a spiral curriculum therefore pupils will see the same topics throughout their school journey, with each annual session increasing in complexity and reinforcing previous learning. Consequently, the topics included for Nursery and KS1 are included right through to year 6.

The table on the following pages of this document shows the curriculum as it relates to the topic areas included within the Department for Education's RSE Guidance by the school years in which it is introduced.

Please note that the statutory RSE guidance states that children must cover puberty and reproduction as part of the science curriculum and should not be withdrawn from these sessions.

Table 1 – Curriculum by Year Group

Growing Up Safe Programme Curriculum		
Nursery	Topic Area	New Content Introduced at Each Year Group
	Families people who care for me	Families are important for children growing up safe and happy because they can provide love, security and stability. ±
		The characteristics of safe and happy family life, such as commitment to each other, including times of difficulty, protection and care for children and other family members. ±
		How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed. ±
	Respectful, kind relationships	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. ±
		That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different. ±
		The conventions of courtesy and manners. ±
		How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. ±
	Being safe	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact including physical contact. ±
		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. ±
		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. ±
	National Curriculum for Science	Teaching about the main external body parts. ±

Continued overleaf.

Building on previous learning plus the inclusion of the content below		
Foundation/ Reception Year 1	Topic Area	New Content Introduced
	Families and people who care for me	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. ±
		That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. ±
	Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends. ±
		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. ±
		How to manage conflict, and that resorting to violence is never right. ±
		How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support when needed. ±
	Respectful, kind relationships	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. ±
		Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. ±
		What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. ±
	Being safe	How to respond safely and appropriately to adults they may encounter, include those they do and do not know. ±
		How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. ±

Continued overleaf.

Building on previous learning plus the inclusion of the content below		
Year 2 Year 3	Topic Area	New Topics Introduced
	Families people who care for me	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ±
	Caring friendships	The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthy, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ±
	Respectful, kind relationships	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. ±
		The importance of self-respect and how this links to their own happiness. Pupils should have the 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. ±
		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). ±
	Online safety and awareness	That people should be respectful of 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. ±
		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 to be someone else or pretending to be a child and that this can lead to dangerous situations. How to recognise harmful content and harmful contact, and how to report this. ±
		The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. ±
		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	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. ±

	Being safe	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. ±
	Wellbeing online	Why social media, some apps, computer games and online gambling including gambling sites, are age restricted. *

Building on previous learning plus the inclusion of the content below		
Year 4	Topic Area	New Topics Introduced
	Families and people who care for me	Reinforcing previous learning.
	Caring friendships	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. ±
		That most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened. ±
	Respectful, kind relationships	Pupils should have the 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. ±
	Online safety and awareness	That there is a minimum age for joining social media sites, which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children or adults. ±
	Being safe	Reinforcing previous learning.
	General wellbeing	The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness. Simple selfcare techniques including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. *
		The importance of promoting general wellbeing and physical health. *
		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, effect different people at different times and are not in themselves a mental health condition. *
		How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. *
		That bullying (including cyber bullying) has a negative and often lasting impact on their mental wellbeing and how to seek help for themselves and others. *
	Wellbeing online	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. *

		Where and how to report concerns and get support with issues online. *
	Health protection and prevention	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 the ability to learn. *
	Developing Bodies	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human life cycle and puberty should be discussed as a stage in this process.*
		The correct names of body parts including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all these parts of the body are private and have skills to understand and express their own boundaries around their own body parts. *
		The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them to understand what to expect and avoid distress. *
Building on previous learning plus the inclusion of the content below		
Year 5 Year 6	All areas	Reinforcement and pupil led learning.

Statutory from September 2026

Key

± Included in 2025 Guidance for Primary (Statutory)

‡ Also included in the national curriculum for Science in KS1/KS2

* Included in 2025 Guidance for Primary: Health and Wellbeing

Appendix 3b: Big Talk Policy

Big Talk

Relationship & Sex Education Policy (2026)

This document details the Westcliffe Primary School policy for provision of Relationship Education (RE) and Relationship and Sex Education (RSE) in line with the guidance produced by the Department of Education July 2025 (Statutory from September 2026)

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Introduction

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidenced based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life and promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. (Para1)

1.1 Subject Definitions

Our definitions of Relationship Education (RE) is as follows:

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Our definitions of Sex Education (SE) is as follows:

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as **Relationship and Sex Education (RSE)**.

1.2 School's Legal Duty

The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2025, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education and topics taught under the science curriculum relating to puberty and sexual reproduction compulsory for all pupils receiving primary education in England. (Para 21)

1.3 Distribution of this Policy

This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to parents through the school website, and a copy is available through the school office. (Para 12)

2.1 RSE in Practice:

2.2 Curriculum Overview

- The focus for primary relationship education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow in to kind, caring adults who have respect for others and know how to keep themselves and others safe.
- Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary.
- Schools should be sensitive to pupils' circumstances recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same sex families, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers.
- Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy and children's right over their own bodies and personal information. Pupils should be able to recognise emotional and sexual abuse.
- Pupils should know how to report concerns and seek advice.
- Primary children should be introduced to protective and preventative content in a way that doesn't cause unreasonable alarm and does not appear to normalise risky behaviours and activities.
- Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

2.3 Subject Curriculum

- Please see the BTE Primary School RSE Curriculum 2025 document (appendix 1).
- Special note: Within our school we use the scientific language for the genitals from the outset. Whilst children may call these areas something else at home, at school we use the proper scientific words.

2.4 Delivery of RE & RSE

Our school works with BigTalk Education (BTE), an award-winning team of specialist RSE facilitators, who have been successfully delivering age appropriate RSE in over 250 schools nationwide for over 20 years.

BTE deliver to each class within school, for more details please see details in BTE Primary RSE Curriculum 2025.

Our teaching staff are present in all of the sessions and observe the BTE staff. This forms part of their CPD programme and ensures they can reinforce the lesson content and answer any follow up questions throughout the academic year.

2.5 School Values

All content in the RSE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

2.6 External Provider Values

The BigTalk Education (BTE); Growing Up Safe programme has no religious association and is taught in both faith and non-denominational schools across the UK. It is a gentle programme that adheres to the values listed below:

- **Equality** is not always about treating everyone the same – it is about treating people in such a way that the outcome for each pupil can be the same.
- **Tolerance** is to understand that not everybody is the same and have the willingness to accept this.
- **Honesty** is being truthful and open at an age appropriate level, that allows pupils to learn and understand.
- **Support** is to work together with pupils' families to provide guidance and care for children.
- **Respect** is valuing each person as an individual of importance, as well as the beliefs of their family and community,
- **Empower** is to equip children with knowledge to keep them safe, healthy and happy.
- **Sensitivity** is having an awareness of the feelings of others and responding accordingly.
- **Trust** is ensuring children have a safe space to learn and discuss.
- **Empathy** is the ability to identify and understand the feelings of others and offer them support.

These values aid us in ensuring a safe and positive place for children to learn.

2.7 Equality

The governing body has wider responsibilities under the Equalities Act 2010, to ensure that no pupil(s) are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin, pregnancy, maternity or home circumstances (e.g. looked after children).

The Growing Up Safe programme is autism friendly and has been designed to be inclusive and accessible to most children including those whose first language is not English. During these lessons any pupils with additional needs will be identified by their teacher and every provision made to help them join in during the RE/RSE lessons.

If a pupil is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their ability level.

Up to and including year 4, all lessons will be co-educational, however in Years 5 and 6 these will be separated by gender (please note that lesson content is the same).

BTE can also provide specific resources for pupils who have special educational needs and those from the Gypsy Roma Traveller Community.

2.8 Children's Questions

In order to promote a healthy, positive atmosphere for RSE school want to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. School believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme. During GUS sessions, the BTE team will answer questions asked by pupils.

Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children, of illegal activity or other doubtful, dubious or harmful activity. In this instance the facilitator may answer the question separate from the rest of the class. Any questions of this nature will be reported to school staff directly and followed up in writing (please see Causes for Concern and Disclosures section below).

Teaching staff will be familiar with the content and resources of the GUS programme through shadow training, therefore should be equipped to answer questions resulting from the GUS sessions. Should questions of concern arise that teaching staff are uncertain how to answer, support can be sought from the RSE/PSHE Coordinator or BTE in order to give an age-appropriate answer.

Where a child has been withdrawn from the lesson and asks subsequent questions, teachers are to refer the pupil to their parent or carer at home.

3.1 Parental/Carer Engagement

As part of the Growing Up Safe programme BigTalk Education provide online presentations accessible to all parents, carers, school staff and governors. These include an introduction to BTE and cover all the topics and resources used with each specific year group.

Pupils will be encouraged to speak to their parents/carers about what they have learnt and to continue the learning at home. It provides a foundation on which they can build upon and they may wish to introduce their own family values and beliefs.

3.2 Parents Rights to Request Withdrawal from Sex Education.

As school is legally obligated to provide pupils with Relationship Education (RE), parents do not have a right to withdraw their children from Relationship Education and topics taught under the science curriculum relating to puberty and sexual reproduction. This is applicable to all pupils receiving primary education in England. (Para 21)

Our school chooses to teach RSE from year 4, this provides pupils with factual age- appropriate information on puberty and reproduction. Effective teaching will support prevention of harms by helping children and young people understand and identify when things are not right. (Para 1)

Having viewed the resources made available from school parents and carers may request a meeting with the Head Teacher to discuss this further.

4.0 Confidentiality

All governors, all teachers, all support staff and all parents must be made aware of this policy, particularly how it relates to issues of privacy and confidentiality.

Teachers should explain to pupils that they cannot offer unconditional confidentiality, in all matters. For example, they must report those which are illegal or abusive to others (e.g. parents, headteacher etc.) but the pupil will always be informed first.

5.0 Causes for Concern and Disclosures

All BTE staff have up to date enhanced DBS checks. BTE have a statutory duty to report any causes for concerns or disclosures received from children in school. These will be fed back immediately to staff in school face to face and followed up in writing to school detailing the action taken on the day. If a child was ever to accuse or implicate a member of school staff, then BTE would liaise directly with the Head Teacher/Board of Governors/Trustees.

Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the school's safeguarding policy and immediately inform the designated member of staff responsible.

Our school designed safeguarding lead is Mr R Prestwood. Deputy safeguarding lead is Miss M Troop.

6.0 Monitoring and Evaluation

Feedback and suggestions from staff and parents on BTE's provision will be gathered by BTE and returned to school to aid the review process.

Questions asked during lessons in year 4, 5 and 6 will be collected and kept for reference to ensure pupils' needs are being met. A list of the questions will be produced and sent to school as part of the evidence package.

7.1 School Roles Relating to RSE

PSHE/RSE Lead is Miss M Troop

7.2 Governors

Our school governor(s) with responsibility for RE/RSE is Jackie Rae

Governors are responsible for:

- Establishing the RSE Policy, in consultation with teachers and parents.
- Ensuring this policy is made available to parents and carers.
- Ensuring this policy is in line with other school policies e.g. SEN, Safeguarding etc.
- Ensuring that parents know the statutory parts of the curriculum.
- Establishing a link governor to share in the monitoring and evaluation of the programme.
- Ensuring that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the setting of RSE within PSHE.

7.3 The Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents and appropriate agencies.

7.4 PSHE/RSE Coordinator

The coordinator along with the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE.

7.5 All Staff

Our approach to RSE is that of a Whole School Approach. Appropriate training will be given for all staff teaching RSE. All staff members (including TAs and lunchtime supervisors) will be encouraged to observe delivery to the children in one of the classes.

8.1 Additional Policy Information

8.2 Policy Production & Review

This policy was written in conjunction with BigTalk Education Ltd, a social enterprise who work with schools across England supporting the delivery of RE and RSE. BTE review the curriculum on an annual basis to ensure that any new developments in RSE and best practice, emerging risks or other safeguarding dangers are reflected in the education provided to children to keep them safe, healthy and happy.

Full details of current curriculum can be viewed at

<https://www.bigtalkeducation.co.uk/rse-information-and-support-for-schools/what-and-when-sre-rse/>

This policy will be reviewed by school annually, to be reviewed next on [date]

8.3 Linked Policies

This policy is linked to

- Behaviour Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- ICT & Acceptable Use of the Internet Policy
- SEND Policy
- Equality and Diversity

Appendix 4: **Year 4 or Year 5 only** Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	