

HOMEFIELD PRIMARY SCHOOL & SSC

Aiming high together



RELATIONSHIPS EDUCATION

Reviewer: H Esser, M Lawrence, L Heater
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RELATIONSHIPS EDUCATION

1. Aims

The aims of Relationships and Sex Education (RSE) at our school are consistently linked to our Homefield Values and aims to:

- provide a framework in which sensitive discussions can take place;
- the importance of health and hygiene;
- in Key Stage 2, prepare pupils for puberty, and give them an understanding of sexual development;
- help pupils develop feelings of self-respect, confidence and empathy;
- create a positive culture around issues of sexuality and relationships; and
- teach pupils the correct vocabulary to describe themselves and their bodies to support safeguarding.

RSE is an important part of our curriculum at Homefield Primary School as we aim to prepare pupils to take social responsibility as well as academic.

At Homefield Primary School, we support children to build positive relationships, particularly friendships, family relationships, and relationships with other children and adults. These principles are embedded across our Relationships and Sex Education (RSE) curriculum and are also applied to our teaching on online safety, in line with statutory guidance, to help pupils recognise healthy and respectful relationships both in person and in digital contexts.

2. Statutory requirements

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.

This policy has been written in accordance with the Secretary of State's guidance for RSE, as is the statutory duty. The guidance can be found here: Relationships Education, Relationships and Sex Education and Health Education guidance

We follow the Jigsaw scheme, which covers all areas of PSHE for the primary phase, including statutory Relationships and Health Education. The scheme is tailored to meet the needs of our children and wider school community. Teachers adapt planning within year groups to suit their classes while ensuring full coverage of statutory requirements. The curriculum is monitored and reviewed 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 don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

3. Parents' right to withdraw

Parents cannot withdraw their children from statutory relationships education. However, they do have the right to withdraw their child from the non-statutory elements of sex education within RSE. Parents with concerns are encouraged to speak with the Key Stage Lead, who can provide guidance on the withdrawal process.

4. The coverage of the curriculum

Relationships education is embedded throughout the Jigsaw scheme; sex education is covered in the Changing Me strand taught in Summer 2. Puberty is gently introduced in Year 3 to reflect the fact that some girls may start periods early and is necessary to prepare them for this. Conception is introduced age-appropriately in Year 4 in the context of understanding why bodies change. Understanding of human reproduction, conception and puberty is built upon in Year 5; puberty, conception and childbirth is age-appropriately covered in Year 6.

See Appendix 1 for an overview of the Jigsaw programme.

The content of this curriculum will be accessible to every student; adaptations will be made where necessary to ensure all learners are fully included and able to engage meaningfully with the material. 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. Roles and responsibilities

The governing board

The governing board has delegated the approval of this policy to the Senior Leadership Team (SLT), who will review the policy annually in July.

The headteacher

The headteacher and the PSHE/RSE leader are 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).

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; and
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Class teachers are responsible for delivering the RSE and therefore this should not be left for HLTA or supply cover to teach. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Pupils

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

Training

Staff are trained on the delivery of Jigsaw, including the RSE component, as part of their induction and it is included in our continuing professional development calendar as necessary.

Monitoring arrangements

The delivery of RSE is monitored by the RSE and Science subject leaders through e.g. observing and discussing teaching techniques, planning scrutinies, learning walks, work produced and pupil, teachers and parent feedback. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education