



Grange Primary Academy

Relationships and Sex

Education Policy

Grange Primary Academy is part of the Greenshaw Learning Trust.

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Grange Primary Academy

Relationships and Sex Education Policy (Primary)

December 2025

This Policy applies to Grange Primary Academy and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: Headteacher

This policy was approved by the Governing Body on: 12.03.26

1. Statutory requirements

As a primary school within a Multi Academy Trust, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum. In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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 Grange Primary Academy we teach RSE as set out in this policy.

2. Policy aims

By providing comprehensive relationships education Grange Primary Academy is not encouraging pupils to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up. **RSE teaching will foster a positive culture and promoting healthy norms about relationships, including teaching pupils to challenge harmful stereotypes and negative attitudes.**

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. fostering a positive culture and promoting healthy norms about relationships. The aims should explicitly refer to teaching pupils to challenge harmful stereotypes and negative attitudes (laying the groundwork for tackling misogyny later).

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

3. Roles and responsibilities

School staff

The school provides regular professional development training in how to deliver relationships education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships education is so important.

There are certain members of the school leadership team, such as the Headteacher, Deputy Headteacher and SENDCO, who will hold more responsibility for ensuring that the school's relationships education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Senior leaders/ Headteacher, Deputy Headteacher and SENDCo will:

- Review this school policy. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.
- Describe here how parents, pupils and staff are consulted on relationships education provision, and their involvement in developing/reviewing the policy, for example:
 - Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
 - Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
 - Pupil consultation - we investigated what exactly pupils want from their [relationships education/relationships and sex education]
 - Once amendments were made, the policy was shared with governors and approved
- Ensure that all staff are given regular and ongoing training on issues relating to relationships education and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes and familiar with school policy and guidance relating to relationships education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education / relationships and sex education] to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that relationships education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding relationships education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the relationships education curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships education in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.
- ensure that SRE is taught consistently across the school, and for managing requests to withdraw

pupils from [non-statutory/non-science] components of relationships education.

All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding relationships education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to *job title*.
- Attend and engage in professional development training around relationships education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred in line with the school's safeguarding policy
- Provide regular feedback to their managers on their experience of teaching relationships education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the SENDCo.

Pupils

Pupils are expected to attend relationships education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships education or otherwise.

Conversations of this nature between staff and pupils will be held in confidence; however staff must report concerns to the DSL, in line with the school safeguarding policy; if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's relationships education provision at regular intervals. Opinions on provision and comments will be reviewed by senior leaders and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

Parents/carers

The school expects parents/carers to share the responsibility for relationships education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section

5.

4. Implementation, delivery and curriculum

It is important that the school's relationships education policy is implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

What do we teach when and who teaches it?

At Grange Primary Academy, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education (see appendix 1) shows exactly how Jigsaw and therefore our school, meet the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Whole School Approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who I want to become, and what I would like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence, as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

See Appendix for year group summaries of each puzzle piece.

PSHE is taught each week (between 30 and 60 minutes) in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: assemblies, praise and reward system; behaviour curriculum; through relationships, child to child; adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school Community.

Class teachers, or adults who take the class during the weekly planning, preparation, and assessment time (PPA), deliver the weekly lessons to the classes.

The Jigsaw PSHE curriculum integrates critical modern safeguarding and health requirements and includes:

- misinformation, disinformation, and conspiracy theories in the list of harms pupils are taught to recognise and challenge.
- online safety education which covers the risks associated with new and evolving technology, including generative AI and its potential for creating harmful or misleading content.
- correct scientific terminology for external body parts, including genitalia, to support safeguarding and health education.

Curriculum Overview: Harm Prevention

Theme	Key Stage 1 (Ages 5-7)	Key Stage 2 (Ages 7-11)
Digital Literacy	Recognising "online" vs "real life."	Identifying AI-generated content and disinformation.
Body Safety	Naming body parts; "Pants Area" rules.	Reproductive health and scientific terminology.
Social Media	Being kind online.	Challenging conspiracy theories and extremist views.

Relationships Education

Relationships Education at our school is delivered through the Jigsaw PSHE programme. In accordance with DfE statutory guidance, by the end of primary school, pupils are expected to have a robust understanding of:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

The specific learning outcomes for these areas are detailed later in this policy and are mapped via the Jigsaw 3-11 and Statutory Relationships and Health Education document.

While the 'Relationships' Puzzle (unit) covers the core of this requirement, our holistic approach ensures these themes are reinforced throughout the year. For example, the 'Celebrating Difference' Puzzle helps children appreciate diverse family compositions. We aim to develop the skills necessary for pupils to make informed decisions and distinguish between fact, opinion, and belief.

In line with our duties under the Equality Act 2010, these areas are taught within the context of family life, ensuring that no children are stigmatised based on their home circumstances. This includes, but is not limited to, single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster carers, looked-after children, and young carers.

Health Education

Statutory Health Education focuses on the link between physical and mental health. By the end of primary school, the DfE expects children to know about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic First Aid
- The changing adolescent body (Puberty)

The 'Healthy Me' Puzzle covers the majority of these requirements, supported by daily practices such as 'Calm Me' time (mental wellbeing) and 'Connect Us' activities (social skills). Some aspects are also covered within wider curriculum areas too (for example, online internet safety through both PSHE curriculum, the computing curriculum and school personal development plan).

Notably, teaching children about puberty is a statutory requirement under the 'Changing Adolescent Body' strand of Health Education. In the Jigsaw programme, this is delivered through the 'Changing Me' Puzzle.

Sex Education

The DfE Guidance (2019) recommends that all primary schools provide a sex education programme tailored to the age and maturity of pupils. While Sex Education is not compulsory in primary schools, the DfE suggests that schools should ensure children are prepared for the changes of adolescence and understand how a baby is conceived and born, drawing on the National Curriculum for Science.

At Grange Primary Academy, we define Sex Education specifically as the teaching of Human Reproduction. We believe children should understand these facts in a safe, school environment before leaving primary school.

The Right to Withdraw

Parents have a statutory right to request that their child be withdrawn from the specific components of

Sex Education that fall outside the Science or Health Education curriculum (please see below procedure for withdrawal):

Non-Statutory Lessons (The Right to Withdraw applies in the following 'Changing Me' PSHE lessons):

- Year 4, Lesson 2: Having a baby
- Year 5, Lesson 4: Conception
- Year 6, Lesson 4: Conception and birth

Statutory Lessons (No Right to Withdraw):

- Any lesson defined as Relationships Education.
- Any lesson defined as Health Education (including puberty and the changing adolescent body).
- Any biological content delivered as part of the National Curriculum for Science.

Procedure for Withdrawal

1. The school will send a letter to parents/carers before the 'Changing Me' Puzzle begins, detailing the content of the lessons.
2. Parents considering withdrawal are encouraged to discuss the lesson content with the class teacher in the first instance.
3. Formal withdrawal requests must be made in writing to the Headteacher.
4. The Headteacher will make contact with parents to discuss the request and ensure their wishes are understood.
5. Students who are withdrawn will be provided with alternative, purposeful work to be completed in a separate supervised space while the lesson takes place.

If you are considering withdrawing your child from Sex Education lessons, please discuss this with your child's teacher in the first instance.

Guest speakers

Guest speakers may be invited into school to talk on issues related to relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the job title.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff use to support this include using an anonymous suggestion box and emphasising that the classroom is a safe place.

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff adapt lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships education.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. circle times
- use of expert guest speakers.
- practical activities.
- using DVDs or video.
- group and paired activities.

5. Withdrawal from relationships education

The school aims to keep parents/carers informed about all aspects of relationships education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the teaching of sex education other than that delivered through the science curriculum and Headteachers will automatically grant a request to withdraw a pupil.

6. Complaints

Parents/carers who have complaints or concerns regarding the relationships education curriculum should contact the school and follow the school's complaints procedure.

7. Equal opportunities

Relationships education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

8. Safeguarding and confidentiality

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and safeguarding procedure.

Personal information about pupils who have approached a teacher for discussion-should only be shared where there is a concern with the DSL. If there is a child protection concern, the information must be handled as outlined in the School Safeguarding Policy. Staff

members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the GLT Staff Disciplinary Procedure.

If a member of staff is informed that a pupil is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures and must be referred to the DSL immediately as outlined in the School Safeguarding Policy.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from *job title* to decide what is in the best interest of the child.

9. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationships education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationships education curriculum *annually* , and will inform parents/carers of any revisions to this curriculum.

We will monitor the effectiveness of our relationships education provision through:
[add/amend/delete as appropriate]

- yearly feedback from pupils
- yearly feedback from parents/carers
- feedback from staff
- classroom observations.

10. Support

Pupils should feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Appendix 1:

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	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 Gender 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 Rights, responsibilities 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
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 Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on 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 forthcoming year 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 Material 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 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