



Hillside Primary School

Relationships and Sex Education Policy

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Hillside Primary School

Relationships and Sex Education Policy (Primary)

December 2025

This Policy applies to Hillside Primary School 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: Rebekah Millward, Headteacher

This policy was approved by the Governing Body on: 17th March 2026

Hillside Primary School Relationship and Sex Education Policy

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 Hillside Primary School, we teach RSE as set out in this policy.

2. Policy aims

By providing comprehensive relationships education Hillside Primary School 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, 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/Personal Development Lead 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.
- Parents/carers were consulted and invited to comment on the content of the curriculum and policy via letter and email. All responses were considered when completing the policy.
- All school staff were given the opportunity to look at the policy and make recommendations.
- 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 Personal Development Lead.
- 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 Personal Development Lead.

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 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.

Here, at Hillside 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 your children's needs.

Jigsaw teaches Relationship and Sex Education (RSE) through a spiral, age-appropriate, and holistic PSHE approach, with learning revisited and built upon each year. Within this framework, particular emphasis is placed on the "Relationships" and "Changing Me" units to ensure pupils develop the knowledge, skills and confidence to form healthy relationships, understand their bodies, and stay safe.

The programme supports children to:

- Develop positive body awareness and self-esteem.
- Understand the physical and emotional changes associated with puberty.
- Learn about human reproduction in an age-appropriate way.
- Build healthy relationship skills, including communication, consent, respect and boundaries.
- Use accurate scientific terminology to describe body parts, including genitalia, to support safeguarding and health education.

Jigsaw explicitly teaches pupils to recognise and challenge a range of harms, including:

- Bullying (including prejudice-based and discriminatory bullying)
- Grooming and exploitation
- Peer pressure and coercion
- Misinformation, disinformation, and conspiracy theories
- Harmful stereotypes and unrealistic portrayals in media
- Online manipulation and inappropriate contact

Online safety education is embedded throughout the programme and reflects the risks associated with new and evolving technologies. This includes learning about:

- Safe and responsible use of social media and digital communication
- The impact of digital footprints
- Cyberbullying and online harassment
- The risks associated with generative AI and its potential for creating harmful, misleading, or fabricated content (including deepfakes and manipulated images)
- How to critically evaluate online information and recognise unreliable or deliberately misleading content

Curriculum Outline – Upper KS2 (Years 5/6)

Within the “Relationships” and “Changing Me” units in Years 5 and 6 (or earlier where deemed age-appropriate by the school), pupils are taught:

Relationships

- Characteristics of healthy and unhealthy relationships
- Consent, personal boundaries and respect
- Managing peer influence and pressure
- Recognising and reporting harmful behaviours, including misinformation, disinformation, conspiracy theories, and online manipulation
- Online safety, including the risks of new and emerging technologies such as generative AI

Changing Me

- The physical and emotional changes of puberty
- Reproductive systems and how babies are conceived and born
- Correct scientific terminology for external body parts, including genitalia (e.g. penis, vulva, vagina, testicles), to support safeguarding and health education
- Body autonomy and the importance of speaking up if something feels unsafe or uncomfortable

This structured, spiral approach ensures that pupils revisit key themes in increasing depth, equipping them with accurate knowledge, critical thinking skills, and the confidence to seek help and make safe, informed choices.

Jigsaw Curriculum map

Big Ideas	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being and belonging	This encompasses self-identity, self-esteem, understanding one's place in the world, and the importance of feeling connected to various communities (family, school, local, global). It explores concepts of belonging, acceptance, and valuing oneself and others.							
Relationships	This focuses on developing healthy and respectful relationships of all kinds – with family, friends, peers, and in the wider community. It includes understanding different types of relationships, communication skills, conflict resolution, and the importance of kindness and empathy.							
Change and resilience	This idea addresses the inevitability of change in life, both personal and societal. It emphasizes developing coping mechanisms, adaptability, resilience, and the ability to manage transitions and challenges in a positive way.							
Healthy lifestyles	This promotes physical and mental well-being. It covers topics such as healthy eating, exercise, hygiene, safety (online and offline), understanding emotions, and developing strategies for positive mental health and well-being.							
Rights and responsibilities	This explores the concept of individual and collective rights, as well as the responsibilities that come with these rights. It includes understanding rules, laws, fairness, justice, and how to be a responsible member of society.							
Diversity and inclusion	This emphasises the importance of understanding, respecting, and celebrating differences in all their forms, including culture, ethnicity, religion, gender, sexuality, disability, and socio-economic background. It promotes empathy, tolerance, and challenging prejudice and discrimination.							
Dreams and goals	This focuses on aspirations, setting goals, developing motivation, understanding personal strengths, and overcoming obstacles to achieve one's aims. It encourages a growth mindset and a belief in one's potential.							

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships. It is important that pupils know the difference between fact, opinion and belief.

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).

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 DSL or head teacher.

Ground rules in class are essential when discussing sensitive subject matter. Strategies staff use to support this include turn taking, voting and opportunities for children to ask questions or raise concerns anonymously.

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 Video and visual aids
- group and paired activities.

At our school we allocate 30 to 60 minutes to PSHE each week 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 and collective worship; praise and reward system; Learning Charter; 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.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships. It is important that pupils know the difference between fact, opinion and belief.

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).

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g.

the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

Within our school, we believe children should understand the facts about human reproduction before they leave primary school so this is taught as part of the PSHCE curriculum.

At Hillside Primary School puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

As a school we are aware of the sensitivity around this subject and we give parents/carers a letter describing what is going to be taught, the opportunity for discussion about the lesson with the class teacher and the opportunity for the child to not be present during the lesson. "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17. The school will inform parents of this right by letter prior to the commencement of the unit of work.

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 the SENDCo 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:

- 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.