

Relationships and Sex Education Policy

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1. Aims

Wolfson Hillel understands that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil.

Our Relationships and Sex Education curriculum, alongside our Personal, Social, Health Education (PSHE) curriculum, aims to provide pupils with the knowledge, understanding and skills that they need to manage their lives both now and, in the future, so that they can become healthy, independent and responsible members of their community and the wider society, including in online environments.

Through our curriculum we provide opportunities for pupils to reflect on and clarify their own values and attitudes, enabling them to make well-informed choices and explore the complex and sometimes differing views that they encounter, both now and in the future. Pupils are supported to develop the confidence to recognise healthy and unhealthy relationships, to understand personal boundaries and to know how to seek help and support if they feel unsafe or worried.

Our school is committed to our strong Jewish ethos which fosters a love of our traditions and culture in a modern orthodox setting. Alongside this, we believe that our pupils must be good British citizens. We recognise the multicultural, multi-faith and ever-changing nature of the United Kingdom and we also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We want our children to learn to understand and respect diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning. We encourage pupils to treat others with dignity and respect, challenge stereotypes and appreciate the value of positive, respectful relationships within their communities.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a safe and supportive 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.
- Enable pupils to recognise healthy and unhealthy relationships, both offline and online.
- Support pupils in understanding personal boundaries and the importance of respect in relationships.
- Teach pupils how to stay safe and know how to seek help if they feel unsafe, worried or uncomfortable.
- Develop pupils' life skills, including communication, decision-making and resilience, so they are able to manage relationships and challenges in a healthy and responsible way.
- Create a positive culture around issues of relationships, respect and diversity.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

As a primary academy school, we must provide Relationships Education to all pupils in accordance with Section 34 of the Children and Social Work Act 2017.

As a trust, we are not required to follow the National Curriculum. However, we are expected to provide a broad and balanced curriculum that is comparable to the National Curriculum, including the teaching of science. The science curriculum includes statutory content related to the human body and reproduction, which forms part of sex education.

In teaching Relationships and Sex Education (RSE), we are required by our funding agreements to have regard to guidance issued by the Secretary of State under Section 403 of the Education Act 1996.

This policy has been updated in line with the Department for Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2024), which becomes mandatory for schools from 1 September 2026.

3. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity, as well as understanding how relationships and interactions may take place both offline and online.

RSE involves a combination of sharing information and exploring issues, attitudes and values.

RSE is not about the promotion of sexual activity.

At Wolfson Hillel, the main focus is on Relationships Education. In Years 5 and 6, pupils also receive age-appropriate Sex Education alongside this, using resources from the Christopher Winter Project.

4. Curriculum

Our RSE curriculum is set out in Appendix 1; however, it may be adapted where necessary to respond to the needs of pupils. The curriculum has been developed in consultation with parents, pupils, and staff, taking into account the age, needs, and feelings of our pupils. Lessons are delivered using a combination of teacher-designed materials and carefully selected external resources from the PSHE association, ensuring that the content meets the specific needs of our pupils while covering all statutory requirements. All resources are chosen to support learning and ensure accuracy.

Relationships Education is taught throughout the primary phase and focuses on building positive relationships, respect for others, personal safety, and understanding emotions. This includes learning about friendships, family relationships, respectful behaviour, and how relationships may take place both offline and online.

If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate and sensitive manner so that pupils receive accurate information and are supported to understand where they can seek reliable help and guidance and don't further wish to seek information independently online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

5. Delivery of RSE

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 incorporated in Religious Education (RE) where appropriate.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In Years 5 and 6, there is additional age-appropriate unit on Sex Education. Lessons are delivered using a **combination of teacher-designed materials and Christopher Winter Project resources** to meet pupils' needs while ensuring that statutory requirements are covered.

These areas of learning are taught within the context of family life, ensuring that all types of families are given equal value (for example, family education includes single-parent families, families with LGBTQ+ parents, families headed by grandparents, adoptive families, foster parents or carers amongst other structures). Teaching also reflects sensitively that some children may have different structures of support around them (for example, looked-after children or young carers).

6. Roles and responsibilities

The Local Governing Body will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing any requests from parents to withdraw pupils from the non-statutory Sex Education content of RSE within Years 5 and 6 (see section 8).

All staff involved in the delivery of RSE are responsible for:

- Delivering RSE in a sensitive way and age-appropriate way
- Modelling positive attitudes to RSE
- Monitoring and supporting progress and engagement
- Responding to the needs of individual pupils, including safeguarding concerns
- Responding appropriately to pupils whose parents have requested withdrawal from non-statutory Sex Education content.

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

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils are also encouraged to apply the knowledge and skills they learn in RSE to their everyday relationships and interactions.

7. Parents' right to withdraw.

Parents do not have the right to withdraw their children from Relationships Education, which is statutory for all primary-aged pupils.

Parents do have the right to withdraw their children from the non-statutory Sex Education content within Years 5 and 6.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. The school will discuss any request with parents to ensure they understand the nature and purpose of the curriculum

Pupils who are withdrawn from non-statutory Sex Education will be provided with appropriate alternative work and will continue to participate in all other aspects of the RSE curriculum.

8. Training

All teaching staff are trained on the delivery of RSE as part of their induction, and RSE training is included in our ongoing Continuing Professional Development (CPD) calendar.

The headteacher may also invite external specialists, such as school nurses, sexual health professionals, or other trained visitors, to provide additional support and training to staff delivering RSE.

Staff are encouraged to discuss any concerns or training needs with the headteacher to ensure they are confident and fully prepared to deliver the curriculum in an age-appropriate and sensitive manner.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE curriculum lead and senior leadership team, through a combination of: Scrutiny of planning and pupils' work, lesson observations and discussions with staff and pupils to gather feedback led by the PSHE curriculum lead.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems, which help to ensure that pupils are acquiring the knowledge, skills, and understanding outlined in the curriculum.

This policy will be reviewed annually by the headteacher and senior leadership team. At each review, the policy will be discussed with the Local Governing Body and formally ratified by the Trust Board. Monitoring and review help to ensure that the curriculum remains up-to-date, effective, and aligned with statutory guidance.

Last reviewed on:	28.3.26
Next review due by:	28.3.28

Appendix 1- Statutory RSE and Health Education DFE guidance

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>Families and people who care for me</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 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	<p>Caring friendships</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 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 relationships	<p>Respectful, kind relationships</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 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 relationships	<p>Online safety and awareness</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 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	<p>Being Safe</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 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
General wellbeing/ Mental wellbeing	<p>General wellbeing</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 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.



TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<p>Wellbeing online</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Physical health and fitness</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Healthy eating</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).



TOPIC	PUPILS SHOULD KNOW
Drugs, alcohol and tobacco	<p>Drugs, alcohol, tobacco and vaping</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health and prevention	<p>Health and prevention</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. 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 ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety	<p>Personal safety</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	<p>Basic first aid</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Changing adolescent body	<p>Developing bodies</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 2- Parent form: withdrawal from sex education within RSE

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