



Lord Deramore's Primary School

Relationship & Sex Education Policy



May 2026

To be reviewed May 2028

'... we believe in teaching our children to have sound core values with an emphasis on respect for others, mutual understanding and a celebration of diversity.'

Lord Deramore's School Prospectus

This document details the Lord Deramore's Primary School policy for provision of Relationships Education (RE) and Relationship and Sex Education (RSE). It has been compiled in partnership with Big Talk Education whose 'Growing Up Safe' programme will provide the basis for RSE within all year groups, alongside the PSHE (Personal, Social and Health Education) programme *Jigsaw*.

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1.1 Subject Definitions

Statutory Subjects - Our definitions of Relationships Education (RE) is as follows:

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

Non-Statutory Subjects - Our definitions of Sex Education (SE) is as follows:

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

1.2 School's Legal Duty

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education and Health Education compulsory for all pupils receiving primary education in England.

1.3 Distribution of this Policy

This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to parents through the school website.

2.0 RSE in Practice: Outcomes, Delivery & Curriculum

2.1 Values and Outcomes

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

Outcomes for pupils include:

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.
- RSE should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- RSE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur. Understanding that these are natural and normal changes.

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

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

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

2.2 Subject Curriculum

- Please see the Big Talk curriculum in appendix 1. In addition, three appendices are available/included which outline the Jigsaw scheme of work.
- Special note: Within our school we use the scientific language for the genitals from the outset. Children will be taught the correct scientific names for body parts and genitalia using age-appropriate language.

2.3 Delivery of RE & RSE

Our school has worked with BigTalk Education since 2021, an award-winning team of specialist RSE facilitators led by Lynnette Smith, who is the Chair of the Sex Education Forum's Advisory Group (the SEF is part of the National Children's Bureau). BigTalk Education's *Growing Up Safe: Whole School Approach* (GUS programme) has been recognised by the Family Planning Association and Children and Young People Now Awards as a Finalist in their Safeguarding Award.

The BigTalk team then deliver to each class within school an annual RSE lesson, for more details please see details appendix 1.

Our teaching staff observe the BigTalk Education RE and RSE lessons as part of their CPD programme to ensure they can reinforce the lesson content and answer any follow up questions throughout the academic year.

In addition to this, our PSHE scheme of work *Jigsaw* teaches RSE in a progressive and structured way from Early Years up to Year 6. Assemblies and science lessons also support the work in teaching RSE.

Jigsaw PSHE Scheme of Work

Whilst the BigTalk Education lessons take place annually, our school teaches RSE through its PSHE scheme of work. Jigsaw PSHE is a comprehensive and complete original Scheme of Work (lesson plans) for the whole primary school. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle. The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships. There are six Puzzles (units):

- Being me in My World

- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me, each with six lessons.

These are sequenced from the beginning to the end of the school year. The Relationships and Changing Me Puzzles are taught in the Summer Term.

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme. The Changing Me Puzzle is all about coping positively with change and includes:

- Ages 3-5 Growing up: how we have changed since we were babies.
- Ages 5-6 Boys' and girls' bodies; correct names for body parts.
- Ages 6-7 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).
- Ages 7-8 How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.
- Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.
- Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.
- Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager. All lessons are taught using correct terminology, child-friendly language and diagrams.

Please see 3 appendices from Jigsaw which identify common questions relating to the RSE elements of the Jigsaw scheme.

The diagrams below list the 'Relationships' and 'Changing Me' units. There are seven sections in total, starting at Early Years and going to Year 6.

Relationships	Changing Me
<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Relationships	Changing Me
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
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 SMARTT 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
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

2.4 Equality

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

The *Growing Up Safe* programme is autism friendly and has been designed to be inclusive and accessible to most children including those whose first language is not English. During these lessons any pupils with additional needs will be identified by

their teacher and every provision made to help them join in during the RE/RSE lessons.

Throughout school, all lessons taught by the teachers will be co-educational. The school nurse may take the girls separately to answer questions about menstruation, however both genders will be taught about menstruation.

Sessions taken by the leaders of the Growing Up Safe programme will be co-educational up to and including Year 4. However in Years 5 and 6 these will be separated by gender (please note that lesson content is the same). The school will work sensitively with individual pupils and families to ensure that arrangements for RSE lessons are supportive, inclusive and appropriate to individual needs.

For pupils who are absent on the day of the GUS programme delivery our alternative provision will be for the staff to deliver the programme using appropriate materials from the book 'Bodies, Babies and Bellybuttons'.

2.5 Children's Questions

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

In Years 4, 5 and 6, a question box is used so that the children may post a question rather than ask it out loud.

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

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

3.0 Parental/Carer Engagement

As part of the Growing Up Safe programme, Big Talk Education provides online year-group information presentations for parents and carers outlining the content and approach used within school. Parents and carers are provided with access details by the school in advance of delivery and may contact either the school or Big Talk Education directly with any questions or queries.

Pupils will be encouraged to speak to their parents/carers about what they have learnt and to continue the learning at home. Parents/carers will be informed of this at the consultation session and be asked to speak to their children about their family values and beliefs.

Parent information guides relating to *Jigsaw's* RSE scheme of work are available on the school website.

3.1 Withdrawal Procedure

Parents do not have the right to withdraw their child from statutory Relationships Education, Health Education or the National Curriculum for Science.

Where the school teaches any non-statutory sex education content beyond the National Curriculum for Science, parents may request withdrawal from those specific elements. Requests should be discussed with the Headteacher.

4.0 Confidentiality

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

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

5.0 Causes for Concern and Disclosures

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

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

Our school designated safeguarding lead is our headteacher, James Rourke.

6.0 Monitoring and Evaluation

Feedback and suggestions from staff and parents on BigTalk Education's provision as well as their pre and post training confidence in RSE will be gathered by BigTalk Education and returned to school to aid the review process.

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

7.0 School Roles Relating to RSE

7.1 Governors

Our school governor with responsibility for RE/RSE is the head of the Curriculum Committee, Verna Campbell.

Governors are responsible for;

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

7.2 The Headteacher

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

7.3 The SLT

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

7.4 All Staff

Our approach to RSE is that of a Whole School Approach. Appropriate training will be given for all staff teaching RSE. All staff members (including TAs and lunchtime

supervisors) will be encouraged to take part in the staff GUS session and wherever possible observe delivery to the children in one of the classes.

8.0 Additional Policy Information

8.1 Policy Production & Review

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

This policy will be reviewed by school annually, to be reviewed next in May 2028.

Please note this reviewed policy is going live on website before it's final approval at the C&S governors meeting in June 2026. This has been done as it has minor tweaks (no significant changes) and needs to be available for parent/carers before our Big Talk visit in June 2026.

8.2 Linked Policies

This policy is linked to Lord Deramore's Primary School policies:

- Safeguarding policy
- Anti-bullying policy
- Staff Code of Conduct

Appendix 1

Content of Big Talk Education's programme within Lord Deramore's School.

Below is some information on the Growing Up Safe programme that will be delivered to the Children.

- Age 3 (Nursery). A fun learning environment where the children are taught: the differences between boys and girls; naming body parts using the correct scientific words; the private areas of the body; and the difference between appropriate and inappropriate touches.
- Ages 4 to 6 (Reception School Years 1 & 2) Re-enforces the information that was covered in Nursery. Using specially designed, child friendly resources and in a calm, open and fun environment, the children are taught how to identify happy situations within relationships, and those which may be risky (e.g., other children or adults taking improper photographs of them, inappropriate touches, exposure to unsuitable media etc.) Throughout the session children are encouraged to join in and reassured that they have people that they can talk to if they are worried.
- Ages 7 to 8 (School Year 3) A fun learning environment where the children are taught: the differences between boys and girls, naming body parts using the correct scientific words, and the private areas of the body. Using specially designed child friendly resources and in a calm, open, fun environment, children will be able to identify happy situations within relationships, and those which may be risky (e.g. other children or adults taking improper photographs of them, appropriate and inappropriate touches, exposure to unsuitable media etc.) Throughout the session children are encouraged to join in and reassured that they have people that they can talk to if they are worried.
- Ages 8 to 9 (School Year 4) We build on the Year 3 information and also cover different kinds of families, similarities and differences between boys and girls. We also include the emotional and physical changes of growing up (puberty), how babies are made, then develop in the womb etc. (reproduction). Also discussed is, how to look after our bodies and be safe and healthy.
- Ages 9 to 11 (School Years 5 & 6) Reproduction and puberty are re-capped, the children are given the opportunity to ask questions. As well as additional clarification on puberty, they will often want more details on how babies develop and are born. It is important that they know there is someone in school as well as at home if they want help, advice or more information etc. (Information at this stage is vital to protect them as they move onto Secondary School and to provide an alternative information they may find on the internet.)

The Big Talk annual lesson content runs parallel to the Jigsaw scheme of work.