WISE Central Academy

November 2026

Dear Parents/Carers,

We are writing to inform you about updates to our Relationships and Sex Education (RSHE) policy.

At WISE Academies, RSHE is delivered in accordance with the Department for Education's statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction from 1 September 2026), the Equality Act 2010, the Education Act 2002 and the Children and Social Work Act 2017. Relationships, Sex and Health Education is delivered through PSHE, Science, computing, RE and wider curriculum opportunities. Teaching is delivered by class teachers and, where appropriate, trained external visitors working alongside school staff.

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral, emotional and social development. It equips children and young people with the knowledge and skills needed to build positive, respectful relationships, stay safe, understand their health and wellbeing, and prepare for the opportunities, responsibilities and experiences of later life.

Our PSHE and RSHE curriculum is delivered using the **Jigsaw** programme, a structured and age-appropriate approach that supports children's wellbeing and personal development.

The Department for Education requires all primary schools to teach statutory Relationships Education and Health Education. In addition, pupils receive the statutory National Curriculum Science programme, which includes teaching about human development, reproduction, life cycles and puberty. These subjects are compulsory for all pupils and parents do not have the right to withdraw their child from this learning**.**

As part of the school's wider RSHE programme, some aspects of Sex Education may be taught beyond the statutory curriculum to support pupils' understanding of human development and prepare them for the transition to secondary school. This content is taught in an age-appropriate manner and complements the statutory curriculum. Sex Education is taught in Years 5 and 6. The specific lessons that are taught are clearly identified in the table below. **Parents have the right to request that their child be withdrawn from any non-statutory Sex Education lessons. Requests should be discussed with the Headteacher, who will explain the content, purpose and educational benefits of the programme before any decision is made.**

Please note that there is no right to withdraw from teaching about human reproduction when taught as part of our Year 5/Year 6 Science curriculum on animal life cycles, as this is statutory Science curriculum content.

The RSHE policy is available on the school website and from the school office upon request. The table attached outlines all lessons that relate to life cycles, the human body in puberty and human reproduction. **The lessons in the table below are taught in the summer term.** The lessons that parents/carers can withdraw their children from are highlighted in red font**.** Parents/carers *may request to view curriculum materials, lesson resources and supporting media used as part of the programme.*

Thank you for your continued support. If you have any questions, please do not hesitate to contact the school.

Yours sincerely,

Mrs Wellington
Headteacher

Outline of lessons relating to life cycles, the human body in puberty and human reproduction.

Year group	Piece (lesson) number and name	Learning Intentions relating to body changes in puberty and human reproduction
Ages 5-6 Year 1	Piece 1 Life Cycles	● I am starting to understand the life cycles of animals and humans ● I understand that changes happen as we grow and that this is OK
	Piece 2 Changing Me	● I can tell you some things about me that have changed and some things about me that have stayed the same ● I know that changes are OK and that sometimes they happen whether I want them to or not
	Piece 3 My Changing Body	● I can tell you how my body has changed since I was a baby ● I understand that growing up is natural and that everybody grows at different rates
	Piece 4 Boys' and Girls' Bodies	● I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus ● I respect my body and understand which parts are private
Ages 6-7 Year 2	Piece 1 Life Cycles in Nature	● I can recognise cycles of life in nature ● I understand there are some changes that are outside my control and can recognise how I feel about this
	Piece 2 Growing from Young to Old	● I can tell you about the natural process of growing from young to old and understand that this is not in my control ● I can identify people I respect who are older than me
	Piece 3 The Changing Me	● I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old ● I feel proud about becoming more independent
	Piece 4 Boys' and Girls' Bodies	● I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus) and appreciate that some parts of the body are private ● I can describe what I enjoy about being a boy or girl whilst understanding we are all different
Ages 7-8 Year 3	Piece 1 How Babies Grow	● I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby ● I can express how I feel when they see babies or baby animals
	Piece 2 Outside Body Changes	● I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies ● I can identify how boys' and girls' bodies change on the outside during this growing up process ● I recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 3 Inside Body Changes	● I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period) ● I recognise how I feel about these changes happening to me and know how to cope with these feelings
	Piece 4 Keeping Ourselves Clean	● I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy ● I know some simple ways of keeping clean which can keep me healthy and protect me from some infections ● I have started to think about the ways to keep my body clean as I grow up and how I feel about this

Ages 8-9 Year 4	Piece 2 Puberty and Menstruation	• I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I have strategies to help me cope with the physical and emotional changes I will experience during puberty **Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.**
	Piece 3 Being Part of a Family	• I know there are many types of family and that often our family members form part of our inner circle • I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty • I recognise that sometimes I may feel anxious about growing up and this is natural, and can identify people who can support me with this
Age 9-10 Year 5	Piece 2 Puberty for Girls	• I can explain how girls' bodies change during puberty and understand the importance of looking after ourselves physically and emotionally • I understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys	• I can describe how boys' and girls' bodies change during puberty • I can express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	• I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby • I appreciate how amazing it is that human bodies can reproduce in these ways *"Parents have the right to request withdrawal from this session as it covers non-statutory **Sex Education** (conception)."*
	Piece 5 Looking Ahead 1	• I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (includes clarification on standing up for self, how age restrictions are there to help you, the pressures of misleading media messages around romantic/physical relationships) • I am confident that I can cope with the changes that growing up will bring
Age 10-11 Year 6	Piece 2 Puberty	• I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can express how I feel about the changes that will happen to me during puberty
	Piece 3 Babies – Conception to Birth	• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I recognise how I feel when I reflect on the development and birth of a baby *"Parents have the right to request withdrawal from this session as it covers non-statutory **Sex Education** (conception)."*
	Piece 4 Boyfriends and Girlfriends	• I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend • I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to