

# Relationships and Sex Education Policy



## Bishop Road Primary School

Adopted by: Full Governing Body

Adopted: 8.5.25

Review: May 2027

This policy has been written with consideration of with the following school policies:

- Positive Relationships and Behaviour, Curriculum, Special Educational Needs and Disabilities, Safeguarding and the school Equalities Plan

## Contents

1. Aims .....	3
2. Statutory requirements .....	3
3. Policy development .....	3
4. Definition .....	4
5. Curriculum .....	4
6. Delivery of RSE .....	4
Organisation .....	4
7. Roles and responsibilities .....	6
8. Parents' right to withdraw .....	6
9. Training .....	7
10. Monitoring arrangements.....	7
Appendix 1: Curriculum map.....	8
Appendix 2: By the end of primary school pupils should know.....	10
Appendix 3: Parent form: withdrawal from sex education within RSE .....	12

## **1. Aims**

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

- Provide a 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **2. Statutory requirements**

Relationships and Health Education is compulsory in all primary schools in England. For primary aged children, this includes curriculum content under two headings: Relationship Education and Health Education (DfE 2019):

This DfE guidance clearly states what must be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty.

The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings).

Relationships Education, Health Education and Science are compulsory subjects and parents/carers do not have the right to withdraw their children from these subjects.

It is up to primary schools to determine what is meant by 'Sex Education'. At primary school age, it is usually agreed to mean 'human reproduction', and can be taught within Science. If, however, it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons.

The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

The school will share its position on teaching Sex Education with parents/carers through its policy, and if relevant will make clear which lessons they can request their child is withdrawn from, i.e. which lessons constitute this additional Sex Education, if any.

## **3. Policy development**

The consultation and policy development process involves the following steps:

1. Review – a working group consider all relevant information including national and local guidance.
2. Staff and parent consultation – all school staff and parents are given the opportunity to look at the policy and make recommendations.
3. Ratification – the policy is shared with governors and ratified.

#### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

The curriculum is developed in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner. Teachers will use approaches such as distancing techniques (i.e. not referring to specific individuals/situations), setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

#### **6. Delivery of RSE**

##### **Organisation**

We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science).

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

For more information about our RSE curriculum, see Appendices 1 and 2.

Teachers inform children about puberty and how a baby is born. For this aspect of the schools teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. *Jigsaw* PSHE teaching materials are used as part of our Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in our whole-school approach. We may also use information from the PSHE association and the Family

Planning Association to deliver suitable teaching materials to use with our children in these lessons. Additionally, we use the expectations of the DfE Relationships and Health Education guidance which are integrated into the Jigsaw scheme and specifically covered in the *Relationships* and *Healthy me* units, with puberty and human reproduction being taught in the *Changing Me* units. Teachers seek to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

We inform all parents and carers when the children in Years 3, 4, 5 and 6 will be delivering RSE education lessons. All are also welcome to view the programme of lessons, ask questions about any issues and how they are taught, and to see the materials the school uses in its teaching.

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 and 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).

## **6. 1 What children will be taught about puberty and human reproduction**

The *changing me* unit will be taught over 6 weeks (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. 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 staff member will deal with the situation with sensitivity and, if appropriate, inform the parents or carers. The question will not be answered to the child or class if it is outside the remit of that year group's programme of study.

**The *Changing Me* unit 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.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will hold the Head Teacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Teaching and Learning Committee.

### **7.2 The Head Teacher**

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### **7.3 Staff**

All teaching staff at Bishop Road are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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 Head Teacher.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

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

Parents do have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

At Bishop Road Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme. 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:

Year 4, Term 6 Lesson 2 (Having a baby)

Year 5, Term 6 Lesson 5 (Conception)

Year 6, Term 6 Lesson 4 (Conception, birth)

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher. Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff will be trained on the delivery of RSE as part of our continuing professional development calendar. Teachers in all year groups will have specific input from the RSE and PSHE lead. The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as appropriate.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Curriculum Leads through:

Planning scrutiny, learning walks and professional discussion.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Year Group	Theme	
<b>Growing up: how we have changed since we were babies</b>		
R	<b>Relationships – Term 5</b> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	<b>Changing Me – Term 6</b> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Boys' and girls' bodies; correct names for body parts</b>		
Year 1	<b>Relationships – Term 5</b> 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	<b>Changing Me – Term 6</b> 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
<b>Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).</b>		
Year 2	<b>Relationships – Term 5</b> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	<b>Changing Me – Term 6</b> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.</b>		
Year 3	<b>Relationships – Term 5</b> 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	<b>Changing Me – Term 6</b> 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

<b>Year 4</b>	<b>Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.</b>	
	<b>Relationships – Term 5</b> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	<b>Changing Me – Term 6</b> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Year 5</b>	<b>Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.</b>	
	<b>Relationships – Term 5</b> 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 SMARRT internet safety rule	<b>Changing Me – Term 6</b> 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
<b>Year 6</b>	<b>Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager</b>	
	<b>Relationships – Term 5</b> 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	<b>Changing Me – Term 6</b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 2: Government guidance states that, by the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability</li> <li>The characteristics of healthy family life, 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</li> <li>That others' families, 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</li> <li>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>The conventions of courtesy and manners</li> <li>The importance of self-respect and how this links to their own happiness</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: 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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	