



Barley Mow Primary School **Relationships and Sex Education Policy**

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What is Relationship and Sex Education?

Relationship and Sex and Education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

In keeping with DFE guidance, we will teach children about the society in which we live and the different types of loving, healthy relationships that exist in a way that respects everyone's view but meets the needs of all pupils. This will include teaching about the different types of family, not just the traditional nuclear family, and will include single parent families (with parents of both genders), gay and lesbian parents and parents that may be transitioning.

Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age- appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health- related behaviour.

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media

- To respect and care for their bodies
- To be prepared for puberty and adulthood

The Teaching Programme for Relationship and Sex Education Legal Requirements

All schools must teach the following as part of the National Curriculum Science; parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

RSE Involvement

- Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention that all children have the opportunity to experience a programme RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

The organisation of Relationships and Sex Education

Sex and relationship education is delivered through science, RE, PSHE, Citizenship and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach relationship and sex education. These include use of video, discussion, looking at case studies, drama and role play.

Relationship and sex education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach relationship and sex education may include fiction, reference books, leaflets and extracts from video clips.

Parental Engagement

The most effective and meaningful RSE occurs through collaboration between school and home and we welcome parental feedback regarding our teaching of RSE. The school informs parents when aspects of relationship and sex programme are taught and provide opportunities for parents to view the videos and resources being used.

Any parent has a legal right to withdraw their child, either wholly or partly from receiving sex education in school, but they do not have a right to withdraw their child from relationship and sex education contained within the National Curriculum for Science. Were they to withdraw their child from sex education, alternative work would be set.

Child Protection

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The member of staff will inform the Head Teacher/ Designated Child Protection Lead in line with LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with difficult questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupils concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area, however all staff are advised to bring any questions which they find difficult to answer to a member of SLT before giving a response. We will always endeavour to meet the needs of an individual child, even if this cannot be met in a whole class context and requires liaison with parents/ carers.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/ he talks to the named member of staff responsible for Safeguarding, who may confer with the head teacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Sexual Identity and Sexual Orientation

Barley Mow Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Assessing and Monitoring

The RSE policy is to be reviewed every 2 years and appropriate amendments to be made where needed. Information from staff, survey results and quantitative data will all feed into the review of the RSE policy to ensure effectiveness and relevance.

Implemented September 2025

Review September 2026

Appendix 1

The following table shows the Relationships and Sex Education (SRE) curriculum taught at Barley Mow Primary School.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Y2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us to grow and stay healthy?	How do we recognise our feelings?
Y3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we look after our teeth?	Why should we keep active and sleep well?
Y4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Y5	What makes up a person's identity?	What decisions can people make with money?	How can drugs common to everyday life affect health?	How can friends communicate safely?	How will we grow and change? (Puberty)	What jobs would we like?
Y6	How can we keep healthy and grow? (Puberty, Conception)		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
Relationships (Families and people who care for me, caring friendships, Respectful relationships, online relationships and being safe)		Health and Wellbeing (Mental wellbeing, internet safety and harms, Physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body)			Living in the wider world	