



Relationships and Sex Education Policy

(Initially approved by Governors following parent consultation in July 2020)

Reapproved by Governors

Date: 17th March 2022

Signed: 

Chair of Governors



1 Introduction

At Barleyhurst Park Primary School we strive to ensure that all pupils receive full time education which maximises opportunities for each pupil to realise their full potential and prepare them for the future. Parents are the key people in teaching their children about Relationships and Sex. At Barleyhurst Park Primary School we support parents in this role in an understanding and sensitive manner.

2 Aims

At Barleyhurst Park Primary School we aim to

- Support the personal and social development of all pupils by allowing them to explore their feelings and relationships.
- Promote self-knowledge, self-respect and respect for others.
- Provide a framework in which sensitive discussions can take place.
- Offer balanced and factual information to pupils and give them an understanding of sexual development and the importance of health and hygiene appropriate to the age and maturity of the children.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teach pupils about reproduction.
- Liaise and work in partnership with parents about issues which arise in school.

3 Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

4 What is Relationships and Sex Education (RSE)?

- ‘Relationships and Sex Education’ means lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of long-term, stable and loving relationships, family life and marriage, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not the promotion of sexual orientation or sexual activity.
- Relationships and Sex Education forms a key part of our work in PSHCE on relationships. It has three main elements: Attitudes and Values, Personal and Social Skills and Knowledge and Understanding.

4.1 Attitudes and Values.

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of stable and loving relationships, family life and marriage, for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.



4:2 Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Learning how to recognise and resist peer pressure.
- Managing conflict.
- Learning how to recognise and avoid unsafe situations, including the dangers of the internet and media pressure.

4.3 Knowledge and Understanding.

- Learning and understanding physical development and stages of development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and understanding that there is a range of local and national sexual health advice and support services.
- Equipping individuals to make personal decisions appropriate to their level of maturity.
- Avoiding unplanned pregnancy and disease.

See the '*BHP Progression Chart for Relationships and Sex Education*' Appendix 1, for an overview of the knowledge and understanding taught in each year group.

5 Teaching and Learning.

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 (including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).

It is important that Relationships and Sex Education:

- Is taught within a programme which offers progressive and differentiated learning, which is sensitive to the needs of individuals and groups.
- Promotes the spiritual, moral, social, cultural and physical development of children to help them prepare for the responsibilities and experiences of adult life.
- Recognises the importance of loving and caring relationships.
- Enables children to use appropriate vocabulary for all parts of the body and to be able to describe how their bodies work.
- Generates an atmosphere where questions and discussions on sexual matters can take place without embarrassment.
- Reassures children that change is part of the life cycle of humans and gives support to children in adjusting to these changes.
- Promotes respect of differing perspectives in a culturally diverse society.
- Provides opportunities for children to practise and develop their assertiveness skills.



5.1 Aspects of Relationships and Sex Education are covered in the EYFS and Science curriculum as shown below.

EYFS

- Children know about similarities and differences in relation to living things. They make observations of animals and plants and explain why some things occur and talk about changes. They know about similarities and differences between themselves and others.

Year 1 / Year 2

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
- 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. (Non-statutory notes and guidance states pupils should recognise growth; they should not be expected to understand how reproduction occurs).

Year 3/ Year 4

- Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.

Year 5/ Year 6

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals. (Non-statutory notes and guidance states pupils should find out about different types of reproduction, including sexual reproduction in animals).
- Describe the changes as humans develop to old age. (Non-statutory notes and guidance states pupils should draw a timeline to indicate stages in growth and development of humans. They should learn about the changes experienced in puberty).
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.



6 Equal Opportunities

- Pupils will have equal access to education.
- Parents/ Carers do not have the right to withdraw their children from relationships education.
- Parents/Carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Children are required to attend all lessons that form part of the statutory National Curriculum requirements. Parents are notified by letter when Relationships and Sex Education is taught in Years 5 and 6.
- At Barleyhurst Park Primary School we do not tolerate discrimination. Any discrimination on the grounds of sexual orientation will be dealt with in a way that preserves the dignity and values of people in society but without promoting their actions. Extra care is taken to ensure sensitivity is shown towards children whose learning ability, maturity, experience of family life or inappropriate sexual knowledge may be a concern. Relationships and Sex Education should help all children understand their physical and emotional development and empower them to take responsibility for the decisions they make.

7 Confidentiality

At Barleyhurst Park Primary School we work hard to build positive relationships. Children should feel confident and trust their teachers and other adults in the school. These positive relationships will help children feel confident that they will be listened to. However, staff cannot promise that certain issues will remain confidential. The teacher may need to involve parents, inform another member of staff or seek advice from an appropriate outside agency. Also see the Safeguarding Policy.



Appendix 1:

Progression Chart for Relationships and Sex Education at BHPS

Year group	Physical	Emotional
FS	Similarities and differences between themselves and others; effects of words and actions on themselves and others; how to keep themselves clean; the importance of sleep.	Respecting others, being a member of the community. Positive self-image; role of important people in their lives; individuals are unique; recognising and accepting differences and similarities
Y1	Concept of growing young to old; personal hygiene rules; basic safety.	Know that there is a range of feelings in families; choices; responsibility for own safety; the impact of feelings and actions on others
Y2	Life cycles; physical similarities and differences; know humans and animals produce off spring and that they grow into adults; needs of babies; the correct names of the external parts of the body.	What makes them and others happy and sad; to know adults that they can trust? Relationships within families and between friends; rights and responsibilities for own safety how to make friends; respect others' emotions and feelings: the right to celebrate achievements and recognise weaknesses; keeping safe
Y3	How to keep healthy; personal hygiene; importance of sleep and exercise.	Trust, honesty, understanding and respect in relationships; how to manage emotional changes that occur in human life; keeping safe when involved in risky activities
Y4	Changes in own body and changes in others; functions of different organs in the body.	knowing that people have different attitude, values and beliefs that influence how they behave
Y5	Know how babies are born and grow; Know internal parts of the body; Introduction to puberty.	
Y6	Plant reproduction process; know life cycles of humans and animals; puberty- understanding and managing physical changes <ul style="list-style-type: none"> - Girls talk - Boys talk - Puberty - Conception and birth. 	Media messages on health and sexuality; effect of actions on themselves and others; being different and the effect on others; vocabulary of sexuality; friendships and loyalty; dealing with unwanted physical contact; different types of relationships