



Barley Fields

Primary School

Relationships and Sex Education Policy

Date Issued:	March 2025
Prepared by:	Head Teacher
Review date:	March 2027
Date Originally Adopted by Governing Body:	November 2022

1. Aim

The aim of Relationships and Sex education (RSE) in our school is to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all children 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 and from September 2020 will follow new statutory guidance (Appendix 4 summary of objectives). At Barley Fields Primary School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, children and parents. The consultation and policy development process involved the following steps:

1. Review of all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents and any interested parties were invited to make comment about the policy following distribution to the wider school community
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE at Barley Fields Primary primarily involves learning about relationships, healthy lifestyles, personal safety, diversity and personal identity and development. RSE involves a combination of sharing information, exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1 and the progression of knowledge in Appendix 2. It is underpinned by the PSHE curriculum objectives. We have also made explicit the progression in vocabulary and terminology that will be used as children move through school (Appendix 3). We reserve the right to adapt our curriculum in response to ongoing assessment as and when necessary.

We have reviewed our curriculum in response to recent guidance and legislation considering the age and needs of our children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online or from other forums.

Primary the sex education aspect of the curriculum will focus on:

- Recognising differences between males and females
- Preparation for the physical and emotional changes that puberty and adolescence bring (Y4, Y5, Y6)
- An understanding that puberty links to a preparation for human reproduction (Y6)

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and the biological aspects of RSE are taught within the science curriculum. It will be delivered by class teachers. At key points in the academic journey, older children will receive stand-alone teaching linked to puberty, adolescence and reproduction. Parents will be given prior notice that these lessons will be taking place.

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

Sex Education in National Curriculum - Science.

Maintained primary and secondary schools must teach the National Curriculum, which includes some sex and relationship education within Science. From Sept 2014, Primary Science includes children learning about:

- the parts of the body, growth, reproduction, life cycles and ageing;
- changes that occur in puberty (Y4, Y5 and Y6).

All areas of learning will be 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). We will also reflect sensitively that some children may have a different structure of support around them (for example; looked after children or young carers).

7. Roles and responsibilities

The governing body

The governing body will approve the RSE policy, and hold the Head Teacher to account for its implementation.

The Head Teacher

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

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way and for following the Long Term and Medium term curriculum guidance
- Modelling positive attitudes to RSE
- Monitoring progress and responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory 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.

9. Inclusion - Equal Opportunities and SEND

All children will be treated equally and will be given equal access to the RSE Curriculum irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner. The RSE curriculum will be adapted according to the needs of the children. If a child needs specialist equipment or software to access the curriculum, the school will, when practically possible, source the appropriate equipment.

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level.

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

10. Parental right to withdraw

Parents do not have the right to withdraw their children from relationships education but do have the right to withdraw their children from the non-statutory components of sex education within RSE. At Barley Fields Primary, we will not be teaching anything beyond the statutory guidance. Requests for withdrawal should be put in writing and

addressed to the Head Teacher. Alternative work will be given to children who are withdrawn from sex education or they will be allowed to join another class for the duration of the lessons.

11. Training

Staff will be trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Materials used in delivery will be standardised and shared across the school. 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 when appropriate.

12. Monitoring arrangements

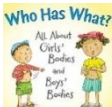
The delivery of RSE is monitored by the Head Teacher through phase days.

Appendix 1 RSE key teaching units - School Overview of RSE teaching

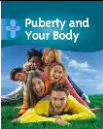
Year Reception		
Autumn	Spring	Summer
 Caring Friendships	KINDNESS matters. Being Kind	 Families
Recognising the importance of friendship - Know that friendships can make us feel happy - Know some ways that we can make new friends feel welcome	Understanding the importance of saying sorry and forgiveness - Know that arguing with friends and then making up can make friendships stronger - Understanding that resorting to physical aggression or violence is never right	Recognising that families are made up in different ways - Identify the different members of their own family - To understand how families differ in their make up - To understand how members of a family can help each other

Year 1		
Autumn	Spring	Summer
Different Friends 	Growing and Changing 	Families and Care 
Respectful Relationships RSE lesson 1 - Understand that we are all different but can still be friends - Know that we can be friends with people who are different to us	Growing and Changing KS1 Science objective SRE lesson 2 - Discuss how children grow and change - Understand that babies need care and support - Know that older children can do more by themselves	Families and People who care for me SRE LESSON 3 - Explore different types of families - To consider how sometimes we worry about our family members - Discuss how do our families care for us - Discuss how they can ask their family for help - Identify who can help when families make us feel unhappy or unsafe

Year 2		
Autumn	Spring	Summer
Are there differences between boys and girls? 	 Male and Female Animals	Naming Body Parts 
Respectful Relationships RSE lesson 1 - Introduce the concept of gender stereotypes - Identify differences between males and females - Understand that some people have fixed ideas about what boys and girls can do - Describe differences between male and female babies	Respectful relationships RSE Lesson 2 - To explore some of the differences between males and females and to understand how this is part of the lifecycle - Describe some differences between male and female animals - Understand that making a new life needs a male and a female	Growing and Changing KS1 Science Objective RSE lessons 3 - Describe the physical differences between males and females - Name the different body parts

Year 3		
Autumn	Spring	Summer
Who has what? Body Differences 	Personal Space 	 Families – who gives me help and support?
Respectful Relationships RSE lesson 1 - Identify that people are unique and to respect those differences - Explore the difference between male and female bodies - Identify and respect body differences between ourselves and others - Name male and female body parts using agreed words	Being Safe – Healthy Relationships RSE lesson 2 - Consider appropriate and inappropriate physical contact and consent - Understand that each person's body belongs to them - Understand personal space and unwanted touch	Families and People who care for me RSE lesson 3 - Explore different types of families and who to go to for help and support - Understand that all families are different and have different family members - Identify who to go to for help and support

Year 4		
Autumn	Spring	Summer
 The changing adolescent body and the human lifecycle	What is puberty? 	Healthy Relationships 
Growing and Changing The changing adolescent body and the human lifecycle RSE lesson 1 - Explore the human lifecycle - Identify some basic facts about puberty - Understand that puberty is an important stage in the human lifecycle - Know some changes that happen during puberty	Growing and Changing RSE lesson 2 - To explore how puberty is linked to reproduction - Know about some of the physical and emotional changes that happen in puberty - Understand that children change into adults to be able to reproduce if they choose to	Caring Friendships RSE lesson 3 - Explore respect in a range of relationships - Discuss the characteristics of healthy relationships - Know that respect is important in all relationships including online - Explain how friendships can make people feel unhappy or uncomfortable

Year 5		
Autumn	Spring	Summer
 Talking about Puberty The Reproduction System Menstruation	Puberty – Help and Support 	
Growing and Changing Puberty RSE lesson 1 – Talking about Puberty - Understand the key facts about puberty - Explore the emotional and physical changes that occur during puberty. - Explain the main physical and emotional changes that happen during puberty - Ask questions about puberty with confidence RSE Lesson 2 The Reproductive System - To understand male and female puberty changes in more detail - Understand how puberty affects the reproductive organs - Describe what happens during menstruation and sperm production	Puberty – Help and Support RSE Lesson 3 Help and Support - To explore the impact of puberty on the body and the importance of physical hygiene - To explore ways to get support during puberty - Explain how to keep clean during puberty	

Year 6		
Autumn	Spring	Summer
 Puberty and Human Reproduction		 Communication in Relationships Online Relationships
Growing and Changing RSE Lesson 1 - Describe how the body changes during puberty - Describe why the body changes during puberty in preparation for reproduction - What are the main stages of human reproduction?		Respectful Relationships RSE lesson 2 Communication in Relationships - Explore the importance of communication and respect in relationships - Explain differences between healthy and unhealthy relationships - Know that communication and permission seeking are important Online relationships RSE Lesson 3 Managing Safe Online relationships - Explore positive and negative ways of communicating in a relationship - Consider when it is appropriate to share personal / private information in a relationship - Know how and where to get support if an online relationship goes wrong

Appendix 2 – RSE Progression Ladder

Year	Objectives	EMERGING CONCEPTS
EYFS	- Recognise people and the roles of those who are part of my family - Know that there are many types of family - Name the main parts of the human body	- Parts of the body - Family
Y1	- Understand that there are always similarities and differences between people but we can all be friends - Understand that there are many different types of family and that families provide safety, love and care - Understand and sequence how babies grow and change from birth to childhood	- Difference between people - How does family help me - Growth and change from birth –child - Private parts
Y2	- Begin to understand the differences between male and females (babies) - Begin to identify and challenge gender stereotypes - Understand that making a new life (using animals as the basis) requires a male and a female - Name the main features of the human body (including genitals names penis and)	- Differences between boys and girls / gender stereotypes - Parts of the body (including genitals)
Y3	- Understand that all people are different and that differences should be respected - Understand the physical differences between males and females. - Identify body parts using agreed vocabulary (breast, nipple, penis, pubis) - Understand the concept of personal space - Understand the concept of appropriate and inappropriate physical contact	- Respecting difference - Physical similarities and difference between males and female
Y4	- Sequence and describe the main stages of the human lifecycle - Know when puberty is likely to occur and recognise some basic physical changes that will happen to males and females - Recognise puberty as the bodies development towards adulthood and preparation for reproduction - Know that respect is a key aspect of relationships and identify the features of positive friendships - Know and recognise the difference between healthy and unhealthy relationships (including online)	Puberty - Basic physical changes including growth of hair, breast development, voice changes, spots, sweating etc.
Y5	- Understand the key physical changes that occur in puberty - internally and externally - Understand how the reproductive organs develop in puberty including sperm production and menstruation. - Understand the increased need for personal hygiene during puberty	Puberty – physiological changes including Menstruation and Sperm production
Y6	- Confidently describe how the body changes in puberty in preparation for reproduction and ask questions linked to this - Recognise how communication and respect are important in healthy relationships - Recognise the difference between public and private information (as linked to themselves) - Be aware of the dangers of over sharing information / images with others (linked to e-safety)	- Puberty – changes linked to reproduction - E- Safety - Healthy relationships with others

Appendix 3 RSE Vocabulary Progression

Year Group	Vocabulary that may arise:	New Vocabulary that may be taught continuing from the previous year groups:
Year 1	pregnancy, birth	love, relationships, family, marriage, support, roles, community, male, female, feelings, emotions, change, care
Year 2	pregnancy, scrotum, womb, gay, lesbian	vagina, vulva, penis, testicles, birth, life-cycle, nipples, breasts, breastfeed, baby, stereotype
Year 3 Year 4	vagina, vulva, penis, testicles, transgender, gay, lesbian, homosexual, sperm, egg, ovary, womb, pubic hair	private, consent, cells, puberty, pregnancy, foreskin, scrotum, erection, reproduction, gender, hormones, voice 'breaks', period, bra, spots/acne, hygiene
Year 5	transgender, gay, lesbian, homosexual, homophobic, circumcised, womb, uterus	sexuality, menstruation, genitals, pubic hair, sanitary wear, sanitary towels/pads, tampons, wet dream, ejaculate/ejaculation, semen, sperm, egg, ovum, ovary, fallopian tube
Year 6	transgender, transsexual, gay, lesbian, homosexual, homophobic, heterosexual, transphobic, bisexual,	reproductive organs, sex cells, anus, cervix, womb, uterus, conception, fertilisation, pregnant, pregnancy, embryo, foetus, umbilical cord, amniotic fluid, placenta, amniotic sac, contractions, labour, immune system, female genital mutilation (FGM)

Appendix 4 RSE Statutory Curriculum Objectives

TOPIC	CHILDREN SHOULD KNOW
Families and people who care about me	- That families are important for children growing up because they can give love, security and stability - 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 - 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 - 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 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	- How important friendships are in making us feel happy and secure, and how people choose and make friends - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - 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 - 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

TOPIC	CHILDREN SHOULD KNOW
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources