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## **BHS - Relationships and Sex Education Policy**

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**This policy includes the Early Years Foundation Stage**

***Policy updated:*** May 14th 2025

***Policy to be reviewed:*** May 2026

## Introduction

Barrow Hills School has a responsibility to promote the spiritual, moral, cultural, mental and physical development of its children, and this is one of the aims of our curriculum. We also aim to prepare children for the opportunities, responsibilities and experiences of secondary education and life beyond school. We recognise the need to prepare children for the opportunities, responsibilities and experiences of adolescence, secondary education, and adult life.

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 require the school to provide Relationships Education to our primary aged children (up to and including Year 6), and relationships and sex education for children in Years 7 and 8. This policy sets out how the school aims to meet these requirements.

The Department for Education has introduced compulsory [Relationships Education for primary pupils and Relationships and Sex Education \(RSE\)](#) for secondary pupils from September 2020. Also, from September 2020 it is compulsory for all schools to teach Health Education. To make sure that we are up to date with all the changes, we now use the website [jigsawpshe.online](#) from early years to Year 8.

The school recognises the key role of parents in this subject and undertakes to work cooperatively with them. The school has consulted with parents on the content of this policy.

## Aims of Relationships and Sex Education (RSE)

What is it?

Relationships and Sex Education is learning about the emotional, moral and physical aspects of growing up. It is about understanding the importance of respect, love, care, and stable and loving relationships. It prepares children for the changes and challenges of puberty, and develops a consideration of the responsibilities of adulthood. Sex education incorporates the teaching of reproduction but does not promote early sexual activity.

Why should it be taught in school?

Children's understanding of relationships begins at a very early age. They gain their understanding from a wide range of sources and, while much of their knowledge and understanding of relationships and sex comes from parents, it is also received from friends, television, films, books, magazines, the internet, music etc. Some of these sources of information can be unreliable, and can lead to children getting incorrect, confusing or frightening information. By teaching RSE in schools, we provide children with an environment where they can be given correct, age-appropriate information, using appropriate resources. A structured framework increases the likelihood that children will learn about the changes involved in puberty in advance of them experiencing it. While many children are able to have open discussions with their parents at home, teaching RSE in school also provides a springboard for discussion and a further opportunity for children to ask questions.

What are we aiming for RSE to do for our children?

- Provide them with age-appropriate, relevant information which is easy to understand
- Offer the opportunity for children to explore and clarify values, developing positive attitudes
- Develop confidence in thinking and talking about feelings, friendships and relationships
- Enable them to learn about the nature of marriage/stable relationships, and their importance for family life
- Develop an understanding of and respect for different types of relationships

- Understand the characteristics of healthy relationships

## **Working with parents**

The school recognises the importance of the role of parents in the development of their children's understanding about relationships and sex. We aim to work closely with parents when planning and delivering these subjects. This policy sets out for parents what will be taught and when, so that parents can continue the conversations started in class, at home.

The school will inform parents before units of work covering Sex Education commence, and offer the opportunity for parents to ask questions about the school's approach.

Parents have the right to request that their child be withdrawn from some or all of the Sex Education delivered as part of RSE. There is no right to withdraw from Relationships Education, or from Sex Education which forms part of the science curriculum. Requests to withdraw children from Sex Education will be reviewed, with parents, by the Head.

## **Organisation and planning**

RSE is delivered through both the science and PSHE curriculums. In science, material is ordinarily taught by the child's class teacher (up to Year 3) and by a specialist science teacher (Year 4 to Year 8). The content covered in PSHE lessons is delivered by a range of appropriate staff members, including class teachers.

## **Science Curriculum**

Part of RSE is taught in science lessons and is in line with the National Curriculum for science.

In Pre-Prep, children learn:

- To identify, name, draw and label the basic parts of the human body (not including genitalia) and say which part of the body is associated with each sense
- That animals, including humans, move, feed, grow, use their senses and reproduce
- That animals, including humans, have offspring which grow into adults

In Years 3 to 6 children learn:

- The main stages of the life cycle of a variety of animals, including humans (Year 4)
- That the life processes common to humans and other animals include growth and reproduction
- To describe the life process of reproduction in some plants and animals, including asexual reproduction in plants, and sexual reproduction in animals (Year 5)
- To describe the changes as humans develop to old age, including the changes experienced in puberty (Year 5)
- To identify specialised animal cells and state their function, including egg and sperm cells (Year 6)

In Years 7 and 8, children learn:

- The names of the parts of the male and female reproductive systems and their functions
- That the process of fertilisation is the fusion of the male and female sex cells
- What happens during the menstrual cycle
- How a foetus develops in the uterus and the three stages of birth
- The physical and emotional changes which occur during adolescence
- Why offspring display similarities to their biological parents

## PSHE Curriculum

The Jigsaw Programme covers all areas of PSHE including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act.
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

## Dealing with sensitive issues

The vast majority of the RSE syllabus will be taught as a whole class, however there will be some sessions where the children are split into boys and girls in order to provide a more comfortable environment in which they can ask questions.

The School feels that it is important that children's questions relating to sex and relationships are answered in an open and factual way. Teachers will use their professional judgement and discretion when faced with, or answering, questions which they deem to be of a sensitive nature.

Ground rules will be established with classes before RSE sessions begin. For example, teachers will not enter into discussions about personal issues and lifestyles, no child or teacher will have to answer a personal question, and nobody will be forced to take part in discussion.

Teachers will use distancing techniques such as role play, case studies with invented characters, question boxes and appropriate videos to help children to discuss issues in a de-personalised, safe environment.