



## Relationships and Sex Education Policy (within the whole school PHSE curriculum)

**Changes: Marked in yellow**

### **Bernards Heath Junior School**

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Chair of Governors Mr Jeremy Hazlehurst

Reviewed: Sept 25,  
Next review: Sept 25

# **Bernards Heath Junior School**

## **Relationships and Sex Education**

### **Purpose and Reasoning**

The staff and Governors of Bernards Heath School believe that Relationships and Sex Education in this school will be developmental and a foundation for further work undertaken in secondary school. It forms part of the overall provision for Personal, Social, Health Education within the school (see below).

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### **Personal, Social and Health Education**

At Bernards Heath Junior School, we teach Personal, Social and Health Education (PSHE) as a whole school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

**The Jigsaw Programme** offers us a comprehensive, carefully thought out Scheme of Work that brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the OFSTED Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equalities Duties, the Government's British Value Agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

## Aims and Objectives

### Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving Primary Education... They also make Health Education compulsory in all schools except independent schools.” DfE Guidance p8

The school will work towards this aim in partnership with parents.

The Sex and Relationships programme will reflect the school ethos and demonstrate the following values for the children:

- Respect for self
- Respect for others
- Responsibility for their own action
- Responsibility for family, school and wider community

Until 31st August 2026, this policy will be underpinned and informed by the current 2025 guidance. The latest government RSE guidance will be implemented from 1st September 2026.

### Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, ‘Sex Education is not compulsory in primary schools’. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

At Bernards Heath Junior School, we believe children should understand the facts about their own body parts and human reproduction before they leave primary school.

We define Sex Education as knowing the names of the parts of the human body relating to sexual reproduction, understanding the body changes that happen for boys and girls during puberty and understanding human reproduction.

We intend to teach this with an age appropriate progressive Programme of Study throughout Key Stage 2

### The programme will:

- Provide information which is easily understood and relevant and appropriate to the age and maturity of the pupils
- Include the development of communication and social skills
- Encourage the exploration and clarification of values and attitudes
- Present sex education in the context of relationships
- Develop positive attitudes to sexuality
- Recognise the value of family life, marriage and stable and loving relationships for the nurture of both children and adults
- Explore moral dilemmas
- Strengthen self-esteem and self confidence
- Develop skills of choice, decision making, assertiveness, managing conflict and communication
- Deal with issues of gender and stereotyping as outlined in our Equal Opportunity & Race Relations Policy
- Transmit knowledge about sexuality, reproduction, sexual health, emotions and relationships
- Teach about the reasons for delaying sexual activity, the benefits to be gained from such a delay and avoidance of unplanned parenthood
- Not promote one type of sexual orientation or activity

- Prepare children for puberty

## **Organisation and Delivery**

The Sex and Relationships Programme will be co-ordinated by the PSHE subject lead in close co-operation with the teaching staff and senior leadership team and will be delivered as discrete planned units in their own right by the pupil's class teacher. Parents will receive advance written notification, issued at an appropriate point in the term, outlining scheduled dates and an overview of the content to be delivered. Various strategies and techniques will be implemented and these can be found in **Appendix 1**. Parents are able to request curriculum materials by emailing or writing to the school as 'good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum' DfE Guidance p17

## **Methods**

Active learning methods which involve the children's full participation will be used.

In **Year 5**, a talk will be given to girls on dealing with the practicalities of menstruation and feminine hygiene. We use a DVD produced by Lil-lets called '**Becoming a teen**' which is available to view on You Tube.

Also in **Year 5**, a talk will be given to boys on the importance of good personal hygiene, changes that will occur at puberty whilst answering questions that may arise.

All other sessions in all year groups will be mixed gender.

## **Equality**

**This policy will inform the school's Equalities Plan.**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

## **Respect**

At Bernards Heath Junior School, we promote respect for all and value every individual child and adult in our school.

We also respect the right of our children, their families and our staff, to hold their own beliefs and values, religious or otherwise. Teachers will not impose their own opinions on the children and we will be respectful of each child's own cultural and religious beliefs and values.

## **Right to withdraw children from lessons**

"Parents have the right to request that their child can be withdrawn from some or all of sex education delivered as part of a statutory Relations and Sex Education" DfE Guidance p17

Parents have the right to withdraw their children from all or part of the RSE at school except for those parts included in the statutory National Curriculum. Parents wanting to exercise this right will be invited to see the Headteacher, who will discuss any impact that withdrawal may have on the child.

## **Child Protection**

The school has a Child Protection Policy which will be followed. As a rule, the teacher or member of staff concerned will maintain a child's confidentiality. If this person believes that a child is at risk or in danger, they will talk to the Headteacher who will decide if there is a Child Protection issue.

## **Answering Difficult Questions**

Teachers will agree ground rules before teaching RSE. Questions do not have to be answered directly, and can be addressed individually later if this is deemed more appropriate. There will be opportunities for children to ask questions anonymously, through a question box.

Year 3 Programme of Study		
Relationships Education	Sex Education	
<ul style="list-style-type: none"> <li>• Family Roles and Responsibilities</li> <li>• Friendships</li> <li>• Keeping myself safe online</li> <li>• Being a global citizen</li> <li>• Celebrating my Web of relationships</li> </ul>	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them
	How babies grow	Inside the uterus and from baby to child.

Year 4 Programme of Study		
Relationships Education	Sex Education	
<ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and Loss</li> <li>• Memories</li> <li>• Getting on and Falling Out</li> <li>• Girlfriends and Boyfriends -/ <i>understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</i></li> <li>• Celebrating My Relationships with People and Animals</li> </ul>	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation

Year 5 Programme of Study		
Relationships Education	Sex Education	
<ul style="list-style-type: none"> <li>• Recognising me</li> <li>• Safety in Online communities</li> <li>• Being in an Online community</li> <li>• Online Gaming</li> <li>• My Relationship with Technology: Screen Time</li> <li>• Relationships and Technology</li> </ul>	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life

Year 6 Programme of Study		
Relationships Education	Sex Education	
<ul style="list-style-type: none"> <li>• What is Mental Health?</li> <li>• My Mental Health</li> <li>• Love and Loss</li> <li>• Power and Control</li> <li>• Being Online: Real or Fake? Safe or Unsafe?</li> <li>• Using Technology Responsibly</li> </ul>	Puberty	Consolidating understanding of physical and emotional changes and how they affect us
	Girl talk / boy talk	A chance to ask questions and reflect (single gender discussion if appropriate)
	Conception to birth	The story of pregnancy and birth

### **Monitoring and Evaluation**

The programme will be monitored to ensure that it continues to meet the needs of all our pupils. All those involved in developing, delivering and receiving the programme will be consulted. All will be given the opportunity to comment on the programme and express their views. The policy will be reviewed annually by the governors in conjunction with the Headteacher.

### **Equal Opportunities and Special Needs**

High quality teaching that is adapted and personalised will be the starting point to ensure accessibility for all pupils. We are committed to working towards equality of opportunity in all aspects of school life. We will ensure that the programme is adapted and differentiated for all ability groups, including those with special needs of any sort.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Bernards Heath Junior School is mindful of preparing pupils for adulthood.

### **Dissemination of the Policy**

All staff, governors and parents can access a copy of this policy on the school website. Paper copies will be available on request. The policy has been formulated with teachers and governors and been presented at full governors and staff meetings.

## **Appendix 1**

### **RSE Teaching Strategies**

In order for teachers to overcome embarrassment and anxieties it is important to:

- Have a clear lesson plan with specific learning objectives
- Establish ground rules with their pupils
- Use 'distancing' techniques
- Provide a variety of structured interactive tasks-short ones are often very good
- Know how to respond to unexpected or unwelcome questions or comments from pupils
- Utilise discussion methods
- Encourage reflection
- Make explicit the need to respect differences

### **Suggested ground rules**

- No one will have to answer a personal question
- Personal questions specifically aimed at embarrassing another will be discouraged
- No one will be forced to participate in a discussion
- Only the correct names for body parts will be used and if slang words are mentioned they will be explained
- Meanings of words will be explained clearly and factually
- Respect for differences between pupils will be maintained

### **Distancing Techniques**

By depersonalising discussions embarrassment can be avoided and privacy protected.

Suggested techniques:

- Role play
- Structured pre planned debates
- Games and quizzes
- Case studies with invented characters
- Slides and animation material
- Anonymous question boxes allowing children to write a question and allowing the teacher to filter any question which raises any age inappropriate issues or questions