



Barnacre Road Primary School

Relationships & Sex Education Policy

Originator: Andrea Mellor

Reviewed: September 2026

Next Review Date: September 2027



BARNACRE ROAD PRIMARY SCHOOL
Relationship and Sex Education Policy
(RSE)



1. Aims

The aims of relationships and sex education (RSE) at our school are to:

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

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Barnacre Road Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors, pupils and parents/carers. The consultation, which is undertaken at regular intervals, and policy development process involved the following steps:

1. Review –The RSE collated together 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/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy and curriculum

4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

We have based our school's relationship and health education policy (including sex education) on the DfE Relationships Education, Primary document (2025). In this document, sex education is embedded and taught through the relationships curriculum. Sex and relationship education is part of the science and personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. RSE is not about the promotion of sexual activity.

5. Curriculum

We use Kapow as our RSE curriculum and it is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request. •

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

- For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum (Kapow). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Class teachers will typically teach the curriculum.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We encourage the children to ask for help if they need it.

In science lessons we cover aspects of growth, human development and reproduction as stated in Curriculum guidance for the Foundation Stage (Understanding the World, Personal, Social and Emotional development) and National Curriculum (Key stages 1 and 2) for science.

In the Foundation Unit the children develop an understanding about living things and In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy). In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care.

We have developed our PSHE and Relationship and Sex Education Policies in consultation with governors, some of our older children in school and some parents/carers of the children in school. We inform parents and carers of children of the particular programme of lessons for sex education and explain what the issues are and how they are taught via RSE leaflets. Parents and carers are also invited to see the materials the school uses in its teaching.

- We have a planned programme of teaching Relationship and Sex Education and we will follow the plan as long as it is appropriate for the needs of the children in the year group but due to the nature of the subject there may be times when children ask questions out of the context of a planned session. If children do ask about issues linked to Relationships and Sex Education they will be dealt with appropriately and sensitively. There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own later or refers them to speak to their parent or carer. In addition, we will teach children about puberty, how their body changes including erections, wet dreams and periods. In Year 6 children will be taught about how a baby is conceived through sexual intercourse and how it is then born.
- 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
- For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions ○ 1-to-1 discussions ○ Digital formats

6.2 Use of resources

We will consider whether any resources we plan to use: ○ Are aligned with the teaching requirements set out in the statutory RSE guidance ○ Would support pupils in applying their knowledge in different contexts and settings ○ Are age-appropriate, given the age, developmental stage and background of our pupils ○ Are evidence-based and contain robust facts and statistics ○ Fit into our curriculum plan ○ Are from credible sources ○ Are compatible with effective teaching approaches ○ Are sensitive to pupils' experiences and won't provoke distress

7. Roles and responsibilities

7.1 The governing board

- The governing board will hold the headteacher to account for the implementation of this policy.
- The governing board has responsibility to approve this policy.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] 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 headteacher.

Reception	Mrs Barrow
Year 1	Miss Lupton
Year 2	Mrs Mellor / Mrs Molyneux
Year 3	Mr Wade
Year 4	Mrs Cooper
Year 5	Mrs Mosley
Year 6	Mrs France

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

10. Monitoring arrangements

The delivery of RSE is monitored by Andrea Mellor through:

- Annual planning of resources, work sampling and learning walks.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by Andrea Mellor, annually. At every review, the policy will be approved by the Governing Body

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Planned programme for Relationship and Sex Education

Personal Growth, change and reproduction

Year group	Topic	Learning outcomes, knowledge, skills, attitudes
Ongoing throughout school	Growing from young to old	Understand the concept of growing from young to old
Foundation	Me, myself, ourselves	Identify likes/ dislikes Talk about themselves Feel good about themselves
	Growing from young to old	Understand the concept of growing from young to old
	Birth of animals	Know and understand life processes of humans and other animals
	Correct terminology	* If appropriate and the subject arises* Name the correct words for the external parts of the body (see appendix A)
Year 1	Me, myself, ourselves	Feel good about themselves
	Correct terminology	Name the correct words for the external parts of the body (see appendix A)
	Birth of animals	Know and understand life processes of humans and other animals
Year 2	Correct terminology	Name the correct words for the external parts of the body (see appendix A)
	Birth of animals	Know and understand stages of life of humans – eg, baby, toddler, child, teenager, adult , elderly and other animals
	New baby in family	Talk about new babies in families Understand that a baby takes nine months to develop Realise that babies need a lot of care Understand their place in a family

Year 3	My changing body	Understand that their bodies will change Name the correct words for the external parts of the body (see appendix A) Use the language to describe changes and feelings Discuss why being different can provoke teasing and know why this is
	My changing feelings and emotions	unacceptable Feel good about their bodies Recognise their changing emotions Express their feelings positively Add to their feelings vocabulary
Year 4	My changing body	Understand and cope with the physical changes that take place at puberty – including menstruation Name the correct words for the external parts of the body (see appendix A) Use the language to describe changes and feelings Discuss why being different can provoke teasing and know why this is unacceptable Discuss appropriate hygiene products and demonstrate their use Feel good about their bodies
	My changing feelings and emotions	Recognise their changing emotions Express their feelings positively Add to their feelings vocabulary Understand that privacy is a natural requirement
Year 5	Building self esteem	Show self-confidence in a wide range of new situations Recognise their own worth and identify positive things about themselves and others Feel good about themselves
	How our bodies are changing	Identify the changes at puberty Use correct terminology (see appendix A) Understand why these changes occur Talk about ways of coping with the changes Understand the differences between the changes for boys and girls
	Seeking help and advice	Identify places where they can find help
	Keeping safe	Understand how to keep safe Identify hazards including safe use of internet

Year 6	Building self esteem	Show self-confidence in a wide range of new situations Recognise their own worth and identify positive things about themselves and others Feel good about themselves
	How our bodies are changing How emotions change during puberty	Use correct terminology (see appendix A) Talk about ways of coping with the changes at puberty Identify issues common to both sexes and talk about them Recognise their changing emotions Understand the role of hormones Recognise that others have the same/ different feelings to
	Human reproduction	themselves and that is all part of growing up Consider how they feel about their growing developing body Identify the main stages of reproduction and the human lifecycle
	Birth and parenting	Understand that their actions have consequences Realise the responsibility of looking after a baby
	Seeking help and advice	Identify places where they can find help
	Keeping safe	Understand how to keep safe Identify hazards including safe use of internet

Terminology to be used with the children related to Personal growth, change and reproduction

Year group	Foundation	Year 1	Year 2
Terminology to be used with children.	*If needed* penis vulva breasts	penis vulva breasts	Penis testicles vulva vagina breasts

Year 3	Year 4	Year 5	Year 6
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Penis testicles vulva vagina breasts	Penis testicles vulva vagina breasts periods ovary womb /uterus puberty pubic	Penis testicles vulva vagina breasts periods/menstruation ovary womb /uterus fallopian tubes pubic discharge erection wet dreams masturbation ejaculation semen	penis vagina vulva breasts periods/menstruation ovary womb /uterus fallopian tubes pubic discharge erection wet dreams masturbation ejaculation testicles semen sperm sexual intercourse
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If children use other appropriate terms they need to be told that they might use those words and terms but these are the words we use in school for the body parts or functions. We will encourage children to use the correct terminology at all times.

In Year 6, we teach children about conception and birth. We recognise that children may have many questions surrounding this learning. The table below gives an overview of what will be discussed, but may not be directly taught as well as outlining questions that we would direct children to their parents to ask.

May be discussed openly in class	Subjects that will be answered in school at a later more appropriate point in time (in class, group or individually)	Subjects that will not be answered in school and the child will be advised to ask their parents or seek information elsewhere
Periods Births Multiple births Wet dreams Masturbation Conception Same sex relationships	Miscarriage Contraception/condoms STIs	Termination Surrogacy

Questions will be answered in class if they are appropriate and in line with our policy although these may be areas and subjects that will not be directly taught.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS 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
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
TOPIC	PUPILS SHOULD KNOW
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
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APPENDIX 3: Parent/carer form: withdrawal from sex education within RSE			
TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	

Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	
Headteacher signature	