



# Somerset Bridge Primary School

Aspire - Brave - Care - Collaborate

## Relationships and Sex Education Policy

Adopted	27 <sup>th</sup> November 2025
Review date	November 2026
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## Definition of Relationships and Sex Education

Relationships and Sex Education (RSE) is about the emotional, social, spiritual, moral and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## Aims, Ethos and Rationale

This policy covers our school's approach to the teaching of Relationships and Sex Education (RSE.) This policy is linked to the Equality Act of 2010 and aims to enhance our whole school approach to the personal development of our pupils.

We define RSE as supporting children to develop healthy positive relationships appropriate to their age in conjunction with developing respect for self and others. We aim to empower young people to understand and respect their bodies and be able to cope with the changes puberty brings without fear.

We believe RSE is important for our pupils and school because the world our children are growing up in has changed immensely, has become more complex and children need to know how to stay safe both on and offline as this distinction can be less discernible for many young people.

As adults, our children will face many complex decisions. Our school's overarching aim for pupils is to fully prepare them for their transition to secondary school and then into their adult lives, equipped with positive values and the skills and qualities to make informed, affirming choices and decisions.

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

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

The intended outcomes of our curriculum are that pupils will know and understand about different kinds of families and people who care for them, caring friendships and respectful relationships. They will understand they have the right to say *no* in situations which make them feel uncomfortable and understand they have the responsibility to show respect to others, even when they are different to them.

It is important that all children learn about their physical, mental and emotional health and wellbeing. In addition to this, all children will understand how to keep themselves safe both online and offline. They will continue to develop our school values and attributes of being kind, brave, collaborative and

aspirational. These prioritise the values of equality, compassion and inclusive community, where all school stakeholders strive to create positive, kind and respectful relationships.

## Policy Development

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

1. Review – a member of staff or working group pulled 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 and any interested parties were invited to attend a meeting about the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

This RSE policy acknowledges that RSE is interwoven with a number of different statutory duties:

- Spiritual, moral, social and cultural development (SMSC.)
- Citizenship.
- Prevent.
- British Values and Community Cohesion.
- Mental Health.
- Safeguarding.

Somerset Bridge Primary School will take a cross-curricular approach to RSE and aspects of the curriculum will be covered in Personal, Social, Health and Economic Education (PSHE) RSE, Computing and Science lessons across all year groups.

## 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.

At Somerset Bridge Primary School, we teach RSE to all pupils, without discrimination as outlined in The Equality Act 2010 and Schools.

## Moral Framework

Pupils will be taught RSE within the context of the ethos of the school and a framework, which models and encourages the following values:

- Being honest with themselves and others.
- Developing a critical awareness of themselves and others.
- Learning to show tolerance, understanding, respect and care for others.
- Developing an awareness and belief in one's own identity.
- Having a positive attitude towards the value of stable relationships for the upbringing of children.
- An awareness of responsibilities and marriage.
- Acknowledging and understanding diversity with regard to religion, culture, sexual orientation and gender enabling children to make positive choices regarding their self-care.

## Working with Parents

The school is committed to working in close partnership with parents and carers. This policy will be available on our school website for parents and carers' information

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the class teacher. Parents have the right to withdraw their children from any parts of RSE, which are outside of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the class teacher to discuss appropriate arrangements.

## Curriculum

As a part of your child's educational experience at Somerset Bridge Primary School, we aim to promote personal wellbeing and development through a comprehensively taught programme of Personal, Social, Health and Economic (PSHE) education. This programme of study will give children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future (see appendix 1.) We will ensure that RSE matches the needs of our pupils through assessment of personal development in relation to learning objectives and consolidation of objectives that have not been fully met. Pupils will be encouraged to reflect on their own learning through class discussions and self-assessment.

Good quality RSE teaching promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others.

We use the Jigsaw scheme of work to ensure that all children are taught the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online. These blocks will support children in learning about mental well-being, how to build resilience and where

to go if support and help is required. The Jigsaw units of work will give children their entitlement to information about relationships, puberty and reproduction, appropriate to their ages and stages of development.

There are two overarching topics which are taught throughout the summer term, 'Relationships' and 'Changing Me'. Each unit consists of 6 lessons from Reception through to Year 6 which cover the building blocks from the official guidance along with our school values. The curriculum gradually revisits and reintroduces topics in a spiral curriculum enabling a deeper and more complex level of learning at each key stage or year group. This helps to empower children by giving them the knowledge they require to make informed decisions about their well-being, health and relationships and to build their self-efficiency. Staff will model positive behaviours and help to build a culture where all children feel valued and safe to ask questions.

Our curriculum is set out as per Appendix 1 but will be responsive and may need adapting as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

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.

## **Delivery of RSE**

Our RSE programme will be delivered by all teaching staff and assisted by support staff. All teachers are responsible for delivering the appropriate lessons to their year group, monitoring their understanding and assessing any additional needs. A working party consisted of Senior Leadership team, PSHE lead coordinator and parental representative will monitor and review the curriculum. All teaching staff will receive training on our new curriculum, the age-appropriate objectives of each lesson, how to teach with sensitivity and inclusivity how to promote the spiritual, moral, social, cultural, mental and physical development of all pupils.

Staff are responsible for:

- Delivering RSE in a sensitive way with guidelines to establish safety in the classroom.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Relationship 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 Appendix 1.

These areas of learning are taught within the context of different kinds of family lives, 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, 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.)

Class teachers will deliver the RSE programme and a range of teaching approaches will be used, for example, small group work for discussion.

The overview and co-ordination of the taught curriculum is the responsibility of the PSHE Co-ordinator in the school. Continuous professional development and training will be provided to ensure a high level of expertise for teachers involved in delivering the RSE curriculum.

## **Monitoring Arrangements**

Teachers will critically reflect on their work in delivering RSE through assessing the children's understanding in relation to key learning intentions and objectives for each lesson. Any misconceptions identified through this process or from pupil's questions, will be reviewed and addressed. Pupils will have opportunities to reflect on their learning during and after lessons through discussion. Pupil voice will be influential in adapting and amending planned learning activities.

The delivery of RSE is monitored by the PSHE Coordinator through:

Planning and book scrutiny, lesson observations, learning walks, and pupil discussions.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment system.

This policy will be reviewed by Mrs Palmer (PSHE Coordinator) annually. At every review, the policy will be approved by the Governors.

## Equal Opportunities

RSE is inclusive of all students; they have an equal entitlement to good quality RSE. The programme will be delivered in line with the school's Equal Opportunities Policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation as set out in The Equality Act 2010 and Schools.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

## Specific Issues

### *Personal Beliefs*

The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

### *Language and Ground Rules in Lessons*

All staff teaching RSE will set ground rules in their classes. For example:

- \* No one (teacher or pupil) will have to answer a personal question;
- \* No one will be forced to take part in a discussion and will have the right to pass;
- \* The only language used will be easily understood and acceptable to everyone in the class;
- \* Only the correct names for body parts will be used;
- \* Meanings of words will be explained in a sensible and factual way.

## Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- If a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- If a child makes a disclosure that causes the teacher concern, then the teacher must follow the school's child protection procedures.

## Puberty

Boys and girls need to be prepared for puberty before they reach this developmental stage. At Somerset Bridge Primary School, we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups.

## Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils. Requests for sanitary protection will be dealt with by teachers and teaching assistants.

## **Teaching About Gay, Lesbian and Bisexual Relationships**

The school will be sensitive to the individual family circumstances of the children. Whilst sexual and gender orientation will not be explicitly taught, the school will endeavour to use inclusive language which takes account of different sexual orientations and different types of families and partnerships.

*'Sex and Relationship Education Guidance', DfEE, Ref 0116/2000 makes it clear that schools should 'make sure that the needs of all pupils are met in their programmes.' (p12) This guidance also states that 'The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.'* (p13)

Homophobic bullying (ie based on perceived gay or lesbian sexuality) is totally unacceptable. The school has specific Behaviour and Anti-bullying Policies. All teachers are aware of these policies and copies are available for parents on the school website.

## **Confidentiality**

*'Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school, which both pupils and parents understand. Teachers cannot offer or guarantee absolute confidentiality.'*

*'It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge.'*

(*'Sex and Relationship Education Guidance', DfEE, Ref 0016/2000. p.30*)

The school will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be encouraged to talk to their parents or carers. Child Protection issues will be addressed and dealt with in accordance with our current Safeguarding Policy.

## Appendix One

### Jigsaw PSHE scheme of learning

This scheme of work is made up of six units, which are built upon throughout the year groups; each unit consists of six lessons.

Year group	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
<b>Reception</b>	1-Who me? 2-How am I feeling today? 3-Being at school 4-Gentle hands 5-Our rights 6-Our responsibilities	1-What am I good at? 2-I'm special, I'm me! 3-Families 4-Houses and homes 5-Making friends 6-Standing up for yourself	1-Challenge 2-Never giving up 3-Setting a goal 4-Obstacles and support 5-Flight to the future 6-Foot print awards	1-Everybody's body 2-We like to move it, move it! 3-Food, glorious food 4-Sweet dreams 5-Keeping clean 6-Stranger danger	1-My family and me! 2-Make friends, make friends, never ever break friends part 1 3- Make friends, make friends, never ever break friends part 2 4-Falling out and bullying part 1 5- Falling out and bullying part 2 6-Being the best friends we can be	1-My body 2-Respecting my body 3-Growing up 4-Fun and fears part 1 5-Fun and fears part 2 6-Celebration
<b>Year 1</b>	1-Special And Safe 2-My Class 3-Rights And Responsibilities 4-Rewards And Feeling Proud 5-Consequences 6-Owning Our Learning Charter	1-The Same As... 2-Different From... 3-What Is Bullying? 4-What Do I Do About Bullying? 5-Making New Friends 6-Celebrating Difference; Celebrating Me	1-My Treasure Chest Of Success 2-Steps To Goals 3-Achieving Together 4-Stretchy Learning 5-Overcoming Obstacles 6-Celebrating My Success	1-Being Healthy 2-Healthy Choices 3-Clean And Healthy 4-Medicine Safety 5-Road Safety 6-Happy, Healthy Me	1-Families 2-Making Friends 3-Greetings 4-People Who Help us 5-Being My Own Best Friend 6-Celebrating My Special Relationships	1-Life Cycles 2-Changing me 3-My Changing Body 4-Boys' and Girls' Bodies 5-Learning And Growing 6-Coping With Changes
<b>Year 2</b>	1-Hopes And Fears 2-Rights And Responsibilities 3-Rewards And Consequences 4-Rewards And Consequences 5-Our Learning Charter 6-Owning Our Learning Charter	1-Boys And Girls 2-Boys And Girls 3-Why Does Bullying Happen? 4-Standing Up For Myself And Others 5-Making A New Friend 6-Celebrating Difference And Still Being Friends	1-Goals To Success 2-My Learning Strengths 3-Learning With Others 4-A Group Challenge 5-Continuing Our Group Challenge 6-Celebrating Our Achievement	1-Being Healthy 2-Being Relaxed 3-Medicine safety 4-Healthy eating 5-Healthy Eating 6-The Healthy Me Cafe	1-Families 2-Keeping Safe-exploring physical contact 3-Friends and Conflict 4-Secrets 5-Trust and Appreciation 6-Celebrating My Special Relationships	1-Life Cycles in Nature 2-Growing from Young to old 3-The Changing Me 4-Boys' and Girls' Bodies 5-Assertiveness 6-Looking Ahead

<b>Year 3</b>	1-Getting to Know Each Other 2-Our Nightmare School 3-Our Dream School 4-Rewards and Consequences 5-Our Learning Charter 6-Owning Our Learning Charter	1-Families 2-Family Conflict 3-Witness and Feelings 4-Witness and Solutions 5-Words that Harm 6-Celebrating Difference: Compliments	1-Dreams and Goals 2-My Dreams and Ambitions 3-A New Challenge 4-Our New Challenge 5-Our New Challenge-Overcoming Obstacles 6-Celebrating My Learning	1-Being Fit and Healthy 2-Being Fit and Healthy 3-What Do I Know About Drugs? 4-Being Safe 5-Being Safe at Home  6-My Amazing Body	1-Family Roles and Responsibilities 2-Friendship 3-Keeping Myself safe 4-Being a Global Citizen 5-Being a Global Citizen 6-Celebrating My Web of Relationships	1-How babies Grow 2-Babies 3-Outside Body Changes 4-Inside Body Changes 5-Family Stereotypes 6-Looking Ahead
<b>Year 4</b>	1-Becoming a Class 'Team' 2-Being a School Citizen 3-Rights, Responsibilities and Democracy 4-Rewards and Consequences 5-Our Learning Charter 6-Owning our Learning Charter	1-Judging by Appearances 2- Understanding Influences 3- Understanding Bullying 4-Problem Solving 5-Special me 6-Celebrating Difference-how we look	1-Hopes and Dreams 2-Broken Dreams 3-Overcoming Disappointment 4-Creating New Dreams 5-Achieving Goals 6-We Did It!	1-My Friends and Me 2-Group Dynamics 3-Smoking 4-Alcohol 5-Healthy Friendships 6-Celebrating My Inner Strength and Assertiveness	1-Jealousy 2-Love and Loss 3-Memories 4-Getting on and Falling Out 5-Girlfriend and Boyfriends 6-Celebrating My Relationships with People and Animals	1-Unique me 2-Having a Baby 3-Girls and Puberty 4-Circles of Change 5-Accepting Change 6-Looking Ahead
<b>Year 5</b>	1-My Year Ahead 2-Being Me in Britain 3-Year 5 Responsibilities 4-Rewards and Consequences 5-Our Learning Charter 6-Owning Our Learning Charter	1-Different Cultures 2-Racism 3-Rumours and Name Calling 4-Types of Bullying 5-Does Money Matter? 6-Celebrating Difference Across the World	1-When I Grow Up (My Dream Lifestyle) 2-Investigate Jobs and Careers 3-My Dream Job. Why I want It and the steps to get there 4-Dreams and Goals of Young People in Other Communities 5-How We Can Support Each Other 6-Rallying Support	1-Smoking 2-Alcohol 3-Emergency Aid 4-Body Image 5-My Relationship with Food 6-Healthy Me	1-Recognising Me 2-Safety with Online Communities 3-Being an Online Community 4-Online Gaming 5-My Relationship with Technology 6-Relationships and Technology	1-Self and Body Image 2-Puberty for Girls 3-Puberty for Boys 4-Conception 5-Looking Ahead 1 6-Looking Ahead 2
<b>Year 6</b>	1-My Year Ahead 2-Being a Global Citizen 1 3-Being a Global Citizen 2 4-The Learning Charter 5-Consequences 6-Owning Our Learning Charter	1-Am I Normal? 2- Understanding Disability 3-Power Struggles 4-Why Bully? 5-Celebrating Difference 6-Celebrating Difference	1-Personal Learning Goals 2-Steps to Success 3-My Dream for the World 4-Helping to Make a Difference 5-Helping to Make a Difference 6-Recognising Our Achievements	1-Food 2-Drugs 3-Alcohol 4-Emergency Aid 5-Emotional and Mental Health 6-Managing Stress	1-My Relationship Web 2-Love and Loss 1 3-Love and Loss 2 4-Power and Control 5-Being safe with Technology 1 6-Being safe with Technology 2	1-Self and Body Image 2-Puberty 3-Babies- Conception to Birth 4-Boyfriends and Girlfriends 5-Real Self and Ideal Self 6-The Year Ahead

