



# *Barrowby Church of England Primary School*

## **Relationships, Sex and Health Education Policy**

- This policy offers guidance for all members of our school community: children, staff, governors, parents and appropriate visitors in school.
- Governors, teachers and parents were consulted during the writing of this policy and its content was agreed accordingly.
- This policy will be shared with parents via the school website and copies are also available in school.

### **1. Policy Statement**

- 1.1 At Barrowby Church of England Primary School we are committed to delivering high-quality Relationships, Sex and Health Education (RSHE) that supports the holistic development of every child. In line with the updated **Department for Education statutory guidance (2025)**, our RSHE curriculum is being reviewed and refined during the 2025–2026 academic year, ahead of full implementation in **September 2026**.

Sex and Relationship Education (SRE) should contribute to promoting the spiritual, moral, cultural, mental and physical development of children at school and of society; preparing them for the opportunities, responsibilities and experiences of adult life. The governors have seen and agreed this policy.

### **2. What is RSHE?**

RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex and human sexuality. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSHE, pupils will have the chance to learn about how to ensure that they treat themselves and others, in all contexts, with dignity and respect. They will learn how to be appreciative of existing relationships, learn how to form new healthy relationships and enjoy strong positive and caring relationships in person and online.

Effective RSHE can make a significant contribution to the development of the personal skills needed by the children if they are to establish and maintain relationships. It also enables young people to make responsible decisions about their health and wellbeing.

### **3. Aims and Objectives**

- 3.1 Through implementation of the RSHE policy, the school aims to help and support pupils through their physical, emotional and moral development. They will develop skills and understanding to make informed decisions for living a healthy lifestyle. Their education at Barrowby Primary School will form a foundation for further work in secondary school.

We seek to:

- Promote the spiritual, moral, cultural, mental and physical development of the children.
- Prepare children for the opportunities, responsibilities and experiences needed for adult life.

Our RSE provision is:

- Inclusive and respectful, reflecting the diverse backgrounds, beliefs, and family structures of our school community.
- Age-appropriate and evidence-informed, ensuring pupils receive accurate information in a safe and supportive environment.
- Rooted in safeguarding, equipping children with the knowledge and skills to recognise unsafe situations, seek help, and build healthy relationships.

3.2 The school will work towards these aims in partnership with parents/carers. The school sex education programme will reflect the school ethos, demonstrating and encouraging the following values:

- Respecting and caring for self and others
- Developing confidence in talking, listening and thinking about feelings and relationships
- Learning to protect themselves and ask for help and support
- Being prepared for puberty
- Being able to name parts of the body and describe how their bodies work

3.3 We aim for our RSHE curriculum to reflect local issues and be sensitive to evolving trends. Assessment after an RSE topic helps to identify further topics to cover along with those children who need additional support.

The introduction of our 'ASK-IT-BASKET' has helped to shape our teaching and learning according to the direct needs of our children.

#### **4. Organisation of SRE**

4.1 RSE is co-ordinated by the RSHE curriculum leader and the programme will be monitored by the head teacher. It will be delivered through:

- PSHE
- Science
- Topics
- Circle time and class discussion

4.2 All children will be encouraged to be fully involved in lessons through the use of active learning techniques such as:

- Creating thought showers
- Mind mapping
- Drawing and writing activities
- Discussions
- Drama and role play situations
- ICT

4.3 In delivering our RSHE programme the age, cultural, religious and social backgrounds of children will be considered along with disability, sexual orientation and gender identity. Levels of maturity and personal circumstances will also be

considered to ensure that the material is relevant, appropriate and culturally acceptable.

## 5. How is RSHE provided?

- 5.1 Children need to be given accurate information and helped to develop skills to enable them to understand difference, and to respect themselves and others. A planned, progressive programme of RSE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural, physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible young adults.
- 5.2 All RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ+ families, families headed by grandparents, adoptive parents, foster parents/carers and young carers. The RSHE curriculum has been carefully designed to ensure that no person feels stigmatised.
- 5.3 RSHE is taught in each year group, starting in the Foundation Stage, through ***Personal, Social & Emotional Development and Understanding of the World.***
- 5.4 Attitudes and values
- Learning about the values of family life and stable relationships.
  - Learning the value of respect, love and care.
  - Exploring, considering and understanding moral dilemmas.
  - Developing critical thinking as part of decision making.
- 5.5 Personal and social skills
- Learning to manage emotions and relationships confidently and sensitively.
  - Developing self-respect and empathy for others.
  - Learning to make choices based on understanding of difference with the absence of prejudice.
  - Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions. (As supported by our anti-bullying policy).
  - Internet safety, safe online relationships and the risks of online relationships; media and social media – staying safe.
  - To manage conflict.
- 5.6 Knowledge and understanding
- Information about healthier, safer lifestyles
  - Physical development
  - Emotions, relationships and reproduction
- 5.7 Pupils at Barrowby Primary School will also develop their sensitivity and tolerance towards others through:
- RE and collective worship
  - Circle time
  - SEAL
- 5.8 RSHE is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. Teachers will always be available to answer sensitive questions that fall outside the remit of the planned lesson. This will ensure that children are not left feeling confused if they feel

uncomfortable about asking a question in large group situations. However, if the teacher feels that the nature of the question or concern requires an additional adult to be present, they will seek assistance, in accordance with our Safeguarding Policy.

- 5.9 RSE will be taught throughout the school year in two main ways:
- Continuously - as part of our day-to-day school life, encompassing our school values and the Christian ethos
  - Discreet lessons – averaging eight lessons (incorporating PSHCE and RSE) across each term, for each year group. These will also include a termly assessment.

- 5.10 Parents do have the right to withdraw their child/children from Sex Education but not from Health Education and that included in NC Science.

Parents are welcome to talk to the Head Teacher or RSHE leader regarding this decision if they wish to.

If a parent does decide to withdraw their son/daughter from Sex Education, leaflets and books are available to support parent/child discussions at home if necessary.

The school will endeavour to include and involve parents in the teaching and learning of RSHE through information and curriculum workshop evenings.

- 5.11 Sanitary products for girls are always available in the Year 5 and 6 classrooms if your daughter was to start her periods at school or needed additional supplies whilst at school.

## **6. RSHE and Science Curriculum**

- 6.1 RSHE will be taught along the current Science Curriculum. Parents do not have the right to withdraw their child/children from these lessons.

- 6.2 National Curriculum Science Programme of Study.

### **6.3 Key Stage 1**

Children will:

- learn that animals, including humans move, feed, grow, use their senses and reproduce.
- recognise and compare the main external parts of the bodies of humans.
- notice that animals including humans, have offspring which grow into adults.
- recognise the similarities and differences between themselves and others and treat others with sensitivity.

### **6.4 Key Stage 2**

Children will:

- learn about the life processes common to humans and other animals, including nutrition, growth and reproduction.
- learn the main stages of the human life cycle

## SRE Pupil Objectives.

### Early Years Foundation Stage

Topic	Learning Intentions	Learning Outcomes
Myself and Others	To recognise common feelings. To recognise that their behaviour affects other people, especially when angry.	To begin to identify some of their feelings and recognise some of the ways they express them. To recognise how their feelings can influence their friendships. To realise that their behaviour (words and actions) can affect other people.
Family Networks <i>KS1 Love &amp; Sex Matters: Lesson 2 - Loving You Lesson 5 – My Family</i>	That family and friends care for each other.	To identify family members and friends and the roles that they play. To know who they can talk to at home and school.
Body Awareness <i>KS1 Love &amp; Sex Matters: Lesson 3 – Our Wonderful Bodies</i>	To appreciate and value their body, its capabilities and uniqueness.	To know that humans produce babies that grow into children, then adults. To consider the ways they have changed physically since they were born. To recognise the names for the external parts of the body. E.g. head, shoulders, knees and toes. To learn and understand their 5 senses.
Hygiene	To understand why hygiene is important.	To explain why it is important to keep clean. To understand some basic hygiene routines. E.g washing hands before eating their dinner. To understand some areas in which they can help look after themselves E.g dressing and undressing.

## Year One

Topic	Learning Intentions	Learning Outcomes
Myself and Others  <i>KS1 Love &amp; Sex Matters: Lesson 1 – Loving Me</i>	To know the importance of valuing oneself. To begin to realise that everyone is different.	To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents. To recognise similarities and differences between themselves and their peers. To know and value the different groups to which they belong.
Family  <i>KS1 Love &amp; Sex Matters: Lesson 2 – Loving You Lesson 5 – My Family</i>	To know that there are different types of family and all families have special roles in children's lives.	To be able to describe their family. To understand why their families are special. To identify different ways that families and individual members care for each other. To have identified their special people and be able to describe what makes them special.
Body Parts  <i>KS1 Love &amp; Sex Matters: Lesson 3 – Our Wonderful Bodies</i>	To recognise their bodies' capabilities and uniqueness.	To identify similarities and differences between themselves. To recognise and name, using proper terminology, parts of the body and what these parts do. E.g. skeleton
Friendships  <i>KS1 Love &amp; Sex Matters: Lesson 7 – How we Love and Care for our Friends</i>	To understand what friendship is.	To describe who a friend is and what a friend does. To demonstrate some skills needed to make and maintain friendships.
Choices  <i>KS1 Love &amp; Sex Matters: Lesson 6 – How we Love and Care for Ourselves.</i>	To recognise children can make choices.	To understand that they have choices. To recognise that choices and responses will be affected by different factors. To recognise that some choices will be wrong and that some will be right. To develop strategies to stay safe.

## Year Two

Topic	Learning Intentions	Learning Outcomes
Body Parts	To recognise their bodies' capabilities and uniqueness.	To identify similarities and differences between themselves. To recognise and name, using proper terminology, parts of the body and what these parts do. E.g. skeleton and major internal organs.
Body Development <i>KS1 Love &amp; Sex Matters: Lesson 3 – Our Wonderful Bodies</i>	To learn that humans produce babies which grow into children and then into adults. How they have changed since they were babies.	To know that adults have babies that grow into children and then into adults. To know some changes they have gone through from babies to now. To understand that babies have special needs.
Looking After Their Bodies	To learn why it is important to keep clean.	To describe how to look after particular parts of the body. E.g. washing hands before handling food. To be able to describe and carry out basic hygiene routines. E.g. brushing teeth. To know what they can take responsibility for and know when they need help.
Safety	To have considered personal space, touch and my body.	To know my body belongs to me. To have considered touches that we like and do not like. Eg, pushing/shoving/tickling/hugging. To identify people, we can talk to.
Secrets <i>KS1 Love &amp; Sex Matters: Lesson 6 – How we Love and Care for Ourselves</i>	To know the difference between a good secret and a bad secret.	To have considered good secrets and bad secrets. To have identifies who they can talk to and who they can go to ask for help or advice.
Differences and Similarities <i>KS1 Love &amp; Sex Matters: Lesson 4 – How our bodies are Different</i>	To recognise that human differences and similarities arise from a number of factors including gender.	To have considered their perceptions around gender stereotypes.

## Year Three

Topic	Learning Intentions	Learning Outcomes
Body Parts	To recognise their bodies' capabilities and uniqueness.	To know the correct names for the reproductive/sexual parts of the male and female body. (penis, vagina)
Self Esteem  <i>KS2 Love &amp; Sex Matters: Lesson 1 – Making Me</i>	To recognise their worth as an individual by identifying positive things and achievements about themselves, and by beginning to identify an area that needs to be strengthened.	To see oneself as special, to recognise strengths, abilities and personal characteristics. To have begun to build self-esteem and confidence by looking at their skills and achievements. To begin to identify characteristics that need improvement.
Differences and Similarities	To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, religious diversity, gender and disability.	To consider factors that contribute to their own identity. TO consider similarities and differences between people in their community. To understand that people's actions and responses will be affected by different factors. Be able to recognise and challenge some stereotypes.
Decision Making  <i>KS2 Love &amp; Sex Matters: Lesson 2 – My World, Your World</i>	To be able to demonstrate simple decision-making strategies.	To recognise that choices, require decisions. To be able to consider different possibilities. To demonstrate effective decision-making skills.
Safety	To be able to use basic techniques to resist pressure.	To be able to identify potential dangers in different environments. To recognise that pressure to behave in a certain way can come from a variety of sources, including media and people they know. To demonstrate basic techniques to resist pressure. E.g remove yourself from the situation, have the confidence to say 'no'. To know who they can go to for support or help.

## Year Four

Topic	Learning Intentions	Learning Outcomes
Emotions <i>KS2 Love &amp; Sex Matters: Lesson 2 – My World, Your World</i>	To be able to communicate both positive and negative emotions in different situations.	To be able to identify and recognise a range of different emotions in themselves. To understand how their emotions, affect their interactions with other people.
Change	To appreciate that over time we change both physically and emotionally.	To consider the changes that can take place in our lives and those of others. To appreciate that as we change we are able to do different things and take on different responsibilities.
Assertiveness	To understand and be able to use assertiveness.	To have practised being assertive in different situations.
Hygiene	To understand why hygiene is important.	To explain why it is important to keep clean. To understand some basic hygiene routines. E.g washing hands before eating their dinner. To understand some areas in which they can help look after themselves E.g dressing and undressing.
Looking After Their Bodies	To learn why it is important to keep clean.	To describe how to look after particular parts of the body. E.g. showering after physical activity.

## Year Five

Topic	Learning Intentions	Learning Outcomes
<p>Relationships</p> <p><i>KS2 Love &amp; Sex Matters: Lesson 4 – Firm Foundations</i></p>	<p>To be aware that there are different types of relationships including marriage and those between their family and friends.</p> <p>To identify their support network and how, when and where to find support when the people in their network are unable to help.</p>	<p>To have explored the differences in relationships between their friends and family.</p> <p>To be able to consider and discuss a range of family types including single parents and foster parents.</p> <p>To have considered the word ‘love’ and the variety of different meanings it can have.</p> <p>To have considered the word ‘trust’ in a variety of relationships.</p> <p>To have practised skills in order to maintain relationships.</p>
<p>Support Networks</p> <p><i>KS2 Love &amp; Sex Matters: Lesson 3 – Changing Bodies</i></p>	<p>To know what puberty is and when it takes place.</p> <p>To understand the physical and emotional changes that take place during puberty.</p>	<p>Demonstrate that they know how to ask for help and support.</p> <p>Identify whom to ask for support in certain situations.</p> <p>Identify some sources of outside support beyond their immediate network.</p> <p>Identify possible risks in seeking support and how to manage these.</p>
<p>Puberty and hygiene</p>	<p>To be aware of the facts of the human life cycle including sexual intercourse.</p>	<p>To name the main male/female internal/external parts, using the correct terminology.</p> <p>To be aware that puberty occurs at different times for different people.</p> <p>To identify and describe the main physical and emotional changes that take place at puberty for their own gender/own bodies. E.g. girls – periods; boys – wet dreams.</p> <p>To be able to understand why hygiene is so important during puberty.</p> <p>To explore girls’ perceptions of boys, and boys’ perceptions of girls in a variety of situations.</p>
<p>Reproduction and pregnancy</p> <p><i>KS2 Love &amp; Sex Matters: Lesson 6 – Great Expectations</i></p>	<p>To recognise their bodies’ capabilities and uniqueness.</p>	<p>To make clear the link between changes at puberty, sexual intercourse and the start of a baby.</p> <p>To be able to explain how conception occurs in humans.</p> <p>To be able to discuss some of the responsibilities of parenthood.</p>
<p>Mental Wellbeing</p>	<p>To recognise that mental wellbeing is a part of daily life, in the same way as physical health.</p>	<p>To understand that there are a normal range of emotions that we all experience in relation to different situations. To understand we need to value our bodies and minds.</p>

## Year Six

Topic	Learning Intentions	Learning Outcomes
Resolving conflict in relationships  <i>KS2 Love &amp; Sex Matters: Lesson 7 – In Need of Restoration</i>	To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices.	To be able to describe different types of conflict. To explain how certain actions can help or hinder conflict situations.
Taking Risks	To be able to explain their choices and stand by their choices in the face of pressure.	To be able to identify some risks in specific situations. To be able to identify what influences their decisions. To understand how self-confidence, communication skills and assertiveness can help to keep them safe. To have practised voicing their concerns and choices in the face of different pressures. To understand how to stay safe when using the internet and other forms of ICT. To be able to use and enjoy social media safely.
Stereotyping  <i>KS3 Love &amp; Sex Matters: Lesson 1 - Making Me</i>	To recognise and challenge stereotyping.	To be able to define what stereotyping is. To be able to identify when stereotyping occurs. To have explored media – music, TV, magazines, internet etc – portrayal of stereotypical images. To have practised challenging stereotypical views in a safe environment.
Puberty, Reproduction and Pregnancy	To recognise their bodies' capabilities and uniqueness.	To revise and develop their understanding of puberty. To be able to explain how conception occurs in humans. To be aware of the stages of a baby in the uterus. To understand how babies are born. To understand the impact of having a baby. To understand that many people use contraception to control when they have children and how many they have.
Relationships and Family  <i>KS2 Love &amp; Sex Matters: Lesson 4 – Firm Foundations Lesson 5 - Marriage</i>	To be aware that there are different types of relationships and families.	To be able to discuss some of the responsibilities of parenthood. To consider why some people get married/have stable relationships and how this is important for family life. Consider when an adult may be ready for parenthood. To consider identity and self-worth.

**7. RSHE Policy Review**

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, annually.

Last reviewed: September 2025

Next review: September 2026