



St. Bartholomew's C. E Controlled Primary School

Relationships and Sex Education Policy

GDPR

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Policy to be reviewed every 3 years
Reviewed by C Cronin 19/11/2025
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1. Definition of Relationships, Sex and Health Education

Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSHE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

2. Aims

- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
- To encourage pupils to develop a positive view of themselves and to respect others
- To help pupils understand that they have rights over their bodies
- To help pupils recognise pressure in all its forms and have strategies to resist this (resilience)
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing
- To provide opportunities for all students to learn appropriate to their needs
- To foster mutual respect for one another and take responsibility for their actions as embodied in the School's CARES Code

3. Statutory requirements

This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in July 2025. This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationships Education and Health Education. The policy is also influenced by a number of other

statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education.

Sex education is not compulsory to teach in primary schools and the framework therefore focuses on Relationships and Health Education. Elements of sex education are outlined and taught within the science curriculum. The school and teachers can determine whether they need to cover any additional content on sex education to meet the needs of the children.

At St. Bartholomew's Primary School, we teach RSE as set out in this policy.

4. 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. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Curriculum

At St Bartholomew's, we teach Personal, Social, Health Education (PHSE) 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-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen in Appendix 1.

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 Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Refer to the PSHE Policy.

5.1 Sex Education

Sex education is not compulsory to teach in primary schools however, the DfE Guidance 2025 (p.11) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. Therefore, our provision of this element meets the developing needs our pupils. We take a balanced and factual approach exploring:

- Physical and emotional changes of adolescence and puberty
- Conception and birth
- Body image and relationships
- Respect and consent
- Internet safety including online relationships and sexting

All elements are taught in an age-appropriate and sensitive manner. Parents are able to withdraw their child from this part of the curriculum if they would prefer to deliver this element of the curriculum themselves (see parent section below).

At St Bartholomew's, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). However, we conclude that sex education refers to Human Reproduction, and as a school, we have decided that the specific lessons outlined below are to be delivered in Year 6 only. We therefore inform parents of Year 6 children of their right to request their child be withdrawn from these PSHE lessons from the Jigsaw 'Changing Me' Puzzle (unit):

*Year 4, Lesson 2 (Having a baby)

*Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

*Taught in combination in Year 6 only.

This is in line with government guidance where stated 'that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science' (DfE Guidance 2025, p. 11).

5.2 Relationships Education

Relationships Education is a statutory requirement. At St Bartholomew's we will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online safety and awareness
- Being safe

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 (see Appendix 1).

It is important to note that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

This is also taught in line with what the Church of England states in *Valuing All God's Children (2019)* that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

5.3 Health Education

Health Education is a statutory requirement. At St Bartholomew's we cover the following areas:

- Mental wellbeing
- Internet safety and harms (including online wellbeing)
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco (including vaping)
- Health and prevention
- Basic First Aid
- Changing/developing adolescent body

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 (see Appendix 1).

It is important to note that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm Me time, social skills are grown every

lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing/developing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

6. Inclusion

RSHE and PSHE should be accessible for all pupils. As a school we promote inclusion for all and the celebration of difference. Every child and family have a right to feel included and valued in our school community. Our programme of study aims to support and respond to the diversity of the children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

6.1 Pupils with Special Educational Needs and Disabilities

As with other subjects, pupils with SEND may need additional support to access the RSHE/PSHE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA and/or small group work. We will liaise with parents to ensure that each child's needs are met.

6.2 Diverse families

In our provision of RSHE and PSHE we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

6.3 Gender

We actively challenge stereotypes around gender through RSHE, PSHE and our wider curriculum and school ethos. Our aim is for pupils to be respectful of all genders and recognise the equality of all.

7. Delivery

The planning and delivery of the programme is undertaken by class teachers. All members of staff take a balanced, non-judgmental approach to delivery acknowledging that there are many different views and values around relationships, sex, drugs and other issues.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. Appendix 1 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.

At St Bartholomew's we allocate specific time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- Praise and reward system
- Learning Charter
- Through relationships (child:child, adult:child and adult:adult) across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

During RSE lessons, children with safeguarding concerns are supported through careful planning. Teachers give advance warning about sensitive topics, create clear rules and expectations (through the use of the Jigsaw Charter) and provide a safe, non-judgmental environment when pupils can step out if they feel uncomfortable. Staff check in with vulnerable children before and after sessions, adapt activities when needed and ensure there is always a trusted adult available to support. Further support can also be provided by the school's ELSA. Any disclosures are handled sensitively and in line with safeguarding procedures, ensuring the child's wellbeing remains the priority.

7.1 Answering questions

As with any topic, pupils are likely to be inquisitive and ask questions to further their knowledge and understanding. Questions asked by pupils may be outside the planned teaching content. To manage questions effectively with older pupils, teachers will use a question box strategy in sessions exploring more sensitive content. Any questions will be written down and placed inside the box. When choosing how to answer questions staff will consider age-appropriateness, whether to answer individually rather than as a whole class or to involve parents. Question boxes will also be made available throughout school for children to ask questions or express their emotions in a confidential way.

It is important that teachers respond in an appropriate manner, using factual and correct vocabulary. It is important that pupils are fully informed to discourage children from seeking answers from inappropriate sources.

8. Assessment and monitoring arrangements

As with all curriculum areas there will be assessment in RSHE/PSHE to ensure that pupils are achieving the intended learning outcomes. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This formative assessment will be in different forms and may involve quizzes, work samples, observation of role-play, pictures, and so on.

The delivery of RSE is monitored by Mr A Clark, Head Teacher, through planning, journal scrutiny, learning walks, lesson observations and interviews with children.

This policy will be reviewed by a member of SLT. At every review, the policy will be approved by the Curriculum and Standards Committee of the Governing Board.

9. Roles and responsibilities

9.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

9.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE (see section 11).

9.3 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 wish them to be withdrawn from the non-statutory 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.

All teachers are responsible for teaching RSE across the school, appropriate to the age of the children.

9.4 Pupils

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

10. Training

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

The programme's update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Confidentiality and safeguarding

Due to the content of RSHE and PSHE where pupils are exploring sensitive issues this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to pupils through the group agreement (Jigsaw Learning Charter). Pupils will be told that in sessions teaching staff will endeavour to respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teachers cannot promise a pupil that they will 'keep a secret'. This is in line with paragraph 7.2 of the school's Child Protection Policy (September 2025)

12. Partnership with parents

We see parents as key partners in our provision of RSE and PSHE. To support the important role of parents we provide regular information about the content of our curriculum and when topics are delivered. This information is disseminated through our school newsletter and projection of work letters. Parents are encouraged to talk with their child about the RSHE and PSHE they receive at school in order to put this in the context of their family's own values and beliefs.

Our programme is regularly reviewed and is planned to meet the needs of all pupils. If a parent has questions about any aspect of the programme we ask that they speak with their child's class teacher in the first instance.

12.1 Right to withdraw from sex education

In line with legislation parents have a right to withdraw their child from any sex education content that we deliver outside of national curriculum Science, statutory Relationships Education and statutory Health Education.

Within our school, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Year 6 Jigsaw 'Changing Me' Puzzle (unit). Pupils that are withdrawn will be given appropriate work to complete.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Appendix 1

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognizing and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-Image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Appendix 2

Parental Withdrawal Form

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	
To be completed by parents/carers	
Any other information you would like the school to consider	
Parent/carer signature	
To be completed by the school	
Agreed actions from discussion with parents/carers	<u>List details of what was agreed at the meeting, include alternative arrangements for pupils being withdrawn.</u>
Headteacher signature	