

Relationships, Health and Sex Education Policy

Review: Annually
Full Governing Body

Version	Date	Narrative	Minute Number	Review Date
1	DRAFT	DRAFT policy Revised following: <ul style="list-style-type: none">Critical review by senior leaders (Spring 2024);		

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Statement of intent

At Bakewell CE Infant school, we understand that all of our pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil.

We fully understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, coherently sequenced and effectively delivered at Bakewell CE Infant school.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following policies at Bakewell:

- Anti-bullying policy
- Behaviour policy (statutory)
- Child Protection and Safeguarding Policy (statutory)
- Online Safety Policy
- SEND Policy (statutory)
- Social, Emotional and Mental Health (SEMH) Policy

2. Roles and responsibilities

The governing body at Bakewell is responsible for:

- Ensuring all of our pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is coherently sequenced, well led and effectively managed.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.

- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to effectively deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Reporting to the governing body on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The Head of School is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring Bakewell meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as our sex education curriculum, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The teaching staff at Bakewell are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the Head of School to evaluate the quality of provision.

The SENCO at Bakewell is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Consultation with parents

Leaders and staff at Bakewell understand the important role parents play in supporting and developing their children's understanding of relationships and health. We also understand how important parents' views are in shaping the curriculum.

Leaders and staff at Bakewell actively consult closely with parents when reviewing the content of our relationships and health education curriculum. Parents will be given regular opportunities to voice their opinions. Staff at Bakewell will use the views of parents to inform the decisions we make about the curriculum content and how it is effectively delivered. All final decisions will be the school's to make.

Parents are provided with the following information:

- The content of the relationships and health curriculum (based upon the Jigsaw scheme).
- The delivery of the relationships and health curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from the subjects.
- The resources that will be used to support the curriculum.

The staff at Bakewell also work closely with parents in establishing and reviewing our '*sensitive and age appropriate*' sex education curriculum. We will consult with parents at least annually with regards to what is covered.

We actively consult with parents, pupils, staff and governors in the following ways:

- Questionnaires and surveys;
- Training sessions for staff (both teachers and teaching assistants)
- Newsletters and letters.

4. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. Relationships education and health education are delivered as part of our planned PSHE curriculum. PSHE is taught every week within school.

For the purpose of this policy:

- "**Relationships education**" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- "**Health education**" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

- “**Sex education**” is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

Bakewell has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. Our curriculum is attached to our policy.

5. Curriculum overview at Bakewell

	Relationships Education	Sex education	Physical health and wellbeing
Is this curriculum areas statutory or non-statutory?	<i>Statutory content</i>	<i>Non-statutory. At Bakewell we teach pupils sex education beyond what is required of the science curriculum.</i>	<i>Statutory content</i>
Do children have to take part in planned learning?	All children take part in this planned learning.	Parents have the right to withdraw their child/ren from elements other than those taught as part of our science curriculum.	All children take part in this planned learning.
What are the main themes covered during the teaching?	<ul style="list-style-type: none"> • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe 	<ul style="list-style-type: none"> • Correct terminology for body parts – see attached copy of planning overview • Some parts of the body are private. • Full details below. 	<ul style="list-style-type: none"> • Mental wellbeing • Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body
Is there anything else parents should be aware of?	<ul style="list-style-type: none"> • Bakewell uses a commercial chosen curriculum (PSHE Matters) to support the teaching of relationships education. • This curriculum has been developed by Derbyshire local authority. 	Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 3 and section 4 of this policy. The age and development of pupils is always considered when delivering sex education.	<ul style="list-style-type: none"> • Bakewell uses a commercial chosen curriculum (PSHE Matters) to support the teaching of relationships education. • This curriculum has been developed by Derbyshire local authority.

6. Delivery of the curriculum

Our relationships and health curriculum, which includes '*sensitive and age appropriate*' sex education, is delivered as part of our planned PSHE curriculum.

Bakewell will ensure that all teaching and materials are age appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson planning will provide appropriate challenge for pupils and be adapted as appropriate for the specific needs of pupils.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. In accordance with the Equality Act (2010) all children, regardless of special educational needs, race or gender, will fully access our planned learning. Adapted work will be provided where needed to ensure a deep understanding of content is developed.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Resources will be carefully selected with sensitivity given to the age, developmental stage and cultural background of our pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety policy.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

7. Equality and accessibility

Our school fully understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief

- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

Bakewell is fully committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

8. Withdrawing from the subjects

- Relationships and health education is statutory at primary school. Parents do not have the right to withdraw their child from the subjects.
- Sex education is not statutory at primary level (other than what must be taught as part of the science curriculum). Parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will grant a parent's request to withdraw their child from non-statutory sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil.

Where a pupil is withdrawn from sex education, the Head of School will ensure that the pupil receives appropriate alternative education.

9. Behaviour

Bakewell school has a zero-tolerance approach to bullying of any nature. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within our school. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

10. Staff training

All staff members at the school will undergo training to ensure:

- they are up-to-date with the relationship and health education programme and associated issues;
- they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

11. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

12. Monitoring quality

The Head of School is responsible for monitoring the quality of teaching and learning for the subjects.

The RSHE subject leader will create annual subject reports for the headteacher and governing body to report on the quality of the subjects.

13. Monitoring and review

The governing body is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RSHE subject leader and headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.



Changing Me Puzzle Map - F2 (Reception) - Ages 4-5

Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change (see Piece 2)

Weekly Celebration	Pieces	Learning Intentions	Resources
Understand that everyone is unique and special	1. My Body	I can name parts of the body	Large paper big enough to fit the outline of a child on Post-its or labels of body parts Book: 'Look Inside Your Body' by Louise Stowell Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Can express how they feel when change happens	2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy	Jigsaw Song sheet: 'Make a Good Decision' Selection of pictures that show healthy/less healthy activities/food 2 containers/hoops for sorting Magazines/food leaflets for child-initiated Paper Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Understand and respect the changes that they see in themselves	3. Growing Up	I understand that we all grow from babies to adults	Jigsaw Song sheet: 'A New Day' Book: 'Tell Me What It's Like To Be Big', by Joyce Dunbar Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood Picture cards showing different developmental stages of life ranging from baby to elderly (Teachers to find more) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Understand and respect the changes that they see in other people	4. Fun and Fears Part 1	I can express how I feel about moving to Year 1	Jigsaw Song sheet: 'A New Day' Book: 'The Huge Bag of Worries' by Virginia Ironside Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood Book: 'The Very Hungry Caterpillar', by Eric Carle Box or bag for worries/looking forward to ideas Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know who to ask for help if they are worried about change	5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1	Jigsaw Jenie Music Jigsaw Jerrie Cat Jigsaw Chime
Are looking forward to change	6. Celebration	I can share my memories of the best bits of this year in Reception	Paper A special box Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime



Puzzle 6 - Changing Me

Puzzle Map - Ages 5-6



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
Piece 5 Flowers

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Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK	Jigsaw Jack, Find your pair cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: A New Day, Teacher's photos: series of photos from baby to adult, YouTube clip of frog's lifecycle (teacher to source), Life cycle cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Life cycle cards, Paper for concertina booklets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. My Changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'A New Day', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children in a box, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Male/female animal PowerPoint, PE hoops or flipchart paper, Body parts cards, PowerPoint of body parts, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things	Jigsaw Song: 'A New Day', Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Picture cards, Flower shape and petals for flipchart, Flower templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are looking forward to change	6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes	Jigsaw Chime, 'Calm Me' script, Story and PowerPoint: 'All change for Jack', Jigsaw Jack, Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc., Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Puzzle 6 - Changing Me

Puzzle Map - Ages 6-7



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
(Pieces 2 and 6: Leaf Mobile)

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Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this	Find your pair cards, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, PowerPoint slides of seasonal changes, PowerPoint of lifecycle images, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, PowerPoint - young to old, Photos from home, Card leaf templates A4 size - one per child, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up (see below for details), Timeline template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Body parts cards (2 sets so you have duplicates of some cards), A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Flip chart, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy) Poem: 'What about you?', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Card leaf templates on A4, PowerPoint slide of leaf mobile instructions, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Draft RSE curriculum

NB: sensitive and age appropriate sex education is highlighted in yellow

Early Years	Year 1	Year 2
Reflect on the fact that the children entered the world as babies, and that this event is referred to as their birth.	Understand that babies have special requirements and need a lot of care.	Reflect on the fact that our bodies and skills develop at different rates. Develop a positive attitude to differences.
Recognise the different stages of life.	Name the main parts of the body.	Name the main parts of the body.
Identify the people who they love and are special to them	Develop skills to ask for help.	Understand that it is always the female that gives birth.
Recognise a male role in caring for babies.	Develop skills for dealing with unwanted physical contact.	Explain how a baby is cared for in the womb.
Explore the feelings they experience with special people.	Develop strategies for staying safe (in person and online)	Develop strategies for staying safe (in person and online).
Understand that families are special for caring and sharing	Understand that families are special for caring and sharing	Understand that families are special for caring and sharing
Understand that there are different types of families	Understand that there are different types of families and.	Explore their perceptions about gender stereotypes
describe the special things that they like to do with their family and people who care for them.	describe the special things that they like to do with their family and people who care for them	

	Early Years	Year 1	Year 2

	Appropriate touch	Appropriate touch	Womb
	Pregnant	Genitals	
	Private parts	Bottom	
		Penis	
		Vagina	
		Testicles	
		Breasts	
	friendships	friendships	friendships
	families	families	families
	Safe	Safe	Safe
Consistently used language, taken from the Church of England guidance: friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. Trust			

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