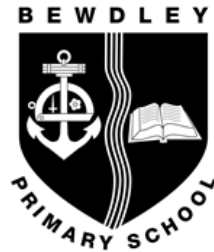


**Reviewed: September 2025**  
**Next Review: September 2026**



## **SEX AND RELATIONSHIP POLICY**

### **Rationale**

This policy covers our school's approach to Sex and Relationship Education, in line with government guidance. The teaching of Sex and Relationships is essential if young people are to make responsible and well-informed decisions about their lives. The aim is to help and support young people through their physical, emotional and moral development, helping them to learn to respect themselves and others and move with confidence into adulthood.

### **Statement of Intent**

At Bewdley Primary, we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

We work in line with the DfE's 'Sex and Relationship Education Guidance', which defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

### **Aims**

The Sex and Relationship Education programme is an opportunity for pupils to:

- Develop the skills to make and maintain healthy and respectful friendships and relationships;
- Understand and respect different types of families;
- Develop an understanding of sex, sexuality and relationships;
- Develop a range of appropriate personal skills;
- Know how to be safe and behave appropriately, when online
- Know where and how to seek information and advice if they need help.

## **Legislation**

This policy will be compliant with the following guidance:

- *DfE 'Sex and Relationship Education Guidance' 2000*
- *DfE 'Science programmes of study: key stages 1 and 2' 2013*
- *DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance' 2019*
- *PHSE Association Programme of Study 2020*

The policy will link in with other school policies including:

- PHSE
- Drug Education
- Social, Moral, Spiritual and Cultural
- Safeguarding/Child Protection
- Anti-Bullying

## **Organisation of the Programme**

The Sex and Relationship Education programme is developed in conjunction with the views of teachers, pupils and parents by class teachers, in accordance with DfE recommendations.

The majority of the programme will be delivered through the Personal, Social, Health and Economic (PSHE) Education, as well as the Science curriculum. The school uses resources from the PSHE Association.

At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages. Sex Education in primary schools is not mandatory; however, elements of the topics for key stage 1 and 2 are statutory in accordance with either the PSHE or Science national curriculum and therefore must be taught. Parents/carers do not have the right to withdraw from this aspect of the curriculum, as detailed below.

## **Legal requirements**

All primary schools must teach the following SRE aspects of the Science National Curriculum. Parents/carers do not have the right to withdraw their child/children from the teaching of the biological aspects of human growth and reproduction as included in their Science curriculum within 'life cycles and reproduction'. Parents/carers are also unable to withdraw from the teaching of puberty – which is part of our health curriculum.

Parents do, however, have the right to withdraw their child/children from the PSHE element of the curriculum that focuses on sexual relationships, which includes conception and intercourse. However, parents will be advised to cover these topics themselves at home.

Every child is entitled to receive SRE regardless of their ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, including disadvantaged or looked after children. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

## **Content of the SRE Programme**

The school have chosen to use the resource 'Growing up with Yasmine & Tom' to support the teaching of the Sex and Relationship Education at Bewdley Primary School. The resource is PSHE Association Quality Assured and the school believes it offers an age-appropriate and clear structure for the delivery of SRE teaching

**EYFS** – The focus is on Personal, Social and Emotional development. This will include, knowing who you are, where you fit in and feeling good about yourself.

### **Key stage 1**

Pupils in Year 1 are taught:

- Roles of different people, families and feeling cared for
- Recognising privacy; staying safe; seeking permission
- How behaviour affects others, including being polite and respectful
- Keeping healthy - food and exercise, hygiene routines and sun safety
- Recognising what makes them unique and special
- Feelings and managing situations when things go wrong
- How rules and age restrictions help us, including keeping safe online

Pupils in Year 2 are taught:

- Making friends, including what to do if you're feeling lonely and getting help;
- Managing secrets; resisting pressure and getting help
- Recognising hurtful behaviour
- Recognising things in common and differences;
- Playing and working cooperatively, including sharing opinions
- Why sleep is important
- Medicines and keeping healthy, including dental hygiene
- Managing feelings and asking for help
- Growing older, including naming body parts and moving class or year
- Safety in different environments; risk and safety at home; emergencies

### **Key stage 2**

Pupils in Year 3 are taught:

- What makes a family, including features of family life
- Personal boundaries safely responding to others; the impact of hurtful behaviour
- Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
- Health choices and habits
- What affects feelings; expressing feelings
- Personal strengths and achievements; managing and reframing setbacks
- Risks and hazards, including safety in the local environment and unfamiliar places
- Aspirations and gender stereotypes (career related)

**Pupils in Year 4 are taught:**

- Positive friendships, including online
- Responding to hurtful behaviour; managing confidentiality; recognising risks online

- Respecting differences and similarities; discussing difference sensitively
- Maintaining a balanced lifestyle; oral hygiene and dental care (including body care)
- Language for personal and private body parts
- Personal identity; recognising individuality
- Medicines and household products; drugs common to everyday life
- Seeking help on and offline

#### **Pupils in Year 5 are taught:**

- Managing friendships and peer influence (on and offline)
- Physical contact and feeling safe
- Physical and emotional changes in puberty; external genitalia; personal hygiene routines; supporting puberty; periods and wet dreams
- Responding respectfully to a wide range of people; recognising prejudice and discrimination
- Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies

#### **Pupils in Year 6 are taught:**

- Attraction to others; romantic relationships; civil partnerships and marriage
- Recognising and managing pressure; consent in different situations
- Expressing opinions and respecting others points of view, including topical issues
- What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
- Human reproduction and birth (**conception to birth, including intercourse, are non-statutory**)
- Increasing independence; managing transition
- Keeping personal information safe; regulations and choices; drugs use and the law; drug use and the media

#### **Delivery of the Programme**

Sex and Relationship Education is taught by classroom teachers and if appropriate, outside visitors, such as the school nursing service. It is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach Sex and Relationship Education include fiction, reference books, leaflets and extracts from videos, including the Channel 4 Living and Growing video. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of 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 Bewdley Primary's e-Safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. 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 and honestly.

Pupils with special education needs and disabilities (SEND) are entitled to learn about Sex and Relationship Education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

### **Working with Parents**

Bewdley Primary School understands that the teaching of some aspects of the programme may be of concern to parents/carers and therefore, will ensure that no teachers express their personal views or beliefs when delivering the programme.

Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.

The school respects the legal right of parents/carers to withdraw their child from parts of the Sex and Relationship Education programme, except for those statutory parts included in the Science or PSHE national curriculum (refer above).

A list of the statutory topics included in the science national curriculum at the different key stages, can be found in (Appendix 3) – Science National Curriculum.

At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.

Any changes to the policy will be clearly communicated to all members of staff involved in the Sex and Relationship Education programme.

### **Equal opportunities**

The SRE policy reflects and is in line with our equal opportunities policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued.

This includes the school adhering to the Equality Act 2010. We respect that pupils in our school community may belong to same sex families and as such believe that our pupils should understand that there are many types of families who adhere to the characteristics that are taught as part of the relationships curriculum content above.

### **Training of staff**

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

### **Confidentiality**

Confidentiality within the classroom is an important component of Sex and Relationship Education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers must, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per Bewdley Primary's Child Protection Policy.

## **Bullying incidents**

At Bewdley Primary we have a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within Bewdley Primary.

Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.

These incidents will be dealt with following the process in our Anti-bullying and Harassment Policy. The headteacher will decide whether it is appropriate to notify the police or an antisocial behaviour coordinator in their LA of the action taken against a pupil.

## **Difficult Questions**

If difficult questions arise in class time, class teachers will ask the child concerned if it is OK to deal with this at another time. They will then see the child alone at the earliest opportunity, and will encourage them to discuss the issue with their parents/carers. If the child is unwilling advice will be sought from the Head Teacher.

## **Dissemination of the SRE Policy**

Teaching staff will be given a copy of the policy and scheme of work.

There is a summary in the School Website and the full details of the policy and scheme of work are available on request to:

- Parents
- Governors
- Support staff
- Visitors
- LEA officers
- OFSTED inspectors
- School Health Service staff



## Appendix 1: PHSE Association Programme of Study

### **Module One Lessons: Year One and Two (ages 5 to 7)**

#### **Year One**

##### **Lesson 1: Introducing Yasmine and Tom**

- Pupils can describe some ways that boys and girls are similar or the same
- Pupils know that there is more than one way to be a boy and more than one way to be a girl

##### **Lesson 2: Friendships and feelings**

- Pupils can describe what makes a good friend
- Pupils can identify when friendship feels good
- Pupils can describe how to solve a problem when a friendship goes wrong

##### **Lesson 3: Different families**

- Pupils can identify different types of families
- Pupils can describe a similarity and difference between different types of families

##### **Lesson 4: My brilliant body**

- Pupils can explain that all bodies are different
- Pupils can say what is brilliant about their body
- Pupils can explain what to do if someone says mean things about someone's body
- Pupils can describe how to get help

#### **Year Two**

##### **Lesson 5: Keeping clean and taking care of myself**

- Pupils can name the objects that are used to help keep someone clean and healthy
- Pupils can explain why it is important to keep clean
- Pupils can describe which things they can do for themselves to look after their body and which things they are learning to do

##### **Lesson 6: Naming body parts**

- Pupils can name all the different parts of their body including the private and personal body parts
- Pupils can explain what private and personal parts are and how they are identified

##### **Lesson 7: Keeping safe**

- Pupils can recognise when a situation is safe or unsafe
- Pupils can describe some ways that they can keep safe
- Pupils can describe how to get help

## **Module Two Lessons: Years Three and Four (ages 7 to 9)**

### **Year Three**

#### **Lesson 1: Introducing Yasmine and Tom**

- Pupils can work in a group
- Pupils can contribute to small group discussions
- Pupils can identify one person they can talk with about growing up
- Pupils can identify something that will make them feel safe to discuss their bodies and relationships

#### **Lesson 2: Gender stereotypes and aspirations**

- Pupils can take part in a discussion and respond respectfully to someone they don't agree with
- Pupils can describe what a stereotype is

#### **Lesson 3: Me, myself and I**

- Pupils can show respect to others who are different to themselves
- Pupils can tell you at least one thing they are good at
- Pupils can tell you one thing they can do to make themselves feel better if they are feeling down

#### **Lesson 4: What makes a good friend?**

- Pupils can tell you two or more things that make a good friend
- Pupils can tell you two things that would make them think someone is not a good friend
- Pupils can explain what they need to do to be a good friend

#### **Lesson 5: Families and getting on with our families**

- Pupils can tell you one thing that most families have in common and one way in which families can be different
- Pupils can explain how they would respond to unkind, mean or bullying behaviour about their family or someone else's
- Pupils can identify who they talk to if they are worried about anyone or anything in their family

### **Year Four**

#### **Lesson 6: My personal and private body parts and keeping safe**

- Pupils can label the personal and private parts of bodies
- Pupils can explain the difference between safe and unsafe touches
- Pupils know that no one has the right to touch them in a way that feels unsafe – not even someone in their family

**Lesson 7: Body care**

- Pupils say at least one brilliant thing about their body
- Pupils can explain which parts of the body they particularly need to keep clean as they get older

**Lesson 8: Is it risky?**

- Pupils know what risky means and that some risks are good and others need to be thought about carefully
- Pupils begin to understand how to take steps to assess risk and keep themselves safe
- Pupils can say no to things they don't want to do
- Pupils can use 'Stop Think Go' to help them know what options there are if they start to feel unsafe

**Lesson 9: People who can help us on and offline**

- Pupils can identify someone they can ask for help if they need it
- Pupils can explain what the CEOP reporting symbol means

## **Module Three: Years Five and Six (ages 9 to 11)**

### **Year Five**

#### **Lesson 1: Introducing Yasmine and Tom**

- Pupils can tell you two things that change as they get older
- Pupils can explain what ground rules are and why they are important

#### **Lesson 2: On and offline friendships**

- Pupils can explain how healthy friendships and relationships make them feel
- Pupils can explain what online bullying is
- Pupils can tell someone what to do if they see something that is upsetting or shocking online

#### **Lesson 3: Friendships and secrets**

- Pupils can explain the difference between a safe and unsafe secret
- Pupils can describe some qualities of a good friendship.
- Pupils can ask for help if they need it

#### **Lesson 4: Friendships and pressure**

- Pupils can say no to something they don't want to do
- Pupils can explain what peer pressure is

#### **Lesson 5: Keeping safe – safe and unsafe touch**

- Pupils can explain the need to ask and receive permission (consent) for some types of touch
- Pupils can identify when physical contact feels unsafe and describe how to ask for help
- Pupils can evaluate the importance of choice, control and time limit in making safer choices

#### **Lesson 6: Keeping safe – online images**

- Pupils can explain why posting pictures online could be risky
- Pupils can explain the law about sharing pictures of a child's personal and private body parts
- Pupils can describe how to help a friend who has made a 'mistake' online

#### **Lesson 7: Changes at puberty**

- Pupils can identify some of the changes that will happen in their body and other bodies during puberty
- Pupils can describe who to talk to when they need help dealing with the changes at puberty
- Pupils can ask for support for any changes that are difficult to manage

#### **Lesson 8: Periods (menstruation)**

- Pupils can explain what a period (menstruation) is
- Pupils can suggest ways to overcome possible problems from periods
- Pupils understand that menstruation is something that most growing or grown-up girl's and women's bodies, and some trans or non-binary people's bodies can do

### **Lesson 9: Wet dreams and masturbation**

- Pupils can explain what wet dreams are
- Pupils can explain that some boys have wet dreams, and some don't
- Pupils can suggest ways to manage wet dreams
- Pupils can describe what masturbation is

## **Year Six**

### **Lesson 10: Making Babies sexual intercourse (optional opt-out)**

- Pupils can describe fertilisation through sexual intercourse
- Pupils can explain how a baby is made and that different people use different methods to do this
- Pupils can describe what consent means
- Pupils know the age of consent

### **Lesson 11: Making babies – assisted fertility and multiple births (optional opt-out)**

- Pupils know can explain that some people have help to become pregnant
- Pupils can explain why some people need assistance to make a baby
- Pupils can explain describe the difference between identical and non-identical twins

### **Lesson 12: Making babies – pregnancy and birth (optional opt-out)**

- Pupils can say how long an average pregnancy lasts
- Pupils can explain why a pregnancy lasts approximately 40 weeks (9 months)
- Pupils can identify and explain why some things that should and should not be eaten in pregnancy
- Pupils can explain describe how babies are born (delivered)

### **Lesson 13: Identity and prejudice**

- Pupils understand what key terms related to sexual orientation and gender identity
- Pupils can define what sexual orientation and gender identity mean
- Pupils can identify things that shape our personal identity
- Pupils can explain what prejudice means

### **Lesson 14: Equality and the law**

- Pupils can describe discrimination
- Pupils can explain that groups of people are protected by the Equality Act
- Pupils can describe ways to challenge prejudice and discriminatory behaviour

### **Lesson 15: Getting help**

- Pupils can describe what Childline is and how to access it
- Using their helping hand, pupils can identify who they can go to for help
- Pupils understand that they can talk about their problems and nothing is too awful or small to discuss

**Appendix 2: PHSE Association Programme Builders for PHSE Education, Thematic Scheme – separate link**

**Appendix 3: Language and Terminology**

**Language and Terminology**

The key biological terms that we are using for the genitals or the personal and private body parts (the areas covered by swimwear or underwear) are:

- Penis
- Vulva
- Testicles
- Nipples
- Vagina
- Bottom
- Anus
- Breasts

**Appendix 4: National Curriculum: Science**

In accordance with the DfEs “Sex and Relationships Guidance” 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key Stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none"><li>• That animals, including humans, move, feed, grow, use their senses and reproduce.</li><li>• To recognise and compare the main external parts of the bodies of humans.</li><li>• That humans and animals can produce offspring and they grow into adults.</li><li>• To recognise similarities and differences between themselves and others.</li><li>• To treat others with sensitivity.</li></ul>
Key Stage 2	<ul style="list-style-type: none"><li>• That nutrition, growth and reproduction are common life process for humans and other animals.</li><li>• About the main stages of human life cycle.</li></ul>