

# Bramley Grange Primary



## Relationships and Sex Education Policy

**Date Prepared: September 2025**

**Date to be Reviewed: September 2026**

**P.S.H.E. lead: Mrs Jennie Simspon and Miss Emily Frost**

### **Policy Statement**

At Bramley Grange Primary School, our personal, social, health and economical (P.S.H.E) education, alongside our relationships and sexual education policy, is central to our school ethos. It supports and promotes the children's personal, spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life.

We define relationships and sex education in primary school as the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. The pupils should learn about the emotional, social and physical aspects of growing up and relationships in an age and maturity appropriate way.

We believe that this is important for our pupils and our school because it equips children with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their health and well-being.

We recognise that our pupils are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This policy is intended to be viewed alongside other policies, including safeguarding/child protection, P.S.H.E, behaviour, single equality, anti-bullying, e-safety, healthy schools and Social Emotional Mental Health.

### **Lead members of staff**

The R.S.E programme will be led by Jennie Simspon – P.S.H.E. and R.S.E. Subject Lead, Mental Health and Emotional Wellbeing Lead.

Teachers are responsible for the teaching and delivery of R.S.E. for their pupils and may request training or advice on any aspects of R.S.E if necessary.

### **Aims, Objectives and Outcomes**

Our school's ethos is underpinned by our Bramley Beliefs, outlined below.

Through relationships education, we will support the children in the following areas:

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

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By the end of primary school, all children should know how to report concerns or abuse and the vocabulary and confidence needed to do so.

Through health education, we will support the children in the following topics:

- Puberty
- The changing adolescent body
- Menstrual wellbeing
- Menstrual cycle

Relationships and health education work together to protect children by ensuring they have knowledge of their bodies, the human life cycle, emotions, acceptable behaviour and right and wrong. Effective relationships education can make a

significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children to make responsible and informed decisions about their health and well-being.

### **Creating a safe and supportive learning environment**

Due to the nature of the discussions and topics in Relationships Education, it is vital that children and teachers feel safe and supported within the learning environment that they are in. To establish a safe and supportive learning environment:

- Teachers will discuss appropriate 'ground rules' at the start of each lesson ● Confidentiality will be discussed with the pupils in conjunction with the safeguarding/child protection policy
- If a pupil makes a disclosure or raises a safeguarding issue, we will follow the safeguarding policy.
- We will ensure that where pupils indicate that they may be at risk or vulnerable, they will get appropriate support in conjunction with the safeguarding/child protection policy
- Where a pupil may want to discuss a subject further or raise a question that may not be appropriate for the age/maturity of the rest of the class, teachers will be given the option to come back to it at a later time – either with the child if age appropriate or as a consultation with parents. Teachers are also able to work with colleagues if necessary to construct an appropriate answer.
- An anonymous question box will be set up in every classroom to enable pupils who are not comfortable raising questions in an open setting to ask questions to be responded to at a later date
- Distancing techniques such as choosing hypothetical scenarios will be used because it is important that pupils discuss issues without becoming personal ● Teachers are aware that effective R.S.E, and what is and what is not appropriate in a healthy relationship, could lead to a child protection disclosure and are aware of protocols to follow should this happen.

### **Entitlement and Equality of Opportunity**

In line with our equality, diversity and inclusion policies, we enable all children to access our R.S.E. curriculum. We promote equal, safe, enjoyable relationships which will be taught with respect to the children's individual ability, special educational need, gender, readiness and cultural backgrounds. The children's age and stage will be taken into account when discussing topics in relationships education. Teaching may be adjusted to ensure that all can fully access relationships education provision. Teachers may choose different resources or activities to those suggested in the scheme of work to meet the needs of the pupils.

## **Delivering the Curriculum**

Relationships and Sex Education links to other subjects, such as science and is part of P.S.H.E. education.

We are currently following a scheme of work, specifically developed for the changes to P.S.H.E. outlined for September 2020. The pupils will be taught through a range of teaching methods, including role play, open forum debate, conscience alley, hot seating, circle time, freeze frames and individual and collaborative class work.

Although some aspects of R.S.E may be taught through other subjects, R.S.E lessons give the pupils opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their present and future lives.

We promote positive, healthy relationships by helping the pupils to make connections between the learning they receive in R.S.E and their current and future 'real life' experiences. We teach the children to become reflective individuals so that when they are faced with real life situations, they are equipped to make informed choices.

## **Assessment**

At Bramley Grange, monitoring and evaluating of provision is continually ongoing and is carried out by class teachers, subject leaders and members of the Senior Leadership Team to ensure the quality and coverage of the curriculum.

As we recognise that pupils bring differing levels of knowledge and understanding to any issue explored through R.S.E. education, where possible, we use different approaches to determine the pupils' prior knowledge, which also helps teachers to make more effective judgements about pupils' development and progression in learning.

Assessment in R.S.E addresses the pupil's development of skills as well as knowledge and understanding. Pupils are assessed formatively during R.S.E lessons. These assessments are continually updated and are reported to parents at parents' evenings, written yearly reports or more regularly if necessary. Feedback is given to help pupils reach their

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potential and pupils are encouraged to peer and self-assess to reflect on their own learning.

## **Involving Parents and Carers**

We view the partnership of home and school as vital in providing the context of

our relationships and sex education.

As a primary school, we are statutorily required to teach relationships education as part of our P.S.H.E. education from September 2020.

Documents that inform the school's R.S.E policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

To review this policy, we will hold workshops for interested parents and carers to view the policy and suggest changes if appropriate, scheme of work and the resources we will use to teach their children.

We will work closely with parents and carers to ensure that they are fully aware of what is being taught. One way we will do this is through class dojo. Teachers will communicate the termly or half termly learning to parents and carers, to inform them of what their children will be learning so they can support them at home.

Parents will be able to request advice and materials to support their children at home with any topic discussed in school and teachers will be available to answer any questions they may have. If parents or carers need further support, we are able to signpost to different and relevant resource materials to help.