

# Bassett House School

## S2f – Relationships and Sex Education Policy

*Revised September 2025*



### Executive Summary

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1.1 This policy has been written with reference to the following documents:

- Relationships, Relationships and Sex Education (RSE) and Health Education Guidance (DfE 2021)
- The Children Act (2004)
- Early Years Foundation Stage Profile Handbook 2023 (Standards & Testing Agency 2022)
- PSHE Association Programme Builders (PSHE Association 012020)
- Keeping Children Safe in Education 2022 (DfE: September 2022)
- Statutory guidance Relationships Education (Primary) (DfE: September 2021)

1.2 Availability

This policy is made available to parents, staff and pupils via the school website [www.bassetths.org.uk](http://www.bassetths.org.uk) and to parents via written request to the school office

1.3 Related documents

- Bassett House School Personal, Social, Health Education (PSHE) policy
- Bassett House School Curriculum policy
- Bassett House School Safeguarding Policy
- Bassett House School Anti-Bullying Policy
- Bassett House School Spiritual, Moral, Social and Cultural (SMSC) Policy

1.4 Purpose

- To provide guidance and information on Relationships Education and Sex Education;
- To provide a clear framework within which teachers may teach the subject;
- To clarify the legal requirements and responsibilities of the school;
- To outline the school's approach to Relationships Education and Sex Education;
- To provide guidance on developing and implementing and monitoring the Relationships Education and Sex Education curriculum;
- To provide a basis for evaluating the effectiveness of the school's Relationships Education and Sex Education curriculum;

### Context

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2.1 At Bassett House, Relationships Education and Sex Education are taught within the context of the school's aims, ethos and values, and with due consideration to the attitudes, values, personal and social skills and knowledge and understanding, that the school considers to be appropriate for the pupils in our care. Relationships Education and RSE is incorporated into the curriculum on the basis that:

- It is taught with reference to long-term relationships, civil partnerships, marriage and family life.
- It is situated in the broader context of social, moral, spiritual and cultural (SMSC) development and personal, social, health, citizenship and economic education (PSHE);



- It is important to build positive relationships with others, involving trust and respect;
- Children are taught to respect and care for their own bodies and to keep themselves safe.

2.2 Furthermore, Relationships Education and Sex Education may also provide an opportunity for children:

- To clarify attitudes, morals and values;
- To develop self-esteem and the skills to manage relationships;
- To develop the children's ability and confidence to make informed choices;
- To develop the children's ability and knowledge to keep themselves and others safe by minimising risk from harm;
- To develop a positive attitude towards their body and sexuality and emotional literacy.

## Aims of Relationships and Sex Education

3.1 • To equip all pupils with accurate, unbiased knowledge and understanding about sex and relationships;

- To provide pupils with opportunities to acquire life skills that will help them to form positive, successful relationships with others;
- To help pupils to begin to understand the importance of the giving and receiving of consent;
- To give pupils opportunities to explore and respect their own and others' opinions, attitudes and values;
- To nurture pupils' self-esteem, self-awareness, confidence and emotional well-being, especially in their relationships with others;
- To promote the skills needed for a healthy lifestyle and the responsibility children have towards their own body;
- To encourage pupils to take responsibility for, and accept the consequences of, their own actions;
- To help pupils develop skills needed to be members of society and to value themselves and others;
- To provide guidance on where to find information and support;
- To develop and use critical judgement to respond to the influences of their peers and the media;
- To help pupils develop their personal moral framework with regard to sex and relationships;
- To prepare pupils for adolescence and adulthood.

3.2 The Department for Education (DfE) (2020) states that from 2020, the following subjects are compulsory in applicable schools in England.

- relationships education in primary schools
- relationships and sex education in secondary schools
- health education in state funded primary and secondary schools

3.3 These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society. Some Primary schools currently choose to teach sex education. This is not compulsory and will not become compulsory as part of the new curriculum. School must publish policies for these subjects online and make them available to anyone free of charge. Schools should also share examples of resources, for example books and information leaflets, to help them engage and consult with parents.

## What is Relationships and Sex Education?

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3.4 Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The Department for Education (DfE) (2021) states:

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

3.5 The Relationships Education, Sex Education, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary school. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement (DfE 2021)

3.6 The DfE Guidance 2021 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p.23). Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

### Health Education

3.7 Our PSHE curriculum also covers Health Education. In primary schools this area will cover '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'. The school is obliged to incorporate this learning into the curriculum.

### Puberty Talk

3.8 As part of our PSHE syllabus, we introduce Year 5 and Year 6 to the subject of puberty. The children therefore learn not only what is happening, or about to happen, to their own bodies, but also what is happening to the other sex.

3.9 The lesson will cover:

- The main sexual and reproductive parts of the body, using the correct terminology and understanding their functions.
- The main physical and emotional changes in puberty for boys and girls.
- The basic facts about menstruation.
- The different rates of change during puberty for different people.

- How to deal positively with concerns or questions about puberty and where to go for help if needed.

3.10 A question box is provided, following the lesson, for children to submit questions or concerns anonymously. The teachers then deal with any issues arising in an appropriate way. Prior to the lessons, a letter is sent to parents asking for consent for their children to attend.

## The teaching programme for Relationships and Sex Education

4.1 Relationships Education is delivered via the PSHE curriculum and Sex Education is delivered via the science and PSHE curricula throughout the year. Relationships Education is compulsory and taught from Form 1 to Form 6 (ages 5-11) in accordance with DfE statutory requirements, with an age-appropriate modified programme for EYFS. Designated Sex Education lessons are also taught to pupils in Forms 5 and 6 throughout the year. Parents and carers have the right to withdraw their child from all or part of the Sex Education curriculum but Relationships Education will remain compulsory for all pupils and the school is obliged to include this learning in the curriculum.

4.2 Every child is entitled to receive Relationships Education and Sex Education and Health Education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, special educational needs, disadvantage or being looked after children. (See *Inclusion Policy and Equal Opportunities Policy*) At Bassett House it is our intention that all children have the opportunity to experience a comprehensive programme of Relationships Education and Sex Education at a level that is appropriate for their age and physical development with differentiated provision if required.

### **Delivery and teaching Strategies**

4.3 The curriculum content (detailed below) is delivered in a non-judgemental, factual way which allows scope for pupils to ask questions whether publicly or anonymously through questions boxes.

4.4 The subject is led by Mr Alastair Moulton, Deputy Head Pastoral. The subject lead is provided with dedicated time to oversee the subject area. Other teaching staff delivering Relationships and Sex Education have undergone specific, relevant and suitable training both internally and externally.

4.5 These lessons are set within school's ethos and pastoral care system and a wider whole school approach to supporting pupils to be happy and safe including the school anti-bullying, SMSC, behaviour and safeguarding policies. The Relationships Education and Sex Education curriculum will help to support important attributes in pupils including honesty, kindness, tolerance, courtesy, resilience and self-efficacy.

### **Timing and Flexibility**

4.6 The Relationships Education and Sex Education curriculum will proactively address issues in a timely way in line with current evidence relating to children's physical, emotional and sexual development. This will be developed in conjunction with pupil needs, informed by pupil voice and participation in the curriculum development and in response to issues as they arise in the school and wider community.

4.7 The school has developed an age appropriate approach which meets the needs of the pupils, developed in consultation with parents and in response to local public health and community issues and, where relevant, the needs of individual pupils.

4.8 Parents and carers have the right to withdraw their child from all or part of the Sex Education curriculum, however Relationships Education is compulsory under statutory guidelines and parents may not withdraw their child from these lessons.

### **Early Years Foundation Stage**

4.9 Children learn about the concept of male and female and about young animals. In on-going PSHE work, they are introduced to the concept of personal safety, develop skills to form friendships and think about relationships with others along with learning focused on oral health and healthy eating in accordance with DfE regulations (2021).

4.10 *Profile Handbook 2023* (Standards & Testing Agency 2022):

‘Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride. People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.’

### **Key Stage 1**

4.11 Through their work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health and about the importance of personal safety.

4.12 In RE and PSHE lessons, children reflect on family relationships, different family groups, safe relationships, respect and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. The children begin to cooperate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

4.13 The compulsory Relationships Education curriculum for Key Stage 1 covers the following:

Year 1

- Families and Friendships - roles of different people
- Safe relationships - recognising privacy, seeking permission
- Respecting others and ourselves - how behaviour affects others; being polite and respectful

Year 2

- Families and Friendships - making friends; feeling lonely and getting help
- Safe relationships - managing secrets, resisting pressure and getting help; recognising hurtful behaviour
- Respecting others and ourselves - recognising things in common and differences; cooperation; sharing

## Key Stage 2

4.14 In science lessons, the children build upon their knowledge of life cycles and learn about the basic biology of human reproduction, including the birth of a human baby in Form 5. This knowledge is revised and consolidated in Form 6. They are taught about the physical, emotional and social changes at puberty, which includes the importance of maintaining a good standard of personal hygiene.

4.15 In RE and PSHE lessons, children continue to develop an understanding of relationships within a family, between friends and the community and that there are different types of friendship. The children develop the skills needed to form relationships and to respond intelligently to other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting peer pressure.

4.16 In Form 5 and Form 6, designated RSE (Sex Education) lessons are taught in mixed-sex groups and focuses on the development of skills and attitude, rather than merely the acquisition of knowledge. All pupils learn about the physical and emotional changes that both sexes undergo. In addition to learning in mixed-sex groups, opportunities will be provided for pupils to discuss matters in single-sex groups or individually, with a teacher, through the use of an anonymous question box.

4.17 The compulsory Relationships Education curriculum for Key Stage 2 covers the following:

### Year 3

- Families and Friendships - what makes a family; features of family life
- Safe relationships - personal boundaries; safely responding to others; the impact of hurtful behaviour
- Respecting others and ourselves - recognising respectful behaviour; self-respect; courtesy and politeness

### Year 4

- Families and Friendships - positives friendships including online safety
- Safe relationships - responding to hurtful behaviour; managing confidentiality; recognising online risks
- Respecting others and ourselves - respecting differences and similarities; discussing difference sensitively

### Year 5

- Families and Friendships - managing friendships and peer influence
- Safe relationships - physical contact and staying safe
- Respecting others and ourselves - responding respectfully to a wide range of people; recognising prejudice and discrimination

### Year 6

- Families and Friendships – civil partnerships and marriage
- Safe relationships - recognising and managing pressure; consent in different situations
- Respecting others and ourselves - expressing opinions and respecting other points of view including discussing topical issues

4.18 The RSE (Relationships and Sex Education) curriculum covers the following:

### Year 5

- Love, relationships and feelings
- Differences between boys and girls
- Puberty
- Personal hygiene
- How babies are made

Year 6

- Attraction to others
- Romantic relationships
- Puberty
- Periods
- Sex and how babies are made
- Pregnancy

4.19 The DfE states that by the end of Primary Education:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
	<p>Pupils should know</p>

<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>



## Inclusion

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5.1 Bassett House is committed to fostering an environment that promotes equal opportunity and inclusion for all children, irrespective of their sexual or gender identity, disability, ethnicity, culture, age, faith or belief, or other life experience. To promote equal opportunity and inclusion for all, the school's approach to the teaching of RSE will be mindful of:

- **The needs of boys and girls** The school shall consider the particular needs of boys and girls, along with teaching styles that will engage each sex. The school shall also be proactive in identifying and challenging sexism and sexist bullying.
- **Ethnic and cultural diversity** The school will consult pupils, parents and carers about any specific views and values they may have that arise from ethnic or cultural backgrounds, and promote respect for, and understanding of, the views and values of different ethnic and cultural groups with regard to RSE.
- **Varying home backgrounds** The school recognises that our pupils come from a variety of family circumstances and home backgrounds. The school shall be mindful to ensure that teachers do not make assumptions or use language that leads to children feeling excluded due to their family circumstances and home backgrounds.
- **Gender and sexuality** Relationships Education and RSE will include discussions of gender and sexuality in a balanced and sensitive manner that will include positive representations of a variety of gender and sexual identities. Teachers shall also, at an age-appropriate level, discuss the social problems of homophobic bullying and stereotyping based gender and sexuality.
- **Special educational needs** The school recognises the fact that in all classes there are children of differing abilities and seeks to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. The teaching of SRE will include differentiated tasks to ensure that all pupils are able to access the SRE curriculum.
- **EAL** The teaching of Relationships Education and RSE will take account of children for whom English is an additional language. Visual aids will be used to help pupils understand vocabulary and taught concepts, in addition to differentiated tasks and teacher support.

## The Role of Parents and Carers

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6.1 The school acknowledges that the primary responsibility for children's relationships and sex education belongs to parents and carers. The school wishes to build positive and supportive relationships with the parents of children at the school through mutual understanding, trust and cooperation. In promoting this objective the school will:

- Inform parents about the school's relationships and sex education policy and practice;
- Provide opportunities for parents to discuss the content of lessons in confidence and answer any questions that parents may have in relation to Relationships Education and Sex Education;
- Answer any questions that parents may have about the Relationships education of their child;
- Inform parents about best practice with regard to Relationships Education and Sex Education so that the key messages that parents and carers provide to children at home are supported by

Relationships Education and Sex Education teaching in school. The school believes that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

### **Parents' and carers' right to withdraw their child(ren) from Sex Education lessons**

6.2 Parents and carers have the right to withdraw their child from all or part of the Sex Education curriculum. Those parents wishing to exercise this right will be invited to discuss their objections and concerns with the headmistress, to reflect on the impact that withdrawal may have on their child and to specify from which aspects of the Sex Education curriculum they wish to withdraw their child. Relationships education however, is compulsory under statutory guidelines and parents may not withdraw their child from these lessons.

## **Confidentiality and Safeguarding**

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7.1 Relationships and Sex Education may bring about disclosures of safeguarding children issues. All teachers are familiar with the procedures for reporting concerns. Teachers should make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures. The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- Establishing ground rules in lessons;
- Having an anonymous questions box;
- Reassuring pupils that their best interests will be maintained;
- Encouraging pupils to talk to their parents or carers and providing them with the support to do so;
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality;
- If possible abuse is disclosed, teachers will follow the school's child protection policy and procedures.

### **Answering difficult questions**

7.2 Sometimes a pupil will ask an explicit or difficult question during an RSE lesson. Such questions do not have to be answered directly and may be addressed individually later. Individual teachers must use their skill and discretion in these situations and refer to the headmistress if they are concerned or need further guidance.

## **Consultation**

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8.1 This policy was, initially, developed after taking into account the needs and views of teachers and pupils as well as consultation with parents during the academic year 2021-22 and subsequently reviewed on an annual basis

### **Review**

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<b>Policy reviewed</b>	September 2025
<b>Policy agreed and adopted by governors</b>	September 2025
<b>Next policy review</b>	September 2026