

Relationship and Sex Education (RSE) Policy



Berry Hill Primary School

Approved by: Governing Board

Date: 19.01.26

Last reviewed on: Jan 2026

This is a transitional period to meet Statutory changes from September 2026 and this policy forms part of RSE parent consultation.

Next review due by: Jan 2028

1. Aims

The aims of relationships and sex education (RSE) at **Berry Hill Primary School** are to:

- Provide a clear, supportive framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of physical and emotional development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness, honesty and integrity
- Create a positive, inclusive culture around issues of relationships, respect and diversity
- Teach pupils the correct vocabulary to describe themselves, their bodies and their feelings

RSE at Berry Hill Primary School reflects our school ethos of nurturing happy, confident children who respect themselves and others and are well prepared for life in modern Britain. The curriculum supports pupils' personal development, behaviour and attitudes, and contributes to safeguarding and pupil wellbeing, in line with the Ofsted Education Inspection Framework. RSE is taught in parallel to PSHE.

2. Statutory requirements

As a **maintained primary school**, Berry Hill Primary School must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. The school is maintained by the local authority.

We are not required to provide sex education; however, we do teach the elements of sex education contained within the statutory science curriculum.

In teaching RSE, we have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

We also have regard to our legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (PSED) (section 149 of the Equality Act 2010), which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations

At Berry Hill Primary School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

- **Review:** Senior leaders reviewed statutory guidance and relevant local and national information
 - **Staff consultation:** All staff were given the opportunity to review the policy and provide feedback
 - **Parent/carer consultation:** Parents and carers were invited to information meetings about RSE and the proposed policy. A response period of **two weeks** was provided for parents and carers to submit views or questions
 - **Pupil consultation:** Age-appropriate pupil voice activities were used to gather pupils' views and inform curriculum delivery
 - **Ratification:** Following consultation and any amendments, the policy was approved by the governing board
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4. Definition

At Berry Hill Primary School:

- RSE is about the emotional, social and cultural development of pupils
 - It involves learning about relationships, health, wellbeing, personal identity and diversity
 - It involves a combination of sharing information and exploring issues and values
 - RSE is **not** about the promotion of sexual activity
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5. Curriculum

Our RSE curriculum is delivered through the PSHE curriculum using the **I Decide PSHE and RSE Scheme**, with biological aspects taught through science and links made to RE where appropriate.

The curriculum has been developed in consultation with parents/carers, pupils and staff, taking into account:

- Age and developmental stage
- Cultural and religious backgrounds
- The needs of pupils, including those with SEND

If pupils ask questions outside the scope of this policy, staff will respond appropriately and safely, ensuring pupils are well-informed without being encouraged to seek answers online.

A curriculum overview is available on the school website. Parents and carers may view **all RSE resources** used by the school.

6. Delivery of RSE

RSE is taught through planned lessons within the PSHE curriculum and contributes to pupils' wider personal development, helping them to stay safe, develop healthy relationships and understand how to seek help when needed. Teaching is:

- Carefully sequenced and age-appropriate
- Delivered in a safe, supportive environment
- Inclusive of all pupils

Relationships education focuses on:

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

Sex education

In line with statutory guidance, Berry Hill Primary School teaches the elements of sex education contained within the science curriculum.

In addition, the school provides age-appropriate sex education beyond the science curriculum. In addition, in Years 5 and 6, pupils are taught age-appropriate sex education during the summer term of each academic year, including lessons on:

- Physical and emotional changes during puberty
- How a baby is conceived and born

Teaching approach

We use a range of resources, including:

- Books and stories
- Diagrams and illustrations
- Videos
- Discussion and practical activities

Teachers ensure that:

- All pupils' views are respected and discussion takes place in a safe, supportive environment
- Questions are answered sensitively, honestly and in an age-appropriate manner
- Teaching meets the needs of all pupils, including boys and girls and those with SEND
- Materials are appropriate for pupils' age, maturity and individual needs and do not cause unnecessary distress

Resources are reviewed by staff before use to ensure they are suitable and aligned with statutory guidance.

Assessment is ongoing and informal, based on discussion, participation and understanding.

7. Use of external organisations and materials

Where external organisations are used, Berry Hill Primary School will ensure that:

- Content is accurate, age-appropriate and unbiased
- Materials align with this policy and statutory guidance
- Safeguarding procedures are followed
- A member of school staff is present at all times

All materials used by external providers will be shared with parents and carers on request.

8. Roles and responsibilities

8.1 Governing board

The full governing board approves this policy and holds the headteacher to account for its implementation.

8.2 Headteacher

The headteacher, **Ben Trenowden**, is responsible for:

- Ensuring RSE is taught consistently across the school
- Sharing resources with parents and carers
- Managing requests for withdrawal from non-statutory elements of sex education

8.3 Staff

Staff are responsible for:

- Delivering RSE sensitively, confidently and effectively
- Modelling positive attitudes, inclusive language and respectful behaviour
- Responding to pupils' questions and needs appropriately
- Being alert to safeguarding concerns and reporting any disclosures or worries promptly to the Designated Safeguarding Lead (DSL), in line with the school's safeguarding policy

All staff are expected to teach RSE as part of their role.

8.4 Pupils

Pupils are expected to engage respectfully and thoughtfully in RSE lessons.

9. Parents' right to withdraw

Parents/carers **do not** have the right to withdraw their child from relationships education.

Parents/carers may request to withdraw their child from the non-statutory elements of sex education. Requests must be made in writing to the headteacher using a standard form which can be requested from the main school office.

Alternative work will be provided for pupils who are withdrawn.

10. Training

Staff receive training in RSE as part of induction and ongoing professional development. External professionals, such as school nurses, may support staff training where appropriate.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE subject leader and senior leaders through **pupil voice activities, book looks, planning scrutiny and lesson observations**. Oversight is also provided through governor monitoring.

This policy will be reviewed **every two years**, or sooner if statutory guidance changes, and will be approved by the full governing board.
