




Beverley Minster
C.E. Primary School

Relationships and Sex Education Policy

**This policy covers our approach to PSHE and Sex Education
(referencing Church of England Schools' documents)**

Be Your Best at Beverley Minster

'encourage one another and build each other up' 1 Thessalonians 5 Verse 11

Name and Title of Author:	Mr L. Fletcher
Name of Responsible Committee/Individual:	Local Governing Board
Implementation Date:	Spring 2025
Review Date:	Spring 2028
Target Audience:	Parents, carers and staff
Related Documents: All Trust policies and procedures referred to are located on the trust website, www.theeducationalliance.org.uk . If English is not your first language, and you require assistance/translation, please contact the HR Department. This policy has been equality impact assessed.	<ul style="list-style-type: none">• Equality policy• Online/e-safety policy• Child Protection/Safeguarding Policy 

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Beverley Minster CE Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the 'Personal Development', 'Attendance and Behaviour', Curriculum and Teaching', 'Inclusion' and 'Safeguarding' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we mostly use **Jigsaw**, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Relationships and Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

Year Five

Year five girls are introduced to 'growing up' and bodily changes through a school nurse talk. This talk covers the following statutory content from the RSE curriculum:

- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Year Six

In year six, the school uses the expertise of the school nurse to deliver a 'growing up' talk to the children that covers the following statutory objectives from the RSE curriculum:

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Sex Education

As part of the nurse talk in year six, there is a separate section related to the following objectives.

- Sexual intercourse – what happens in order for conception to take place
- Childbirth

As shown above, parents will be sent a letter prior to the talk which shares a link to the resources used and an 'opt-out' option. If parents choose to opt-out of the sex education section of the talk, the children will not take part in the sex education part of the talk but will take part in the other statutory RSE objectives specified above, linked to 'Developing Bodies'.

We use the Church of England's updated anti-bullying guidance, [*Flourishing for All*](#) (released late 2024), to provide updated, proactive strategies for tackling homophobic, biphobic, and transphobic (HBT) bullying, with new additions addressing race-based bullying. It emphasizes a culture of inclusion, dignity, and safety, demanding swift action against HBT language and bullying, while urging schools to support LGBTQ+ staff and pupils.

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting the RSE objectives requires a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

When a teacher is faced with a difficult question, they will consider if it is appropriate to answer using the age-related expectations for our PSHE programme of study. If the questions goes beyond this expectation, where appropriate, the teacher may choose to answer sensitively in a separate conversation with the child or refer the question to the Senior Leadership Team or and/or the child's parents. This will ensure the conversations are open and supportive whilst safeguarding all involved.

Whole-school approach

At Beverley Minster CE Primary School we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

PSHE is delivered via weekly lessons to each class.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Puzzle (Unit)	Content
Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss

Life Skills

We have carefully mapped where Jigsaw fits with our curriculum and where possible, used cross-curricular links to teach its content. For example, teaching the online safety RSE objectives as part of our computing curriculum provides an obvious link and real-life application for its content.

We also recognise that our children need to be taught knowledge and skills that are slowly being lost in society but we deem important. These skills are often lost in busy professional homes and we want to address the growing gap we have observed. Skills such as tying shoe laces and how we can look after our mental health as well as a healthy use of mobile phone technology.

We combine this with our school Vision and Values to provide a comprehensive programme of personal development tailored to the needs of the children of Beverley Minster CE Primary School.

Our School Vision and Values

Our school vision is at the heart of all that we do and we seek to reflect this in our daily practice. At our school, we believe that God is love and we are learning to love each other.

We encapsulate this in the following two statements:

Be Your Best at Beverley Minster

“Encourage One Another and Build Each Other Up” 1 Thessalonians 5.11

Values

Underpinning our vision are three values that we thread through our daily school lives:

Respect

We believe we are loved by God so that we can love and respect each other. This means that each person matters because they are loved by God, and that we learn to build healthy relationships marked by compassion, loyalty and respect.

Friendship

In order to develop meaningful and lasting friendship, we believe we are people of grace. This means that we are learning to set one another free, with thankfulness, forgiveness and generosity, and without putting others down.

Perseverance

We believe we can grow and be hopeful. This means that we are learning to develop and to change, and to cope with setbacks because we are confident in the future God has for us.

Relationships Education (2026 guidance)

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

By the end of primary, the statutory RSE programme states that all Primary aged children should know the following:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, " Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."