



Sex and Relationships Policy

March 2025

Statutory policy

Policy Review

This policy was adopted, reviewed and agreed by the Governing Board on 4th March 2025

It is due for review in March 2026 (up to 1 year from the above date).

A handwritten signature in blue ink that reads "Mrs K Redrup".

Signature Chair of Governors:

Mrs K Redrup

All the governors and staff of Binstead Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	23/11/2021		Yes	
2	Jan 2024	SH/RC		
3	March 2025	1rc		No change readopted

Binstead Primary School
Sex and Relationships Policy

Binstead Primary School are committed to sharing a common objective to help keep the children and staff of the school safe. We ensure that consistent effective safeguarding procedures are in place to support children, families and staff of the school. All policies should be read in conjunction with the Safeguarding and Child Protection Policy.

Rationale

Sex and relationships education is about developing positive attitudes and values, becoming confident in personal and social skills, gaining knowledge and understanding of the ways we relate to other people safely, happily and responsibly, including virtually.

It provides an understanding that positive, caring environments are essential for the development of a good self image and that individuals are in charge of and responsible for their own bodies.

Aims

- to help and support pupils through their physical, emotional and moral development.
- to create a structure and climate within the school in which every pupil feels happy and secure and has a positive self image, with a developing sense of responsibility, respect and value for others.
- to help pupils acquire: confidence, appropriate knowledge and understanding, positive attitudes, personal and interpersonal skills.
- to create an atmosphere where pupils can learn about, and discuss sexual matters without embarrassment, combating ignorance, anxiety and misinformation and increasing understanding by providing information about human sexual development.
- to develop strategies that support mental well-being, including recognising emotions, understanding how to ask for support and how physical well-being relates to mental well-being.

The role of the parents

Parents have the right to withdraw their children from all or part of the sex and relationship education provided in the school except for those parts identified within the National Curriculum for science which is statutory. Parents wishing to take up this right should contact the headteacher to discuss concerns and review the intended curriculum before making a final decision.

Cultural issues will be taken into account and parents should contact the Headteacher to discuss any such issues and concerns.

School sex and relationships education complements and supports the role of parents.

Parents can support school sex and relationships education by:

- Participation in discussion of detailed content for each year group in relevant parent meetings.
- Being prepared to answer questions which may arise
- Taking advantage of opportunities which arise, eg birth of a baby or animal to talk naturally about reproduction.
- Making sure that their children know that everyone is unique and develops at different times and that different body sizes are natural
- Participating in opportunities to reinforce work done in school.

SEN (special educational needs) and inclusion

We make every effort to ensure that sex and relationships education is taught to meet the needs and abilities of all pupils. Amended programmes will be discussed with parents / carers of individuals.

Monitoring and evaluation

The views of parents are always welcome. Parents are involved in policy reviews by invitation to meetings to look at materials and to review policy. The policy goes to Governors for any amendments and for final ratification. The policy is reviewed every alternate year and is available in the school office and on the school website for parents to see. Staff and governors monitor implementation of the policy through observation of lessons, observing general relationships

behaviour, looking at children's work and listening to pupils. Teachers will use assessment for learning techniques to inform planning and ensure that lessons are tailored to meet pupil needs. Occasionally external inspectors will comment on policy/and or its implementation.

Content

Sex and Relationships education takes place within the framework of the PSHE programme of the school. Some work takes place as part of science and Religious Education.

Sex and Relationships education and questions arising are dealt with in a sensitive, objective and balanced manner acknowledging that pupils come from backgrounds that reflect differing values and experiences.

Sex and Relationships Education is taught throughout the school from EYFS to Year 6

Resources

Resources are chosen by the PSHE coordinator and Foundation Curriculum leader in discussion with staff and on a needs-based assessment of prior knowledge. Advice is sought from outside agencies, and parents are invited to preview resources before they are used with the pupils.

The main areas of focus.

Growing Up / Health

How we change

Taking responsibility for ourselves

Looking after ourselves and keeping healthy

Preparing for the physical, emotional and social changes that take place at puberty

Personal hygiene

Periods and wet dreams

Puberty and reproduction

Relationships

How babies are made (conception and pregnancy)

Life cycles of animals and people

Emotions

Baptisms, weddings and bereavement

Caring

Sharing feelings

Expressing our feelings to others

Building self esteem

Relationships

Love and care within all different family units.

Looking after babies

Baby animals

Developing good relationships

Respecting the differences between people

New friends and friendships

New beginnings and moving on

Being Safe

Benefits of limiting time online and risks of over exposure

Understanding the effect of online actions

Understand the need to keep online relationships respectful and their personal details private

Understand why there are age restrictions on social media and online games

Recognise online bullying and trolling and how to report it

Knowing about personal safety, how to protect ourselves and ask for help

Bullying

National curriculum science (statutory)

Key stage 1.

Pupils should be taught:

- That animals, including humans, move, grow, use their senses and reproduce.
- That humans and animals can produce offspring and that these grow into adults.
- To recognise and compare the main external parts of the human body and other animals including genitals.
- To recognise similarities and differences between them and others and treat others with sensitivity.
- How to treat animals with care and sensitivity.

Key stage 2

Pupils should be taught:

- That life processes common to humans and other animals, include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

Training

Teachers should be given opportunities to train in aspects of sex and relationship education, relevant to their class or group, in order for them to teach confidently and appropriately.

Ground rules

A set of ground rules helps to create a safe environment in which teachers and pupils do not feel embarrassed about unintended or unexpected questions or comments.

- No-one (teacher or pupil) will have to answer personal questions
- No-one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Correct names of body parts will be used
- Everyone's contribution is valued and respected

Dealing with questions

Ground rules should always be used. Opportunity for individual/ anonymous questions given through a question box

- If a question is personal the teacher should remind the pupil of the ground rules
- If a teacher doesn't know the answer to a question it is important to acknowledge this
- If a question is too explicit or is inappropriate for the whole class or raises questions about sexual abuse the teacher should acknowledge and promise to attend to it later on an individual basis. To maintain trust, the teacher must keep their promise.
- If a teacher is concerned that a pupil is at risk of sexual abuse they should follow the schools child protection policy and procedures.

Confidentiality

Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Were younger pupils are involved this will be grounds for serious concern and child protection procedures should be followed.

Teachers should make sure that pupils:

- Are reassured that their best interests will be maintained
- Are encouraged to talk to their parents or carers and supported to do so
- Know that teachers cannot offer unconditional confidentiality
- Are reassured that if confidentiality has to be broken they will be informed first and then supported as appropriate
- Are given the skills were to get help and information
- Use the ground rules in lessons

The school should make sure that:

- All staff are familiar with child protection procedures and policy
- All staff, parents/carers and pupils are aware of the school's confidentiality policy and how it works in practice.

Health professionals Are bound by their professional codes of conduct in one to one situations with individual pupils, but in a classroom situation they should follow the schools confidentiality policy.

Appendix
PSHE Progression Documents

	Year 1	Year 2
Relationships Family Friendships	I understand that families come in different forms. I understand that good friendships make you feel happy, secure and how we choose our friends. I understand that people have many differences and that we should respect these differences. I understand the need to show courtesy and good manners.	I understand that families come in different forms and help me feel safe, secure and loved. I understand that my body belongs to me and what is appropriate and inappropriate contact. I understand what characteristics make a good friendship. I understand the practical steps I can take to help my relationships. I understand the need to show courtesy and good manners.
Emotions Zones of Regulation Mental Well Being	I understand and name different basic emotions that I can feel. I understand that I can talk to adults about my feelings.	I have an increased understanding of a range of emotions and strategies I can use to support my mental well-being. I can name at least one adult who I can talk to if I need to.
Being Safe Inc Internet	I understand that the internet exists as well as its benefits. I understand I can call 999 in an emergency.	I understand the benefits of the internet and that I should limit my time online. I understand that there are 4 options to choose from when making an emergency call.
Health Physical Diet	I can recognise healthy food from a selection of food. I understand exercise is essential for a healthy body and mind. I understand how to stay clean and clean hand hygiene.	I can recognise and sort between healthy and unhealthy food. I understand how I can exercise in and out of school, including active travel. To understand the differences between males and females. I understand that sleep is important for my emotions.
Growing Up Understand Body	I can recognise the different parts of the body.	I understand that there are physical differences between male and females.

	Year 3	Year 4
Relationships Family Friendships	I understand that family helps each other by being supportive in times of difficulty. I understand that friendships are welcoming and don't leave others feeling excluded or lonely. I understand different types of bullying, what bullying is and the impact it has on individuals. I understand the need to show courtesy and good manners.	I understand that families occur in many different ways and that whatever shape a family comes in, they provide a loving and caring unit for each other. I understand what a stereotype is and that these are usually unfair and negative. I understand the need to show courtesy and good manners.
Emotions Zones of Regulation Mental Well Being	I empathise with the emotions of my peers and can recognise how they are feeling. I am beginning to use techniques independently to support my own feelings. I can ask a safe adult to help me with my feelings.	I understand that it is good to tell others how I am feeling as this means they can support me. I understand friendships have ups and downs and that these can be overcome.
Being Safe Inc Internet	I understand that the internet/online world has positive and negative content. I understand why certain things (inc games and films) are age restricted. I understand that people can behave differently online – including being someone else. I understand what to do if I feel unsafe or feel bad about adults.	I understand the way we interact online is the same as in reality and we should keep our personal information safe. I understand that I need to be careful online and only interact with people that I know in reality. I understand that I shouldn't keep a secret if it makes someone unsafe.
Health Physical Diet	I understand that some drugs (medicines) taken in moderation help our bodies fight infections. I understand how to stay safe in the sun. I understand how poor diet can impact our health I understand how lack of exercise can impact our bodies.	I understand the health risks associated with smoking. I can recognise healthy and unhealthy meals and explain why they are or are not healthy. I understand that exercise creates hormones that impact on how we feel. I understand about oral hygiene.
Growing Up Understand Body	I understand that stereotypes exist and that all people can enjoy the same or different things.	I understand about life cycles and that our bodies change during puberty.

	Year 5	Year 6
Relationships Family Friendships	<p>I understand that marriage is the legal union of two people who love each other.</p> <p>I understand that marriage can be between two people of the opposite or same sex.</p> <p>I understand what makes me able to trust or not trust people according to their behaviour.</p> <p>I understand that relationships need to be based on give and take.</p> <p>I understand the need to show courtesy and good manners.</p>	<p>I understand that families are a safe and secure environment.</p> <p>I understand that sometimes people don't feel safe and secure in a family unit and how to seek help and advice if they feel like this.</p> <p>I have a range of strategies to help me self-manage my relationships successfully.</p> <p>I understand the importance of respecting myself and what makes me special.</p> <p>I understand the need to show respect to others and that this should provide respect back.</p> <p>I understand the need to show courtesy and good manners.</p>
Emotions Zones of Regulation Mental Well Being	<p>I understand the effects of other peoples' actions both in person and online that mine and others actions can have.</p> <p>I understand that I can ask safe adults in school as well as knowing external agencies I can contact to discuss my well-being.</p>	<p>I understand that I need to take care of my physical and mental health and the strategies that are available to help me.</p> <p>I understand that I should report any online concerns and can explain how to do this.</p>
Being Safe Inc Internet	<p>I understand the dangers of the internet and the need not to share our personal information and that I can report my concerns.</p> <p>I understand how search engines work and that I should not take all information at face value.</p>	<p>I can recognise how to report online bullying and harassment.</p> <p>I understand that there is a reality within the virtual world.</p> <p>I can use some basic first aid techniques.</p>
Health Physical Diet	<p>I understand the dangers of alcohol and the effects it has on my body.</p> <p>I understand the idea of calories and the need to consume the correct amount.</p> <p>I can show an understanding that it is important to talk to adults if they are worried about their health.</p>	<p>I understand the dangers of recreational drugs and the effects it has on my body.</p> <p>I can plan and create a healthy meal using the principles they understand.</p> <p>I use all their understanding to explain how and why exercise is important to our lifelong health.</p>
Growing Up Understand Body	<p>I understand that puberty brings changes to my body and my emotions,</p>	<p>I understand that puberty is the body's way of being ready for reproduction.</p>