



# Beacon View Primary Academy

## Relationship and Sex Education Policy

Approved By	Name (Print)	Signature	Date
Academy:	Catherine Williams		09/12/2025
Governing Body:	Ian Fielder		09/12/2025
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## **Beacon View Primary Academy Relationship and Sex Education Policy**

### **Introduction**

This policy sets out the Beacon View's approach to Relationships and Sex Education (RSE) in line with statutory guidance. RSE aims to help pupils develop healthy, respectful relationships and understand basic human development in an age-appropriate way.

The objective of Relationships and Sex Education is to enable pupils to:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) (strictly at an age-appropriate level) intimate and sexual relationships including sexual health.

Relationship and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

Sex education is not compulsory in primary schools. However, United Learning have made the decision that in all its primary schools, there should be suitable sex education before children reach the end year 6, to ensure children are suitably prepared for transition to secondary school. It is essential that any aspects of sex education taught in primary schools are appropriately tailored to the age, physical and emotional maturity of the pupils, and are outlined clearly in the school's policy. Particular attention should be paid to the latter years of primary school and ensuring pupils are well prepared for the transition to secondary school. With that in mind, primary schools should consult with parents before the final year/s of primary school about the detailed content of what will be taught, including offering parents support in talking to their children about sex education and how to link this with what is being taught in school.



## **Parental and staff involvement regarding the policy**

The school will add this policy to the school's website. The school will inform parents about the detailed content of what will be taught in sex education, including offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

In particular, the school should consult with parents before the final year/s of primary school about the detailed content of what will be taught in sex education, including offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

## **Parental right to withdraw children**

Beacon View acknowledge the right of parents to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationships education.

The Principal will automatically grant a request to withdraw a pupil from any sex education delivered in a primary school, other than as part of the science curriculum.

If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## **Teaching and Learning Objectives**

Teaching and learning topics are shared with year groups via half- termly curriculum newsletter and included a specific description of the content which will be covered within relationships education, taking into account of the age of the pupils.

Please see Appendix A which shows a detailed breakdown of the curriculum offer for Science, including what is taught with regards to sex and relationship education. The RHE curriculum offer for each year group can be found on the school's website and appendix B. In Year 5, the process of reproduction in plants is taught before moving on to sexual reproduction in animals and finally humans in Spring 2, where changes that humans encounter during puberty are discussed. Children have labelled diagrams of a human and a comparison of similarities and differences between males and females is made using technical vocabulary. Children often pose some mature questions to help aid their understanding at this point. Furthermore, after learning about the gestation period of animals, children are quick to recall the gestation period of humans. Through the unit, it is discussed how this may differ, for examples using words such as 'premature'. Towards the end of the unit, teachers discuss assisted reproduction where they learn about a range of different parents wanting children and how this may not be possible without help, e.g., two males or one female. Key vocabulary is displayed in the classroom and reviewed at the beginning of each lesson. Children become confident in recognising and using this language and can in detail, both verbally or in written form, describe the process. Throughout the year, there are also some standalone RHE lessons, such as the development



of children's feelings. Discussions are held about how emotions may change and that children may encounter mood swings and developing coping strategies. In the Autumn term, the children are taught about how bodies change and that these changes could be happening now. RHE lessons are delivered on keeping clean, habits and choices and body contact. This is where discussions are held about situations that might make us feel comfortable and things that don't sound ok. The religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and all sex and relationship education teaching will meet the requirements of equality law. Southway will teach about a range of faith perspectives.

Content will be made accessible to all relevant pupils, including those with SEND.

### **Complaints**

Provide that any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.



## Appendix A – Science Curriculum Overview

### United Curriculum: Science



N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b> It's getting cold outside / Bears Weather where we live, habitats where bears live		<b>BIOLOGY</b> Plants Identifying and naming common plants and describing basic structures	<b>BIOLOGY</b> Plant growth Plants grow from seeds, and require water, light and a suitable temperature	<b>CHEMISTRY</b> Rocks Comparisons of types of rocks and how fossils are formed	<b>BIOLOGY</b> Classifying organisms Introduction to classifying animals and their environment	<b>CHEMISTRY</b> Separating mixtures Identifying and separating mixtures; reversible and non-reversible changes	<b>PHYSICS</b> Electricity Investigating variations in series and parallel circuits, and how electricity is generated
<b>Autumn 2</b> Polar express / Special days Melting and freezing; natural and artificial materials		<b>BIOLOGY / PHYSICS</b> Seasonal changes Observing changes across four seasons and describing associated weather	<b>BIOLOGY</b> Needs of animals Animals need water, food and air to survive and to have offspring	<b>PHYSICS</b> Light Relationship between light and how we see; the formation of shadows	<b>BIOLOGY</b> Food & digestion The human digestive system and food relationships in ecosystems	<b>BIO / CHEM / PHYSICS</b> Energy Introducing the concept of energy stores and energy transfers; relate this to prior knowledge	<b>BIOLOGY</b> Evolution Fossils; introduction to the idea that adaptation may lead to evolution
<b>Spring 1</b> On the Move / Toys Exploring pushes, pulls and magnets		<b>CHEMISTRY</b> Everyday materials Distinguishing objects from their material, and describing simple properties	<b>CHEMISTRY</b> Uses of materials Comparisons of an object's material with its use; impact of bending, twisting on solid objects	<b>BIOLOGY</b> Organisms The role of muscles and skeletons; the importance of nutrients	<b>CHEMISTRY</b> Particle model and states of matter States of matter in relation to particle arrangement	<b>BIOLOGY</b> Life cycles Life cycles of a mammal, amphibian, insect, bird, and some reproduction processes	<b>PHYSICS</b> Light How light travels and is reflected, and how this allows us to see
<b>Spring 2</b> On the Farm / Food Glorious Food Life cycles of farm animals and plants	<b>Spring in our step</b> Wildlife and weather in spring and winter; habitats around our school	<b>Consolidation and review</b>	<b>BIOLOGY</b> Living things & habitats Introduction to habitats, micro-habitats, and simple food chains	<b>BIOLOGY</b> Plants Features of flowering plants and what they need to survive	<b>PHYSICS</b> Sounds Relationship between strength of vibrations and volume of sound	<b>BIOLOGY</b> Human development Human development to old age	<b>BIOLOGY</b> Further classification Further classification of organisms based on characteristics
<b>Summer 1</b> Once upon a time 1 / 2 Properties of materials and exploring mixtures		<b>BIOLOGY</b> Animals Naming reptiles, fish, amphibians, birds and mammals; carnivores, herbivores, omnivores	<b>CHEMISTRY</b> Solids, liquids and gases How the same substances can exist as solids, liquids and gases	<b>PHYSICS</b> Forces & motion Introducing pushes and pulls; opposing forces, and balanced forces	<b>PHYSICS</b> Electricity Simple series circuits	<b>PHYSICS</b> Forces Gravity, air and water resistance and friction; introduction to pulleys	<b>BIOLOGY</b> Functions of the human body Human circulatory system; transport of nutrients within the body
<b>Summer 2</b> All creatures great and small 1 / 2 Life cycles of animals in trop. rainforests, sea, and grasslands	<b>Science detectives</b> Properties of materials and habitats around the world	<b>BIOLOGY</b> Humans Human body parts and senses	<b>Consolidation and review</b>	<b>PHYSICS</b> Magnetism Contact and non-contact forces, including friction and magnetism	<b>CHEMISTRY</b> Properties of materials Considering physical and chemical properties	<b>PHYSICS</b> Earth and space Movements of planets and the Moon, and relationship to day and night	<b>CHEMISTRY</b> Physical and chemical changes Identifying physical and chemical changes

United Curriculum | Primary Science



## Appendix B – PSHE Whole School Overview

	<b>EYFS/ Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>AUTUMN</b>	<b>BEING HEALTHY</b>	<b>BEING HEALTHY</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>
	Me, Myself and I	Me, Myself and I	Assessment - Baseline Staying Safe Leaning out of Windows Assessment – Summative	Assessment – Baseline Cycle Safety Assessment – Summative	Assessment – Baseline Peer Pressure Assessment – Summative	Assessment – Baseline Water Safety Assessment – Summative
	<b>RELATIONSHIPS</b>	<b>RELATIONSHIPS</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>
	Getting on and Falling Out	Getting on and Falling Out	Assessment – Baseline Medicine Assessment – Summative	Assessment – Baseline Healthy Living Assessment – Summative	Assessment – Baseline Smoking Assessment – Summative	Assessment – Baseline Alcohol Assessment – Summative
	<b>NB: Anti Bullying Week November</b>	<b>NB: Anti Bullying Week November</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>
			Assessment – Baseline Making Friends Online Assessment – Summative	Assessment – Baseline Online Bullying Assessment – Summative	Assessment – Baseline Image Sharing Assessment – Summative	Assessment – Baseline Making Friends Online Assessment – Summative
<b>SPRING</b>	<b>LIVING IN THE WILDER WORLD</b>	<b>LIVING IN THE WIDER WORLD</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>
	Economic Wellbeing	Economic Wellbeing	Assessment – Baseline Stealing Assessment – Summative	Assessment – Baseline Coming Home on Time Assessment – Summative	Assessment – Baseline Looking Out <u>For</u> Others Assessment – Summative	Assessment – Baseline Stealing Assessment – Summative
	NB: Aspirations Week January	NB: Aspirations Week January				
	<b>SAFE RELATIONSHIPS</b>	<b>SAFE RELATIONSHIPS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>
	Families and Safe Relationships	Families and Safe Relationships	Assessment – Baseline Grief Assessment – Summative	Assessment – Baseline Jealousy Assessment – Summative	Assessment – Baseline Anger Assessment – Summative	Assessment – Baseline Worry Assessment – Summative
<b>SUMMER</b>	<b>BEING HEALTHY</b>	<b>BEING HEALTHY</b>	<b>OUR WORLD</b>	<b>THE WORKING WORLD</b>	<b>THE WORKING WORLD</b>	<b>THE WORKING WORLD</b>
	Growing and <u>Changing</u>	Growing and <u>Changing</u>	Assessment – Baseline Looking After Our World Assessment – Summative	Assessment – Baseline Chores at Home Assessment – Summative	Assessment – Baseline Enterprise Assessment – Summative	Assessment – Baseline In-App Purchases Assessment – Summative
	<b>LIVING IN THE WIDER WORLD</b>	<b>LIVING IN THE WIDER WORLD</b>	<b>HAZARD WATCH</b>	<b>A WORLD WITHOUT JUDGEMENT</b>	<b>A WORLD WITHOUT JUDGEMENT</b>	<b>A WORLD WITHOUT JUDGEMENT</b>
	Shared Responsibilities and Communities	Shared Responsibilities and Communities	Assessment Baseline Is it safe to eat or drink? Is it safe to play with?	Assessment Baseline Breaking Down Barriers Assessment - Summative	Assessment Baseline Inclusion and Acceptance Assessment – Summative	Assessment Baseline British Values Assessment – Summative
	<b>RELATIONSHIPS</b>	<b>RELATIONSHIPS</b>	<b>RELATIONSHIPS</b>	<b>GROWING AND CHANGING</b>	<b>GROWING AND CHANGING</b>	<b>GROWING AND CHANGING</b>
			Touch Assessment – Summative	Assessment – Baseline Appropriate Touch Assessment – Summative	Puberty Assessment - Summative	Conception Assessment – Summative



## Letter to families

Dear Beacon View Families,

As a part of your child's educational experience at Beacon View, we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, and fulfilled lives, both now and in the future.

As you may be aware, from September 2020 the Department for Education made Relationships and Health Education (Primary) and Relationships, Sex Education, and Health Education compulsory in all schools. **From 1 September 2026**, updated statutory guidance will introduce additional content to ensure that pupils learn about safe and healthy relationships, mental wellbeing, digital safety, inclusion, consent, and challenging harmful gender stereotypes.

### What does the guidance mean?

The updated guidance focuses on:

- Healthy relationships and developing positive interpersonal skills.
- Keeping children safe in the modern world, including online safety and digital literacy.
- Inclusion, reflecting diverse families and communities.
- Challenging harmful stereotypes, including misogyny and discriminatory behaviours.
- Mental and physical wellbeing, emotional resilience, and healthy decision-making.

Learning about the emotional, social, and physical aspects of growing up will give children the information, skills, and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being.

All sessions will continue to be age-appropriate and meet the needs of all pupils in the class.

### How will this be delivered?

This forms part of our school's PSHE education programme, which is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. For more detail about our PSHE curriculum offer, please visit the school's website:

<https://www.beaconviewprimary.co.uk/learning/curriculum/pshe-rse>.

All teaching in PSHE will take place in a safe learning environment, underpinned by our school ethos and values. A variety of opportunities will be provided for pupils to ask questions to further their understanding and explore topics that affect them personally.

As a school community, we are committed to working with parents and look forward to engaging with you further on the PSHE curriculum to ensure the children in our care receive a high-quality, 21st-century PSHE education.





If you have an immediate question, please contact Siobhan Campbell, PSHE Lead.

The updated guidance for schools can be found here:

<https://educationhub.blog.gov.uk/2024/05/16/new-rshe-guidance-what-it-means-for-sex-education-lessons-in-schools/>

Yours sincerely,

Catherine Williams  
Principal