



Relationships and Sex Education Policy

St Barnabas CofE Primary School

Approved by: STB LGB **Date:** 4th December 2024

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This policy supersedes all previous Relationships and Sex Education Policies.



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“Through Jesus we encourage one another and build each other up, to be our best selves”

1. Aims

The aims of relationships and sex education (RSE) at our school are to support our pupils to flourish as their best selves by:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

2. Statutory requirements and Church guidance

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to 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 legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Church schools must comply with laws, statutory guidance, and inspection frameworks while striving to exceed compliance by fostering a culture of deep compassion and inclusivity.

Flourishing for children cannot be isolated from that of adults and the wider school community. Building a culture of belonging, strong relationships, and well-being is essential.

As a Church of England school we have due regard to guidance such as... in which actions for schools are encouraged to:

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2.1 Cultivating a Welcoming Culture:

- Create inclusive environments where every member of the school community feels valued and safe.

2.2 Focus on Vulnerable Groups:

- Identify and address the needs of groups at higher risk of bullying, recognising the cumulative effects of intersecting vulnerabilities.

2.3 Implementing Comprehensive Guidance:

- Proactively address specific types of bullying, ensuring no hierarchy in tackling harm.

2.4 Teaching Values and Empathy:

- Equip pupils with habits of curiosity, presence, and hope that build respectful relationships and prevent bullying.

2.5 Ensuring Leadership Alignment:

- School leaders should integrate these values into their practices, guided by the Church's Vision for Education, to support a compassionate and effective anti-bullying approach.

2.6 Pursuing Well-Being for All:

- Prioritise the physical, emotional, and psychological well-being of pupils and adults as foundational to academic and vocational success.

3. Policy development

You must consult with parents/carers when making changes to your RSE policy. We recognise the importance in involving our school community in developing our curriculum and hold yearly meetings with parents and carers to discuss curriculum and delivery.

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

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out on our website allowing links to resources and texts used for teaching and to ensure parents and carers are kept up to date with any adaptations as and when necessary.

Our curriculum is delivered using high quality resources including My Happy Mind, Jigsaw and No Outsiders. as per Appendix 1,

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education is not compulsory in primary schools – we believe that teaching sex education helps our pupils understand their development and will equip them for changes as they develop. Before any teaching of sex education, parents and carers are invited to a meeting to discuss curriculum coverage and the right to withdraw from this part of Relationship Education,

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

It is delivered by our staff who know our pupils well and who will create a safe and respectful environment for questions and discussion. These lessons are supportive and adapted where needed to consider the needs of all pupils, including those with special educational needs. When we talk about changes to children's bodies, we separate children by gender so that children feel safe to ask questions.

Staff follow our curriculum and use the published resources as detailed on our website to ensure high quality lessons.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people we care about: characteristics of healthy family life, some families look different, marriage and how to recognise if family relationships are making children unhappy
- Caring friendships: importance of friendships, how to work through difficulties within friendships and how to recognise who to trust
- Respectful relationships: importance of respecting others, courtesy and manners, self-respect and bullying
- Online relationships
- Being safe: boundaries, how to report concerns etc

Science Year 5 programme of study

6.1 Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animal

6.2 Sex Education

In addition to the science curriculum, Sex Education covers:

- what hormones are
- main external body parts
- how a change in hormones impacts puberty
- puberty - changes in girls' bodies
- puberty - changes in boys' bodies
- periods - what they are, hygiene
- how to keep fit and healthy through puberty
- changes in the human body from gestation to old age
- human gestation
- the science of how a new life is made, explanation through male and female reproductive organs
- stages of development through childhood, newborns, infants, young children

6.3 Vocabulary taught:

Sex organs, puberty, hormones, sperm cell, egg cell, period, wet dream, ovaries, vulva, pubic hair, breasts, period, testicle, sweat, discharge, sexual intercourse, semen, ejaculating, vagina, mensurating, uterus, fertilisation, hygiene, genitals, foetus, penis, ovary, womb, gestation, embryo

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.4 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.5 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Governing Board

The Governing Board will approve the RSE policy and hold the Head Teacher to account for its implementation.

The Governing Board will hold the Head Teacher to account for the implementation of this policy.

8.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

You must include names/roles of those responsible for teaching RSE in your school.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

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

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher, Deputy Head Teacher and curriculum leader through:

Learning walks, book looks and pupil voice.

Pupils' development in RSE is monitored by Class Teachers

This policy will be reviewed by three yearly. At every review, the policy will be approved by the Governing Board.

Appendix 1: By the end of primary school pupils should know:

Families and people who care about me:

- 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

Caring friendships:

- 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:

- 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:

- 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:

- 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 e.g. family, school and/or other sources

Appendix 2: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS

Name of child Class

Name of parent/carer Date

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/carers Include notes from discussions with parents/carers and agreed actions taken..

Eg: Joe Bloggs will be taking part in all relationship lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.