

St Barnabas' CE Primary School & Nursery



“Serve with hope and encouragement to learn and love”

RSE Policy

The Governing Body approved this policy on July 2026
This policy will be reviewed by July 2027
(unless any changes are necessary prior to this date)

1. Aims and objectives

In line with our school vision, “Serve with hope and encouragement to learn and love”, this policy aims to ensure that Relationship and Sex education at St Barnabas’ is part of a child’s broad, balanced curriculum, integral to children’s all round development.

The Christian ethos of the school provides the context within which all personal development takes place. This means that Christian values and attitudes will permeate through the curriculum. Emphasis is placed on the significance of marriage, the family and stable relationships to build a child’s self esteem, self-awareness and a sense of moral responsibility.

2. Church of England Charter

https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf

‘We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive

relationships education, relationships and sex education (RSE) and health education (RSHE). This is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27,

NRSV) I have come in order that you might have life—life in all its fullness. (John 10:10,

GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

3. Aims of the policy

The aims of relationships and sex education (RSE) at our school are to:

- Reflect the school's Church of England Status.
- Reflect and strengthen the school's Christian ethos and culture.
- Include the teachings of the Church of England on marriage and relationships.
- Take place within a school environment which enables children and adults to flourish.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, empathy and self-worth.
- Create a respectful culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Develop pupils' age-appropriate understanding of healthy relationships including respect and consent.
- Safeguard adults and children.
- Ensure RSE meets the requirements of the Equalities Act 2010 and the SEND Code of Practice.

4. Reference should also be made to:

□ Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents

[\(Ensure compliance. Note protected characteristics in chapter 1\)](#)

□ Education Act 1996

□ Children and Social Work Act 2017

□ Keeping Children Safe In Education

□ Valuing All God's Children

□ DfE RSE Guidance Document (Reference Paragraphs 13, 14, 19, 20, 21 and 22)

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

□ DfE Political Impartiality Guidance

[6.7731_DfE_Political_Impartiality_Guidance_Pamphlet_WEB_004](#)

□ SIAMS Evaluation Strand 5 (RSE)

- British Values
- Safeguarding Policy (*ensure reference is made to RSE under curriculum*)
- Behaviour & Antibullying Policy

5. Policy Development

Governors consult with parents in developing and reviewing their policy and are required to renew this policy at least every three years.

6. Definition:

Relationships and Sex Education (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.

7. Curriculum

We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

In Science lessons, in all key stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

8. Monitoring arrangements

Children's learning in RSE is monitored regularly by the Senior Leadership Team in line with the school monitoring plan, through monitoring planning, observing lessons and evaluating outcomes. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

9. Roles and Responsibilities

9.1 The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

9.2 The role of the Headteacher

It is the responsibility of the Headteacher to ensure that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

9.3 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 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.

9.4 Pupils

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

10. Right of Withdrawal

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The School will comply with the wishes of parents in this regard.

11. Confidentiality

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

12. Equal Opportunities

In planning for and organising RSE activities, teachers take a differentiated approach to ensure equality of opportunity for all children, including those with SEN or EAL. For more information, please refer to the school Equality Policy.

Appendix 1: RSE skills and progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be able to name the main parts of the body Show that family and friends should care for each other? Identify and respect differences and similarities between people? To know which people we can ask for help To recognise some feelings To recognise that their behaviour affects other people, especially when angry To understand that there are different types of families To know how the body changes since	To be able to name the main parts of the body Show that family and friends should care for each other? Identify and respect differences and similarities between people? Know which people we can ask for help To understand that there are different types of families To identify who can help when families make us feel unhappy or unsafe To understand that babies become children and then adults To know how	To be able to name the main parts of the body Show that family and friends should care for each other? Identify and respect differences and similarities between people? To understand that there are different types of families To identify their special people (family, friends, carers) and what makes them special and how special people should care for one another To know how to recognise and report feelings of being unsafe or who to go if they are worried.	To recognise and challenge stereotypes? To recognise the risks and how to behave appropriately? Understand how their body changes over time Be aware of different types of touch? To understand how families have different family members To identify who to go to for help and support To know how I belong To understand how to overcome peer pressure	To recognise and challenge stereotypes? Understand how their body changes over time To understand what puberty is To recognise the emotional and physical changes of puberty To understand how families have different family members To identify who to go to for help and support To know how I belong To know about the physical and emotional changes of puberty To understand that each person	To recognise and challenge stereotypes? Understand how their body changes over time To understand what puberty is To recognise the emotional and physical changes of puberty To use strategies to cope with changes To understand how families have different family members To identify who to go to for help and support	To recognise and challenge stereotypes? Understand how their body changes over time To understand what puberty is To recognise the emotional and physical changes of puberty To use strategies to cope with changes To know risks and how to deal with them To understand what hormones are

birth	people grow and change	To know the similarities and differences between males and females	To understand different kinds of touch and personal space	experiences puberty differently	To know how I belong	To explain physical changes in males
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To understand some basic hygiene principles To know how to keep clean To know how to look after themselves	To know the difference between boy and girl babies To understand some basic hygiene principles To know how to keep clean To know how to look after myself	To describe how people change over time To describe some differences between male and female animals To understand basic hygiene To know how to look after myself To know which parts of me are private	To give real life advice and problem solve To explore gender stereotypes To know the differences between males and females To understand how my body changes throughout my life	To understand how my body changes throughout my life	To understand how my body changes throughout my life To know how to keep clean To understand and describe different coping strategies To understand what hormones are	and females (periods, puberty) To be able to identify some risks in specific situations To be able to identify what influences their decisions To understand how self-confidence, communication skills and assertiveness can help them to keep safe
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