

St Barnabas' CE Primary School & Nursery



“Serve with hope and encouragement to learn and love”

RSE Policy

The Governing Body approved this policy on 1st November 2023

This policy will be reviewed by November 2024
(unless any changes are necessary prior to this date)

I. 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://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- 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 Head of School to account for its implementation.

9.2 The role of the Head of School?

It is the responsibility of the Head of School to ensure that the policy is implemented effectively. It is also the Head of School'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 Head of School 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 Head of School 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 Head of School.

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 Head of School, 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 Head of School 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
<p>Families and friendships Show that family and friends should care for each other</p> <p>To recognise that their behaviour affects other people, especially when angry</p> <p>Safe relationships To know which people we can ask for help</p> <p>Respecting ourselves and others Identify and respect differences and similarities between people</p> <p>Physical health and Mental wellbeing To understand some basic hygiene principles</p> <p>To recognise some feelings</p> <p>Growing and changing To be able to name the main parts of the body</p> <p>To know how the body changes since birth</p> <p>Keeping safe</p> <p>To know how to look after themselves</p>	<p>Roles of different people; families; feeling cared for</p> <p>Recognising privacy; staying safe; seeking permission</p> <p>How behaviour affects others; being polite and respectful</p> <p>Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>How rules and age restrictions help us; keeping safe online</p>	<p>Making friends; feeling lonely and getting help</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Growing older; naming body parts; moving class or year</p> <p>Safety in different environments; risk and safety at home; emergencies</p>	<p>What makes a family; features of family life</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p>	<p>Positive friendships, including online</p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>Medicines and household products; drugs common to everyday life</p>	<p>Managing friendships and peer influence</p> <p>Physical contact and feeling safe</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>	<p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Recognising and managing pressure; consent in different situations</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Human reproduction and birth; increasing independence; managing transition</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>

