



# St Aidan's

Church of England Primary Academy  
A member of **CDARI**

**'I came that they may have life and live it to the full' John 10.10**

## **Relationship and Sex Education (RSE) Policy**

*'Fulfilling potential and growing in God.'*



*Acceptance, Love, Wisdom, Accountability, Youthfulness, Service*

Approved by: Governors November 2024

Date: 25th November 2025

Review date: November 2026

***You shall love your neighbour as yourself.***

Matt 22v39

## **Vision**

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At St Aidan's Church of England Primary School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

## **Aims**

The Department for Education statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education. Relationship Education forms an integral and important part of the PSHE curriculum. St Aidan's Church of England Primary Academy adheres to the National Curriculum recommendations for teaching RSE (Relation Education in Primary school) (2019). School Vision for safe and effective Relationships Education is to educate our children so they have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation (including online). Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, school will cover how to treat each other with kindness, consideration and respect.

The aims of relationship and sex education at St Aidan's Church of England Primary School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.

- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationships.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

### **Statutory requirements**

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education

### **Policy Development and Review**

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

1. Review – a member of staff or working group gathers all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting (or respond to a questionnaire) about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every two years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

## **Definitions**

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers families and friendships, safe relationships and respecting ourselves and others.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy)

## **Right to be excused from sex education**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate, the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance

Alternative work will be given to pupils who are withdrawn from Sex Education.

## **Curriculum Delivery of RSE**

Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

## **Difficult questions & sensitive issues in relation to sex education**

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

If a child asks a question on any topic that is not taught within our scheme such as AIDS/ HIV, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

## **Roles and responsibilities**

### **The governing board**

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

### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

### **Staff**

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.

- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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.

<b>Teacher to lead RSE teaching</b>	<b>Responsibility for teaching within year group</b>
<i>Miss Keegan</i>	<i>Reception</i>
<i>Miss Kay</i>	<i>Year 1</i>
<i>Miss Brindle</i>	<i>Year 2</i>
<i>Mr Eccles</i>	<i>Year 3</i>
<i>Mrs Picken</i>	<i>Year 4</i>
<i>Mrs Moss</i>	<i>Year 5</i>
<i>Miss Cornall</i>	<i>Year 6</i>

## **Pupils**

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

## **Training**

Staff are trained on the delivery of RSE through both INSET and Twilight sessions, led by Miss Cornall, using the materials from SCARF (Safety, Caring, Achievement, Resilience, Friendship) through Coram Life Education and through local network meetings led by Hannah Dean who is the Public Health Development Partner for Blackburn with Darwen Council through the PSHE network.

The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

## Monitoring arrangements

The delivery of RSE is monitored through:

Planning being highlighted as each individual unit is taught.

Scrapbook monitoring takes place every half term with subject lead and SLT.

There is a range of evidence in the scrap books, such as pictures, post-it notes with questions, photographs.

Pupil interviews will also take place on a half termly basis led by the PSHE lead.

All class teachers will be made aware of key dates, such as Anti-Bullying week and Safer Internet Day, to enhance the understanding for the children and implement in lessons that week/day.

## Appendix 1-Curriculum Overview

Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	<p>All about me</p> <p>What makes me special</p> <p>Me and my special people</p> <p>Who can help me?</p> <p>My feelings</p>	<p>I'm special, you're special</p> <p>Same and different</p> <p>Same and different families</p> <p>Same and different homes</p> <p>I am caring</p> <p>I am a friend</p>	<p>What's safe to go onto my body</p> <p>Keeping Myself Safe - What's safe to go into my body (including medicines)</p> <p>Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe</p>	<p>Looking after my special people</p> <p>Looking after my friends</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money (1): recognising, spending, using</p> <p>Looking after money (2): saving money and keeping it safe</p>	<p>Bouncing back when things go wrong</p> <p>Yes, I can!</p> <p>Healthy eating</p> <p>My healthy mind</p> <p>Move your body</p> <p>A good night's sleep</p>	<p>Seasons</p> <p>Life stages - plants, animals, humans</p> <p>Life Stages: Human life stage - who will I be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body - girls and boys</p>
	<p>Why we have classroom rules</p>	<p>Same or different?</p> <p>Unkind, tease or bully?</p>	<p>Who can help? (1)</p>	<p>World has a bad day</p> <p>Around and about the school</p>	<p>I can eat a rainbow</p> <p>Eat well</p>	<p>Healthy me</p> <p>Then and now</p>





<p><b>Y5</b></p>	<p><u>Collaboration Challenge!</u></p> <p><u>Give and take</u></p> <p><u>How good a friend are you?</u></p> <p><u>Relationship cake recipe</u></p> <p><u>Our emotional needs</u></p> <p><u>Being assertive</u></p>	<p><u>Qualities of friendship</u></p> <p><u>Kind conversations</u></p> <p><u>Happy being me</u></p> <p><u>The land of the Red People</u></p> <p><u>Is it true?</u></p> <p><u>Stop, start, stereotypes</u></p>	<p><u>Spot bullying</u></p> <p><u>Play, like, share</u></p> <p><u>Decision dilemmas</u></p> <p><u>Ella's diary dilemma</u></p> <p><u>Vaping: healthy or unhealthy?</u></p> <p><u>Would you risk it?</u></p>	<p><u>What's the story?</u></p> <p><u>Fact or opinion?</u></p> <p><u>Mo makes a difference</u></p> <p><u>Rights, respect and duties</u></p> <p><u>Spending wisely</u></p> <p><u>Lend us a five!</u></p>	<p><u>It all adds up!</u></p> <p><u>Different skills</u></p> <p><u>My school community (2)</u></p> <p><u>Independence and responsibility</u></p> <p><u>Star qualities?</u></p> <p><u>Basic first aid, including Sepsis Awareness</u></p>	<p><u>How are they feeling?</u></p> <p><u>Taking notice of our feelings</u></p> <p><u>Dear Ash</u></p> <p><u>Help! I'm a teenager - get me out of here!</u></p> <p><u>School Nurse: Puberty, Growing Up and Changing Bodies, Preparing for Puberty.</u></p>
<p><b>Y6</b></p>	<p><u>Working together</u></p> <p><u>Let's negotiate</u></p> <p><u>Solve the friendship problem</u></p> <p><u>Behave yourself</u></p> <p><u>Assertiveness skills</u></p> <p><u>Don't force me</u></p> <p><u>Acting appropriately</u></p>	<p><u>OK to be different</u></p> <p><u>We have more in common than not</u></p> <p><u>Respecting differences</u></p> <p><u>Tolerance and respect for others</u></p> <p><u>Advertising friendships!</u></p> <p><u>Boys will be boys? - challenging gender stereotypes</u></p>	<p><u>Think before you click!</u></p> <p><u>To share or not to share?</u></p> <p><u>Rat Park</u></p> <p><u>What sort of drug is...?</u></p> <p><u>Drugs: it's the law!</u></p> <p><u>Alcohol: what is normal?</u></p>	<p><u>Two sides to every story</u></p> <p><u>Facebook friends</u></p> <p><u>What's it worth?</u></p> <p><u>Happy shoppers - caring for the environment</u></p> <p><u>Democracy in Britain 1 - Elections</u></p> <p><u>Democracy in Britain 2 - How (most) laws are made</u></p>	<p><u>This will be your life!</u></p> <p><u>Our recommendations</u></p> <p><u>What's the risk? (1)</u></p> <p><u>What's the risk? (2)</u></p> <p><u>Basic first aid, including Sepsis Awareness</u></p> <p><u>Five Ways to Wellbeing project</u></p>	<p><u>I look great!</u></p> <p><u>Media manipulation</u></p> <p><u>Pressure online</u></p> <p><u>Helpful or unhelpful? Managing change</u></p> <p><u>Is this normal?</u></p> <p><u>School Nurse: Puberty, Growing Up and Changing Bodies, Preparing for Puberty.</u></p>

Appendix 2 – Progression in PSHE

Progression in PSHE



Children will be made aware of different agencies available to support young children such as the NSPCC, ChildLine, as well as other Mental Health Charities such as Young Minds and The Children's Society.



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