



'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 Da Review date: November 2026

Date: 25th November 2025

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
- 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.

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

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.

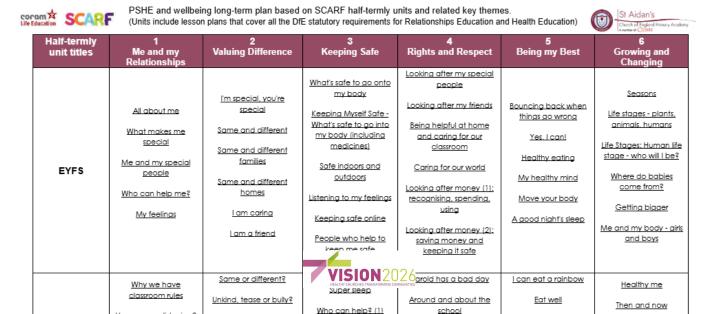
Scrapbook monitoring takes place every half term with subject lead and SLT.

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

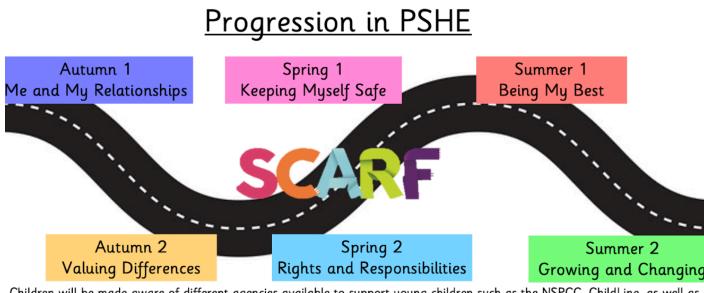




HE BLACKBUR∏ DOCESA∏ BOARD OF EDVCATIO∏

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

Appendix 2 – 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.







