



St Barnabas

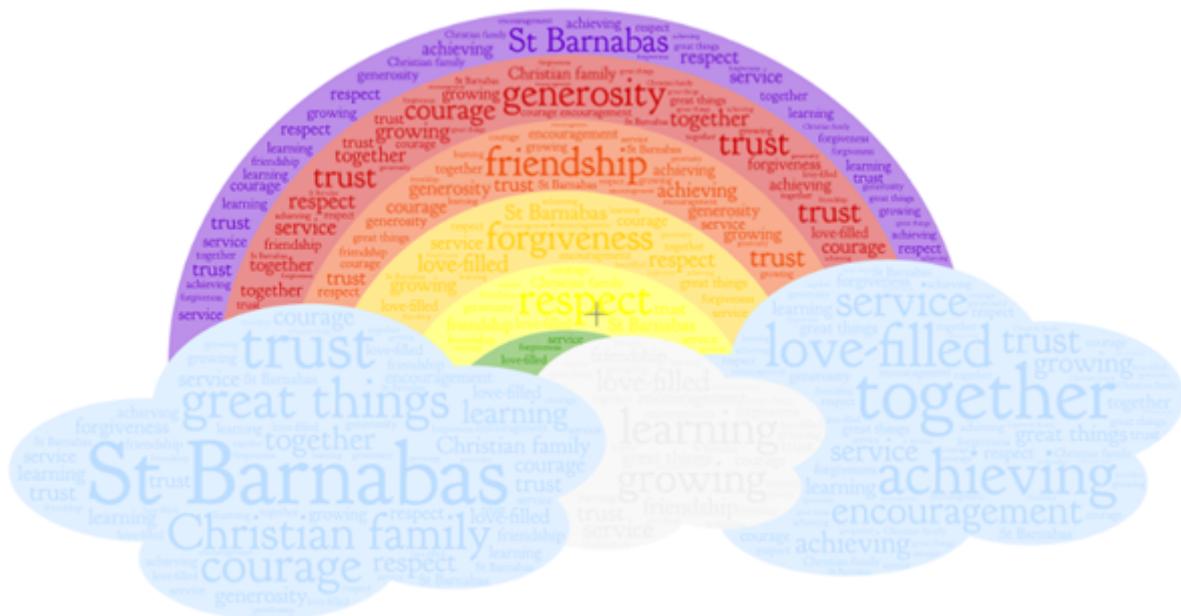
Church of England Primary Academy

A member of **CDARI**

'That they shall have life, life in all its fullness!' John 10:10

'Achieving great things through learning and growing together in a love-filled Christian family'

Relationship and Sex Education (RSE) Policy



PSHE and RSE Lead: Emily Gardner

Headteacher : Becky Ham

PSHE Link Governor : John McMonagle

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 Barnabas Church of England Primary Academy, 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 aims of relationship and sex education at St Barnabas CE Primary Academy 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 relationship.
- 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 relationship.
- 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 gathered 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 2 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 Curriculum Planning)

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.

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.

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 Local Governing Committee (LGC)

The LGC 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.

Teaching 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
<i>Mrs M Govan & Mrs E Wilkinson</i>	<i>Reception</i>
<i>Miss L Flynn/ Miss Wilkins</i>	<i>Year 1</i>
<i>Mr A Bloomfield</i>	<i>Year 2</i>
<i>Miss G Ashworth</i>	<i>Year 3</i>
<i>Mrs E Gardner & Mrs L Araujo</i>	<i>Year 4</i>
<i>Miss S Kachwalla</i>	<i>Year 5</i>
<i>Mr A Prescott</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 Mrs E Gardner, using the materials from The PSHE Association, Local network meetings led by Lancashire Lead Teacher in RSE –Mrs Kate Piercy and BwD PSHE and RSE SIG group meetings. 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 to take place every half term with the Wellbeing Warriors.. There should be 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 termly basis, again led by the Wellbeing Warriors.

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

Appendix 1 - Overview of PSHE and RSE

Further information can be found on the following page on our website:

<https://www.stbarnabasdarwen.co.uk/classes-curriculum/curriculum-overview/pshe>



Curriculum Overview PSHE & RSE

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Dates	World Mental Health Day - 10th October	World Kindness Day - 13th November Anti-Bullying & Road Safety Week - W/C - 15th November	Safer Internet Day - 8th Feb	International Women's Day - 8th March World Health day - 7th April Earth Day - 22nd April	Mental Health Awareness Week - W/C - 10th May	LGBT Pride Month - June World Environment Day - 5th June
Reception	Unit 1 – Core Skills	Unit 11 – Being Different	Unit 9 – Taking Part	Unit 5 – Keeping Safe	Unit 2 – Relationships	Unit 10 – It's OK to Tell
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to the others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
KEY	Health and Wellbeing		Living in the Wider World		RELATIONSHIPS	

Policy reviewed: September 2022