



St Bartholomew's CE Primary School

Relationship and Sex Education (RSE) Policy

You shall love your neighbour as yourself.

Matt 22v39

Action	Date
Document reviewed	January 2023
Reviewed By	Sarah Irvine / Joanna Owen
Adopted by Governors	January 2023
Next Review Date	January 2024

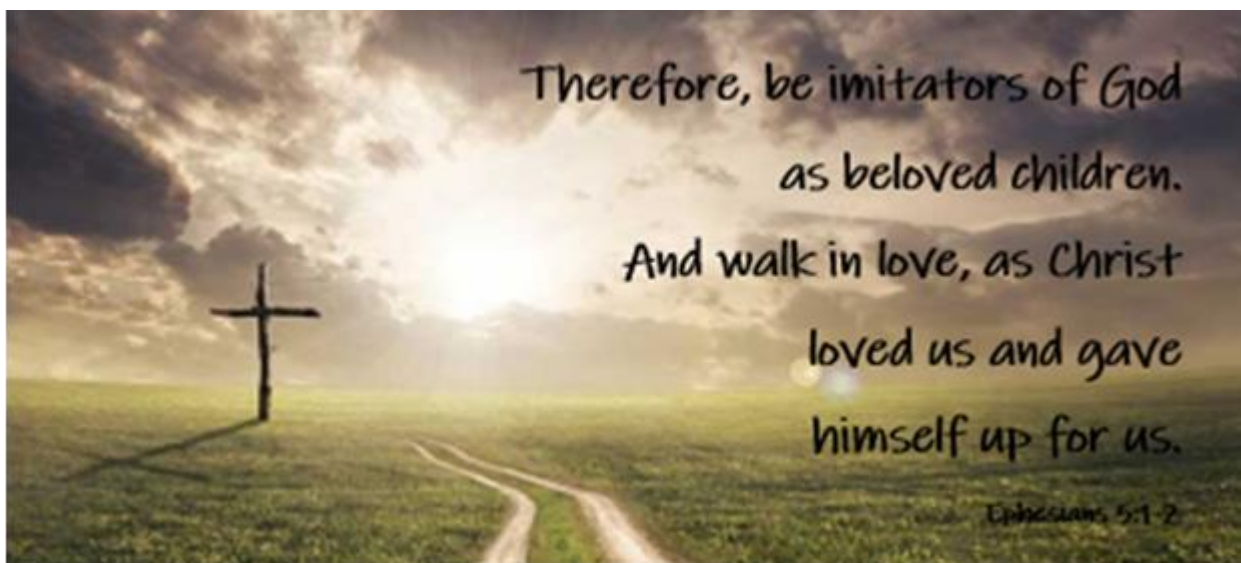


St Bartholomew's C of E (VA) Primary School

Follow Jesus in all we do.

Vision Statement

**Our Church school seeks to ensure that
by following Jesus each individual is
inspired to shine in all areas of their
educational and spiritual development.**



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 Bartholomew'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 focusses 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.

Within St. Bartholomew's CE School our Christian ethos will provide the context within which all personal development takes place. This means that Christian values and attitudes with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility will permeate the entire curriculum – both explicit and "hidden."

- a) Sex and Relationship 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.
- b) This policy forms part of the wider Personal, Social and Health Education (PSHE) programme in the school
- c) The school recognises the legal right of withdrawal from sex education, other than that delivered through National Curriculum Science, and is sensitive to those parents who find the delivery of some explicit teaching in school unacceptable.

Aims

The aims of relationship and sex education at St Bartholomew's CE 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 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 gather 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 consult 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 3 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 romantic relationships, sexual health, human reproduction.

Health Education (See Health Education Policy) is a program 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

All year groups 1-6 will have sessions delivered from 'Growing up with Yasmine and Tom'. This is a FPA scheme that the school accesses through its subscription to the PSHE association. 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.

Our school has decided not to teach about or answer questions on *rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay. AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.*

If a child asks a question on any topic listed in the first section of the above list, 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.

Class teachers will be responsible for teaching RSE within their year group.

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 using the materials provided by the PSHE association, the science curriculum and the training resources supplied by FPA.

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:

The school's usual monitoring arrangements, such as planning, work scrutinies, learning walks, and lesson observations.

Appendix 1-Curriculum Overview

Insert a curriculum overview of RSE content for your school. This can be structured as each school prefers but needs to respond to the four areas listed below

Year Group	Content	How it is taught	Member of staff responsible
<i>Foundation Stage</i>	<i>Sharing and taking turns Our body belongs to us.</i>	<i>Continuous provision activities etc</i>	<i>Class teacher FS Teaching Assistants</i>
<i>Year 1</i>	<i>My brilliant Body</i>	<i>Class Teaching and independent and group activities</i>	<i>Class teacher And Teaching Assistants</i>
<i>Year 2</i>	<i>Naming Body parts</i>	<i>Class Teaching and independent and group activities</i>	<i>Class teacher And Teaching Assistants</i>
<i>Year 3</i>	<i>Introducing Yasmine and Tom Gender stereotypes Me Myself and I What makes a good friend?</i>	<i>Class Teaching and independent and group activities</i>	<i>Class teacher And Teaching Assistants</i>
<i>Year 4</i>	<i>Families and getting on with our families My personal and private body parts and keeping safe Body care Is it risky? People who can help us on and offline</i>	<i>Class Teaching and independent and group activities</i>	<i>Class teacher And Teaching Assistants</i>
<i>Year 5</i>	<i>Introducing Yasmine and Tom On and offline friendships Keeping safe – safe and unsafe touch Keeping safe – online images Changes at puberty Periods (menstruation)</i>	<i>Class Teaching and independent and group activities</i>	<i>Class teacher And Teaching Assistants</i>
<i>Year 6</i>	<i>Friendships and secrets Friendships and pressure Making babies – sexual intercourse Marking babies – pregnancy and birth Identity and prejudice Equality and the law Getting help</i>	<i>Class Teaching and independent and group activities</i>	<i>Class teacher And Teaching Assistants</i>