



St Barnabas
CofE Primary School

St Barnabas Primary School

with

**Green Lane Pre-School
POLICY DOCUMENT**



Green Lane
Pre-School

Title: Relationships and Sex Education Policy (RSE)

Purpose: Guidance for staff on teaching pupils about relationships and sex education

Lead Role Responsibility: PHSE Subject co-ordinator

Governing Body Team or Head Teacher Responsibility: Curriculum and Standards Team

Reference and Source Documents:

DfE Guidelines, Relationship's Education; Children and Social Work Act 2017; Church of England Charter for faith sensitive and inclusive relationships education; Worcestershire Healthy Schools curriculum; Public Health England

Approved by Leadership: November 2023

Approved by Governing Body: 20.11.23

Reviewing Cycle: Every two years

Next Review Due: Autumn Term 2025

Contents

1. Aims, Vision Statement & Curriculum Intent.....	4
2. Statutory requirements	5
3. Policy development.....	5
4. Definition.....	5
5. Curriculum	6
6. Delivery of RSE	7
7. Roles and responsibilities	7
8. Parents’ right to withdraw	8
9. Training.....	8
10. Monitoring arrangements.....	8
Appendix 1: Curriculum map	9
Appendix 2: By the end of primary school pupils should know	15
Appendix 3: Parent form: withdrawal from sex education within RSE	17
Appendix 4: Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).....	18

St. Barnabas CE Primary School & Green Lane Pre-School Vision

Inspire, Nurture and Achieve

We believe, as Jesus did, that in our happy, purposeful and welcoming **Christian school** and pre-school **all people** are **valued, encouraged** and **cared for**:

- **Inspire** the school community to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, "Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

We aim to:

Inspire a positive approach to life and learning;

*Value and nurture each child as an individual: developing **resilience, independence, and an understanding** of what they bring to the world;*

*Create a rich, stimulating environment where **achievements** are celebrated and **team work** and **co-operation** are expected;*

*Promote **high expectations** and **self-confidence** for each individual;*

*Ensure each child strives towards **excellence** supporting those who find learning difficult and challenging the most able children;*

*Develop and foster **motivation** for learning and **enthusiasm** for life;*

*Promote a sense of **belonging** and build outstanding **relationships** between school, home, church and the wider community.*

*Help every child understand their **unique purpose** and **place** in **God's world***

1. Aims, Vision and Curriculum Intent:

The aims of relationships and sex education (RSE) at St. Barnabas C.E Primary School are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, respect for others, self-confidence and empathy
- Teach about relationships and sexual development in a faith sensitive and inclusive way using age appropriate materials and themes
- Explore attitudes and values and develop skills that empower children to make positive decisions about their health related behaviour and relationships
- Prepare pupils for puberty, and give them an age appropriate understanding of sexual development and the importance of health and hygiene
- Ensure that children develop an age appropriate understanding of the protected characteristics so that we challenge all forms of stereotypical language and behaviour
- In line with our Anti-Bullying Policy, Safeguarding and Child Protection Policy and Equality Policy, create a climate that enables every child to grow up in a supportive and safe community, free from bullying, harassment, victimisation or harm and challenge unacceptable behaviour and attitudes.
- To respect and care for their bodies and create a positive culture around issues of relationships and sexuality. 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.
- Teach pupils the correct vocabulary to describe themselves and their bodies

Vision Statement:

At St. Barnabas, we believe that relationships and sex education (RSE) should contribute to promoting the spiritual, moral, cultural, mental and physical development of every pupil at school and, to prepare pupils for the opportunities, responsibilities and experiences of adult life.

As a Church of England school, we believe that all people should be treated with dignity and, that children should value themselves and their developing bodies, as all people are made in the image of God and loved equally by God.

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).

Curriculum Intent:

Relationships and sex education are both taught through our comprehensive and inclusive PSHE curriculum.

At St. Barnabas our intention is that our PSHE curriculum extends opportunities, raises aspirations, pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and, prepared for life and work. They will also learn to

embrace the challenges of creating a happy and successful adult life; pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

We provide first hand learning experiences that aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

In our PSHE curriculum the three cores themes focus on:

Theme 1: Relationships: families and people who care for them, caring friendships, respectful relationships, online relationships and being safe.

Theme 2: Health and Wellbeing: Mental wellbeing, Internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

Theme 3: Living in the wider world: Economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St. Barnabas C.E Primary School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – the Head teacher and PSHE working group pulled together all relevant information including current national, Church of England and local guidance
2. Staff consultation – all school staff were given the opportunity to contribute to the policy and curriculum plans and make recommendations
3. Parent/stakeholder consultation, including the Governing Body – parents and any interested parties were invited to respond to a survey and/or attend a meeting about the policy and curriculum content
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

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.

5. Curriculum

Our **PSHE curriculum** is set out as per Appendix 1; we recognize that we may need to adapt it as and when necessary. Areas related to Relationships education are clearly identified in Theme 1.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so children are fully informed and do not need to seek answers online.

Children in the Early Years Foundation Stage and school years 1-4 will undertake activities related to Relationships education. Children in Years 5 and 6 will undertake additional sex education lessons.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (puberty)
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

National Curriculum Science (relating to Relationships and Sex education):

Pupils should be taught to:

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In upper key stage 2, pupils also receive stand-alone sex education sessions delivered by a teacher fully trained in sex education or another trained health professional. **Parents will always be informed in good time prior to these lessons taking place and on the content and scope of the lessons.**

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, blended families (step-parents), families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). Also with reflecting sensitively that some children may have a different structure of support around them (for example, children looked after or young carers).

7. Roles and responsibilities

7.1 The governing body

The governing body has delegated the approval of this policy to the Curriculum and Standards Committee and will hold the headteacher to account for the implementation of this policy.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 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, including those who are disadvantaged, vulnerable or have additional needs (SEND)
- 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 headteacher.

Most relationships and sex education teaching will be delivered by class teachers and teaching staff known to pupils. Sometimes specialist teaching may be delivered by other trained professionals, such as lessons on staying safe delivered by the Life Bus, however, parents will always be informed when children are scheduled to have lessons that are covering particularly sensitive content.

7.4 Pupils

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

8. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from **relationships education**.

Parents **do** have the right to withdraw their children from the **non-statutory/non-science components of sex education** within RSE.

Requests for withdrawal should be put in writing either using the form found in Appendix 3 of this policy or via email addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record via CPOMS. The headteacher will discuss the request with parents and support parents to understand the content of lessons so that parents can make an informed choice.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar (known as Staff Meetings, Deadlines and Information within school).

The headteacher will also invite visitors from outside the school, such as the Life Bus Team or school nurse to provide support and training to staff teaching RSE.

10. Monitoring arrangements


The delivery of RSE is monitored by the P.S.H.E co-ordinator and science co-ordinator through:

Scheduled professional discussion, planning scrutiny, lesson observations and monitoring assessment outcomes.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher and the Curriculum and Standards Team of the Governing Body bi-annually. At every review, the policy will be approved by the Senior Leadership Team and Curriculum and Standards Team.

Relationships and sex education curriculum map

 St Barnabas C of E Primary School	Skills Progression Subject area: PSHE	Subject Intent: At St. Barnabas our intention is that our PSHE curriculum extends opportunities, raises aspirations , pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. They will also learn to embrace the challenges of creating a happy and successful adult life , pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy .
---	--	---

Theme 1: Relationships

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will be taught:</p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>How to respect equality and diversity in relationships</p>	<p>Key skill- with support children can give suggestions</p> <p>Children understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch (including who to tell and how to tell). That people's bodies and feelings can be hurt.</p> <p>Children can explain different ways that family and friends should care for one another (for example telling a friend that they</p>	<p>Key skill- Children can give an opinion</p> <p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>Key skill- children can give an opinion and ask questions</p> <p>Children can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals.</p> <p>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p> <p>To identify and respect the</p>	<p>Key skill- children can give an opinion, ask questions and identify who might best be able to answer their questions</p> <p>Children can demonstrate that they recognise their own worth and that of others.</p> <p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>They know what a friend is and does and how to cope with some friendship problems.</p>	<p>They can identify ways to face new challenges.</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p>	<p>They can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way</p>

	<p>like them, showing concern for a family member who is unwell).</p> <p>Children recognise what is fair/unfair, kind/unkind, right/wrong. The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise.</p>	<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To recognise how their behaviour affects other people.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p>	<p>differences and similarities between people.</p> <p>To offer constructive support and feedback to others.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p>	<p>That their actions affect themselves and others.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge their points of view.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p>			
--	---	--	---	--	--	--	--

Theme 2: Health and Wellbeing

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will be taught:</p> <p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p> <p>About managing change, including puberty, transition and loss</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p>	<p>That the body gets energy from food, water and air and that exercise and sleep are important to our health</p> <p>To name major internal body parts - heart -blood - lungs - stomach (tummy) - brain</p> <p>Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.</p> <p>They can explain that people grow from young to old.</p> <p>Children can talk about good and not so good feelings, creating a vocabulary to describe their feelings to others and simple strategies for managing these.</p>	<p>Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.</p> <p>What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</p> <p>To recognise that choices can have good and not so good consequences.</p> <p>The importance of and how to maintain personal hygiene.</p> <p>About the process of growing from young to old and</p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p>	<p>Children can make choices about how to develop healthy Lifestyles.</p> <p>School rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard.'</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p> <p>The importance of protecting personal information, including passwords,</p>	<p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>They understand when they should keep secrets and promises, and when they should tell somebody about them.</p>	<p>They can identify some factors that affect emotional health and wellbeing. They can identify and explain how to manage the risks in different familiar situations.</p>	<p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>

	<p>They can talk about change and loss and the associated feelings (moving house, losing toys).</p>	<p>how people's needs change.</p> <p>That household products, including medicines, can be harmful if not used properly.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p>How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</p> <p>About growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.</p> <p>Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment</p>	<p>addresses and the distribution of images of themselves and others.</p>			
--	---	---	---	---	--	--	--

(including rail, water and fire safety).

To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.

Theme 3: Living In the Wider World

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will be taught:</p> <p>About respect for self and others and the importance of responsible behaviours and actions</p> <p>Rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>Different groups and communities</p> <p>To respect equality and to be a productive member of a diverse community</p> <p>About discrimination against the protected characteristics (age,</p>	<p>Children can demonstrate how to contribute to the life of the classroom.</p> <p>Children can construct and agree to follow group and class rules and understand how these help them.</p> <p>They understand people and other living things have needs and that they have responsibilities to meet them (taking turns, share return things that have been borrowed.</p> <p>That medicines can sometimes</p>	<p>Children can explain different ways that family and friends should care for one another.</p> <p>To help create and agree to follow, group and class rules and to understand how these rules help them.</p> <p>That they belong to various groups and communities such as family and school.</p> <p>That money comes from different sources and can be used for different</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p> <p>They can identify and respect differences and similarities between people.</p>	<p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can show how they care for the environment (e.g. animals and school grounds)</p> <p>Why and how rules and laws that protect themselves and others are made and enforced,</p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p>	<p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p> <p>They can talk about a range of jobs, and explain how they will develop skills to work in the future.</p> <p>They can demonstrate how to look after and save money.</p>

<p>gender or gender reassignment, SEND, being married or in a civil partnership, being pregnant and maternity, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation).</p> <p>The importance of respecting and protecting the environment</p> <p>Where money comes from, keeping it safe and the importance of managing it effectively</p> <p>How money plays an important part in people's lives ,</p> <p>A basic understanding of enterprise.</p>	<p>make people feel better when they're ill and understand issues of safety and responsibility</p>	<p>purposes, including the concepts of spending and saving.</p>	<p>That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.</p>	<p>why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p> <p>To explore and critique how the media present information.</p>			
--	--	---	--	---	--	--	--

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage or civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds, race, religion, beliefs, gender, sexual orientation, special educational needs or disabilities), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: xx will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

A record of parental requests to withdraw their child from sex education and reasons given will be kept on the school's electronic safeguarding system CPOMS. Please see the Privacy Notice or discuss with the Headteacher or DSL for any further information.

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In *St. Barnabas C.E Primary School* we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.