

St Barnabas Primary School with Green Lane Pre-School POLICY DOCUMENT

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:

[Relationships education \(Primary\) - GOV.UK](#)

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 2025

Approved by Governing Body: 24.11.25

Reviewing Cycle: Every two years

Next Review Due: Autumn Term 2027

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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:

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, economic wellbeing, diversity and personal identity.

The focus at St. Barnabas CE Primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to **friendships, family relationships, and relationships with other children and with adults.**

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
- To respect and care for their bodies and create a positive culture around issues of developing bodies
- Teach pupils the correct names for all body parts including genitalia
- Teach pupils body autonomy, consent and personal boundaries ensuring that children know their right to say no and who to talk to if they feel unsafe
- Teach about relationships in an inclusive way, using age and developmental stage-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 age and developmental stage-appropriate, faith sensitive information around physical and sexual development and the importance of health and hygiene
- Ensure that children develop an understanding of the protected characteristics so that we challenge all forms of stereotypical language and behaviour
- In line with our Anti-Bullying, Safeguarding and Child Protection and Equality Policies, create a climate that enables every child to grow up in a supportive and safe community, free from bullying, harassment, victimisation or harm and where unacceptable behaviour and attitudes are challenged.

Knowledge and skills Development:

- Valuing different family structures
- Developing safe and respectful relationships
- Promoting good health and carrying out first aid
- Operating safely in a digital world

- Creating and maintaining positive friendships
- Understanding the changes that take place during puberty
- Learning to make independent choices and not be influenced by others

Vision Statement:

At St. Barnabas, we believe that relationships and sex education (RSE) and Health Education 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 taught through our **comprehensive and inclusive PSHE curriculum**.

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

Children will learn to **embrace the challenges** towards creating a **happy and successful adult life** and be enabled to make **informed decisions** about their **wellbeing, health and relationships**.

Children can put their **knowledge into practice** as they develop the capacity to make **sound decisions when facing risks, challenges and complex contexts**. 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 firsthand learning experiences that aim to develop skills and attributes such as **self-esteem, risk-management, team working, problem-solving and critical thinking** in the context of five core themes.

In our PSHE curriculum the five cores themes are:

- **Families and relationships** – learning how to recognise and form positive relationships with family and friends, identifying how to deal with conflict and bullying.
- **Health and wellbeing** – learning strategies for maintaining physical and mental health, including hygiene, exercise, healthy eating, sleep and self-awareness.

- **Safety and the changing body** – learning how to stay safe in a variety of online and offline situations; what to do in an emergency; naming parts of the body; distinguishing between appropriate and inappropriate physical contact; identifying the physical and emotional changes of puberty.
- **Citizenship** – recognising the importance of rules; caring for others and the local environment; learning about rights, responsibilities and the importance of participation in community life.
- **Economic wellbeing** – exploring what money is, ways to earn it and how to take care of it.

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 statutory guidance [Relationships education \(Primary\) - GOV.UK](#) 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 collated relevant information including current and updated 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 a mandatory subject teaching the fundamental building blocks of healthy and respectful relationships, including families, friendships, respect for others, and online safety. It covers physical health and mental wellbeing and includes healthy eating, physical fitness,

personal hygiene, the importance of sleep, basic first aid, and the changing adolescent body (puberty).

While relationships and health education are compulsory, sex education beyond the national curriculum for science is not mandatory in primary schools. The science curriculum already requires teaching about the main external body parts, the human body as it grows (including puberty), and reproduction in some plants and animals.

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 available on the school website or as a paper copy from the school office; we recognize that we may need to adapt it as and when necessary. St. Barnabas CE Primary School follows the KAPOW PSHE curriculum.

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 available on the school website or a paper copy on request via the school office.

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

6. 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.**

The areas of learning are taught within the context of family life, taking care to ensure that all children are included regardless of 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.

Parents and carers 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 1 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 school nurse to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher, PSHE leader and science leader 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.

Appendix 1: 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,

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.

relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

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.