

St Barnabas CE Primary School

Relationships, Sex and Health Education Policy



'Barnabas the Encourager'

Date of Approval:	24.3.21
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Our vision is to ignite curiosity and delight in learning so we are ready for an ever changing, challenging world. We will build each other up to be unique individuals in a diverse community - showing resilience and working positively together to make every day count.

Our core values *of **creativity, courage and compassion*** underpin our vision.

'So speak encouraging words to one another. Build up hope so you'll all be together in this, no one left out, no one left behind.' 1 Thessalonians 5:11

Policy Statement

At St Barnabas CE Primary School, we want young people to flourish and to gain every opportunity to live fulfilled lives. RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

As such in Church of England Schools, relationships, sex and health education lessons will help pupils in explore the foundational ethic of "Love your neighbour as yourself" (Mark 12.31).

Pupils will learn how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

At St Barnabas CE Primary School, the RSE curriculum is underpinned by our values of Courage, Compassion and Creativity.

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).

1. Aims

At St Barnabas CE Primary School we aim to provide a Relationships and Sex Education (RSE) programme that enables children to become healthy, independent and responsible members of their community and wider society.

We aim to provide opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our RSE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

This develops an understanding of themselves, their empathy and the ability to work with others which will help pupils to form and maintain good relationships and better enjoy and manage their lives.

This policy should be read in conjunction with the Safeguarding and Child Protection Policy, Behaviour Policy and [Relationships, Relationships and Sex Education and Health Education document \(DFE, 2019\)](#) and with the Heartsmart principles and values.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

The DFE document states that:

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.' ([Secretary of State Foreword, 2019](#))

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](#).

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 CE Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents.

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 Content

We want to deliver a very well rounded SRE curriculum for our children. Therefore, we have a curriculum plan that we follow that covers the key aspects of SRE that we are required to cover, as set out in the statutory guidance. It also covers the PSHE education that we feel is important that is over and above the SRE.

Our curriculum is formed by following the Heartsmart scheme of work and of course the relevant sections in the National Curriculum for Science. The detailed framework showing coverage of both PSHE and Relationships & Health Education within Heartsmart is found at the end of this policy.

We have developed the curriculum in consultation with parents, pupils and staff, considering 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 they are fully informed and don't seek answers online.

This is the statutory aspect of Relationship and Science education that as a parent you cannot opt out of.

However, as a school we have decided to offer sex education in Year 6 for our pupils. This will focus on:

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

For more information about our curriculum, please see the Appendices.

6. Delivery of RSE

In our Federation, RSE is taught within the personal, social, health and economic (PSHE) education curriculum taught within our HeartSmart sessions, delivered weekly. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). The teachers will select the most appropriate way to deliver the sessions based on the age of the children and the nature of each individual lesson.

Pupils also receive stand-alone sex education sessions in Year 6 coordinated by the Year 6 teachers.

The Heartsmart curriculum helps to provide the toolkit for developing our children and their character education to ensure they have knowledge, understanding and experience of well-being education and practices and knowledge of how to develop healthy relationships.

Through 5 carefully planned topics (underpinned by our Christian Values as the backbone), we aim to build our children's character and promoting a healthy lifestyle.

The RSE Policy develop our children as individuals, preparing them for life. For example, 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

All of our RSE 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, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We reflect sensitively that some children may have a different structure of support around them for example: looked after children or young carers.

Our Heartsmart termly topics are:

- 1) Get Heartsmart (meet Boris)
- 2) Don't Forget To Let Love In (I am Special)
- 3) Too Much Selfie Isn't Healthy (I love others)
- 4) Don't Rub It In, Rub It Out (I am a good friend)
- 5) Fake Is A Mistake (I tell the truth)
- 6) 'No Way Through', Isn't true (I can do it!)

For further details please see the detailed framework showing coverage of PSHE and Relationships & Health Education at the end of this policy.

Please also see the document that outlines the aspects of the Science curriculum that form part of SRE as well as the stand-alone sex education for Year 6 children (Appendix 2).

7. Roles and responsibilities

7.1 The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 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 The subject leader will

- Undertake monitoring of standards in RSE and use this to inform the subject action plan.
- Provide leadership and management of their subject to secure high-quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review
- To liaise with outside agencies and attend subject specific courses.
- To report to the Head teacher and Governing Body on RSE-related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

7.4 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
- 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. This involves all staff as all teachers will be expected to teach Heartsmart and the Science curriculum that is appropriate for the year group they teach. The Sex education section, which parents can opt out of, will take place as a short block of teaching in Year 6. Year 6 teachers are expected to lead this learning.

7.5 Pupils

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

However, as a school we recognise that some children may need aspects of the curriculum, or how it is delivered to be adjusted in order to meet the needs of individuals.

Support for SEND children follows the school's SEND Policy. The study of Heartsmart and Science will involve all children within the class in a variety of differentiated ways addressing all learning styles.

The class teacher will also ensure that the needs of any exceeding children, who require further challenge, in their class are met through the lesson planning for this subject.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE which will take place in Year 6. A letter will be sent at the start of the term to introduce questions and areas that will be covered. See Appendix 3.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

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.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as and when it is felt necessary.

10. Monitoring arrangements

The delivery of SRE is monitored by the SRE Leaders. These are Ms Graystone and Miss Boardman

They will do this through:

- Observation of individual lessons and learning walks
- Monitoring of children's books
- Discussions between teaching staff and with children
- Observation of the learning environment

This policy will be reviewed every year as is the statutory requirement. They will consult with other stakeholders and take account of any national changes that need to be addressed. The policy will then go to the relevant Governor Committee for review and minuted at the following Full Governing Body meeting that it has been reviewed.

Appendix 1 - Detailed Framework showing coverage of PSHE and Relationships & Health Education – cannot opt out

RELATIONSHIPS & HEALTH EDUCATION

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	RELATIONSHIPS EDUCATION						
	Families and people who care for me <i>Pupils should know...</i>						
F1	that families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓	✓	✓
F2	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.	✓			✓	✓	
F3	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.		✓		✓		✓
F4	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.	✓			✓	✓	
F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						✓
F6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✓		✓	
	Caring Friendships <i>Pupils should know...</i>						
CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓

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		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CF3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓	✓	✓	✓	✓
CF4	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.	✓	✓	✓	✓	✓	✓
CF5	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.	✓		✓	✓	✓	✓
	Respectful Relationships <i>Pupils should know...</i>						
RR1	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	✓	✓		✓	✓	✓
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓	✓	✓	✓
RR3	the conventions of courtesy and manners.		✓	✓	✓		
RR4	the importance of self-respect and how this links to their own happiness.	✓	✓	✓	✓	✓	✓
RR5	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.		✓	✓	✓	✓	✓
RR6	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.	✓	✓		✓	✓	✓
RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			✓			
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.				✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Online Relationships <i>Pupils should know...</i>						
OR1	that people sometimes behave differently online, including by pretending to be someone they are not.			✓		✓	✓
OR2	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.	✓	✓				
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	✓	✓	✓			
OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					✓	
OR5	how information and data is shared and used online.		✓	✓			
	Being Safe <i>Pupils should know...</i>						
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				✓	✓	✓
BS2	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.						✓
BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓		✓			
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓				✓	
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓		✓	✓	✓	✓



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓				✓	
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓			✓	
BS8	where to get advice e.g. family, school and/or other sources.	✓	✓		✓	✓	

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	HEALTH EDUCATION						
	Mental Wellbeing <i>Pupils should know...</i>						
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	✓	✓	✓	✓	✓	✓
MW2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	✓	✓	✓	✓	✓	✓
MW3	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	✓	✓	✓	✓	✓	✓
MW4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.				✓		
MW6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓				✓
MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		✓	✓		✓	



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	✓	✓		✓	✓	✓
MW9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	✓	✓		✓		
MW10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.				✓		
	Internet Safety and Harms <i>Pupils should know...</i>						
ISH1	that for most people the internet is an integral part of life and has many benefits.	✓			✓		
ISH2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				✓	✓	✓
ISH3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.					✓	✓
ISH4	why social media, some computer games and online gaming, for example, are age restricted.					✓	✓
ISH5	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.				✓		
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			✓		✓	✓
ISH7	where and how to report concerns and get support with issues online.		✓		✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Physical Health and Fitness <i>Pupils should know...</i>						
PH1	the characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓			
PH2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		✓				
PH3	the risks associated with an inactive lifestyle (including obesity).		✓	✓			
PH4	how and when to seek support including which adults to speak to in school if they are worried about their health.			✓			
	Healthy Eating <i>Pupils should know...</i>						
HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).			✓			
HE2	the principles of planning and preparing a range of healthy meals.		✓	✓			✓
HE3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		✓				
	Drugs, alcohol and tobacco <i>Pupils should know...</i>						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				✓	✓	✓
	Health and prevention Pupils should know...						
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						✓
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		✓				
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.					✓	
HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓					
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓			✓		
HP6	the facts and science relating to allergies, immunisation and vaccination.			✓			✓
	Basic First Aid Pupils should know...						
BFA1	how to make a clear and efficient call to emergency services if necessary.			✓			
BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.			✓			
	Changing adolescent body Pupils should know...						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				✓	✓	✓
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.					✓	



Appendix 2 – Table to show coverage of Science and Sex Education

	Science (Cannot opt out)	Sex Education (Can opt out)
EYFS	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know about similarities and differences in relation to places, objects, materials and living things. makes observations of animals and plants and explains why some things occur, and talk about changes. 	
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body say which part of the body is associated with each sense. 	
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	
Year 3		
Year 4		
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age including puberty and the menstrual cycle describe the life process of reproduction in some plants and animals. 	
Year 6	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about where to get more information, help and advice about growing and changing, especially about puberty. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.

Appendix 3 – Form for parents to opt out of Year 6 Sex Education

TO BE COMPLETED BY PARENTS	
Name of child:	Date
Reason for withdrawing from sex education within relationships and sex education:	
Any other information you would like the school to consider:	
Signed (Parent/Carer)	

Appendix 4- Letter to be sent home at the start of the term

Dear Parent/Carer,

Sex and Relationship Education in Year 6,

During this term we will be looking at the following areas as part of our Sex and Relationship Education (SRE) within school.

These topics cover some elements of Science and some elements of Personal, Social and Health Education (PSHE).

Your child will be studying the topics as detailed in the Science/SRE table, through the following questions:

- What sort of relationships do I have and how have they changed?
- What other types of relationships are there?
- How can I maintain and improve my relationships?
 - Why are love and trust important?
- What or who might influence my decisions?
 - Who can I ask for help? Where else might I get help?
- What should adults think about before they have a baby? • How are babies made? • How do parents not have babies?
- How does a baby develop in the uterus?

Appropriate questions that arise from the children during each lesson will be answered honestly. We recognise that parents play an important part in their child's SRE, and we would like to encourage you to explore these questions / topics with your child at home as well.

You have the right to withdraw your child from the elements of SRE which are not included in the National Curriculum. Please see the table to see which elements are statutory in our Science/PSHE education and which are not.

If you would like to discuss this, please contact the Headteacher.

Yours sincerely