



Barlby Primary School

RSE Policy

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Approved by:	FGB
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Relationships and Sex Education (RSE) Policy

Rationale

Relationships Education puts in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Children and young people are growing up in an increasingly complex world which presents positive and exciting opportunities, but also challenges and risks. In this environment children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

From the Early Years, children are taught what friendship is, what family means and who the people are who can support them. Relationships Education includes consideration of attitudes and values (e.g. learning respect, love and care), personal and social skills (e.g. learning to make choices based on an understanding of difference and with an absence of prejudice). Sex Education includes knowledge and understanding (e.g. learning human development and reproduction) and takes place in Upper Key Stage Two.

By undertaking appropriate education at primary school, pupils will be better able to cope with puberty and will develop the self-esteem and the skills to become confident adolescents. For example, at primary school children will establish personal space and boundaries, show respect and understand the differences between appropriate and inappropriate or unsafe physical contact - these concepts lay the foundation for children to learn about consent later at secondary school.

'Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need.'

Secretary of State, DfE, Relationships and Sex Education and Health Education, 2019

RSE has cross curricular links with:

- Personal, Social, Health and Economic Education (PSHE) - developing personal values understanding emotions / wellbeing, and understanding self / others
- Science - learning about the human body
- Computing - learning about healthy relationships online

This policy should be read in conjunction with our:

- PSHE Policy
- Wellbeing Policy
- E-Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- R.E. Policy



Aims

Pupils are taught about:

- Families and People Who Care For Me
 - The importance of healthy family life for love, security and stability.
 - Understanding that others' families may look different from their own, but that they should respect those differences and know that other children's families are also characterised by love and care.
 - Stable, caring relationships, that may be of different types, are at the heart of happy families and are important for children's security as they grow up.
 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help from others if needed.

- Caring Friendships
 - How important friendships are in helping us feel happy and secure and how people choose and make friends.
 - The characteristics of friendships: mutual respect, truthfulness, loyalty, kindness, generosity, trust, sharing interests and experiences, support with problems and difficulties.
 - Most friendships have ups and downs that can be repaired, and that resorting to violence is never right.
 - How to recognize 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 seek help from others if needed.

- Respectful Relationships
 - The importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or background)
 - The conventions of courtesy and manners.
 - The importance of self-respect and how this links to their own happiness.
 - Practical steps they can take to improve or support respectful relationships
 - In school and wider society they can expect to be treated with respect by others and in turn they should show due respect to others, including those in positions of authority.
 - Different types of bullying (including cyber bullying), the responsibility of bystanders 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

- Online Relationships
 - Understand that people sometimes behave differently online, including by pretending to be someone they are not
 - Understand 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
 - 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



- Understand how information and data is shared and used online
- Being Safe
 - Know what boundaries are appropriate in friendships with peers and others (including digital context)
 - Understand 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
 - Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical 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 report concerns or abuse, and the vocabulary and confidence needed to do so
- Changing Adolescent Body (**Upper Key Stage Two Only**)
 - Know key facts about puberty including physical and emotional changes
 - Understand menstrual wellbeing including the key facts about the menstrual cycle
 - The human reproductive process

Staff Responsibility

Role of the Headteacher

The Headteacher will act as a facilitator for RSE within the school by:

- Ensuring INSET, when appropriate.
- Ensuring appropriate outside agencies are used to support teaching and learning.
- Ensuring parents and carers are made aware of the policy, practice and delivery of RSE within the PSHE programme.
- Ensuring parents and carers are informed of their right to withdraw their child from Sex Education
- Reporting to Governors about RSE across the school.

Role of the PSHE Co-ordinator

The co-ordinator:

- Ensures PSHE is implemented in classes across the school.
- Liaises with class teachers for planning and assessment.
- Ensures there is progression and consistent approaches throughout the school.
- Monitors PSHE across the school, by giving feedback to medium term planning, looking at outcomes of children's' work and observing PSHE lessons.
- Keeps staff up-to-date on current issues.
- Determines resources needed by the school.

Role of the Class Teacher

The class teacher will:

- Ensure RSE is being taught throughout the year age/developmentally appropriately through the PSHE programme.
- Attend INSET, when necessary.



Organisation within the Curriculum

It is agreed that parents and carers are the prime educators for children on many aspects of Relationship and Sex Education, yet after consultation with staff, parents and governors it is agreed that learning about relationships should be an integral part of the primary school curriculum. Key areas, such as personal safety and the correct terminology for all parts of the human body, should be introduced to pupils at an early age. Therefore, from Nursery upwards there will be a spiral curriculum introducing aspects of RSE at a level appropriate to age and development.

Compulsory aspects of Relationship Education extend across the curriculum and are often integrated within other areas of learning at both key stages, but there will be specific Sex Education lessons in Upper Key Stage Two from which parents have a right to withdraw their child. These will be led by the class teachers with members of the leadership team present to support. **Parents are consulted and resources shared before the delivery of Sex Education in Upper KS2.**

At Barlby it is important that teaching about Relationships and Sex Education responds to the range of needs and experience of all children. One of our Barlby values is Respect and an essential part of our school ethos is that all pupils at Barlby know that they are valued. No member of the school community should be treated unfairly because of their sex, race, disability, religion or sexual orientation.

Resources

Resources throughout the school reflect the diversity of the school community and beyond. This is very important for securing equal access and opportunity for all. Positive images are used to enhance minority group images or to challenge stereotypical views that may be held in the wider community.