



# St Columba C of E Primary School

## RSE Policy

<b>Date Drafted:</b>		<b>April 2024</b>		
<b>Date Agreed:</b>		<b>April 2025</b>		
<b>Review Date:</b>		<b>April 2026</b>		
<b>Type of Policy:</b>		<b>Statutory Policy</b>		
<b>Revision No.</b>	<b>Date Issued</b>	<b>Prepared By</b>	<b>Approved</b>	<b>Comments</b>
1	April 2024	KV and GT	Transition Board	
2	February 2025	KV and GC	4/04/2025	

This policy is consistent with other policies adopted by the Governing Board and should be read in conjunction with the following policies relevant to the safety and welfare of children

- Child protection policy
- Safeguarding policy
- PSHE Policy

## I. Table of Contents

### Contents

1. Table of Contents.....	2
2. Introduction .....	3
Policy Development .....	4
3. Definition .....	5
4. Aims and Objectives for Relationship and Sex Education .....	5
SEND.....	6
5. The Teaching Programme for Relationship and Sex Education: Legal Requirements.....	6
Foundation .....	6
Key Stage 1 Children should: .....	6
The role of other members of the community.....	7
The role of parents.....	7
Delivery/Resources .....	7
6. The National Healthy School Standard .....	8
7. Answering Difficult Questions .....	9
Confidentiality.....	9
Roles and Responsibilities.....	9
The Governing Body.....	9
The head teacher/PSHE (RSE) Lead .....	9
Staff .....	9
Pupils.....	10
Parents’ right to Withdraw .....	10
Training .....	10
Monitoring Arrangements .....	11

## 2. Introduction

This document is a statement of the aims, principles and strategies used to deliver Relationship and Sex Education at St Columba C of E Primary School. Our school's policy on Relationship and Sex Education (RSE) is based on the DfES document 'Relationship and Sex Education Guidance' (DFES0116/2000). Documents that inform the school's RSE policy include Education Act (1996); Learning and Skills Act (2000); Education and Inspections Act (2006); Equality Act (2010); Supplementary Guidance SRE for the 21st century (2014); Keeping children safe in education (2024); and Children and Social Work Act (2017)

Department for Education statutory guidance states that all schools must deliver relationships education (in primary schools). Relationship Education and Health Education are mandatory for all children but in primary education there remains a parental right to withdraw pupils from RSE for aspects of sex education which are not part of the Science curriculum (this is currently taught in year 5).

In primary education there remains a parental right to withdraw pupils from RSE for aspects of sex education which are not part of the Science curriculum (this is currently taught in year 5).

Relationship Education and Health Education are to become statutory for all children from 2020 – there is no right to withdraw from these aspects of the PSHE curriculum.

At St Columba, we are committed to offering all pupils a first-class, child-centred education. The Christian traditions of the school make an important contribution to this. Christian values, principles and beliefs influence the curriculum and relationships in the school.

Our school policy also adheres to the Church of England 'Valuing All God's Children' document (September 2019). This states that:

*In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept their own gender identity or sexual orientation and that of others. In order to do this, it will be essential to provide curriculum opportunities where difference is explored, same-sex relationships, same-sex parenting and transgender issues may be mentioned as a fact in some people's lives. For children of same-sex or transgender parents or with close LGBT relatives this will be a signal of recognition that will encourage self-esteem and belonging.*

*In the early years' context and throughout primary school, play should be a hallmark of creative exploration. Pupils need to be able to play with the many cloaks of identity (sometimes quite literally with the dressing up box). Children should be at liberty to explore the possibilities of who they might be without judgement or derision. For example, a child may choose the tutu, princess's tiara and heels and/or the firefighter's helmet, tool belt and superhero cloak without expectation or comment. Childhood has a sacred space for creative self-imagining.*

*Childhood needs to be a period where we can make mistakes, try things out, explore projects and identities, without having to be bound by the consequences.*

As a school, we ensure that we address all areas of RSE and PSHE at an age-appropriate level and in a sensitive and inclusive manner. We have an open-door policy towards discussing any issues with parents. Our parents have access to our topics and schemes of work – this allows them the opportunity to support the teaching we are covering in school and for it to be explored further at home.

We believe RSE is important for all our pupils because it gives them the knowledge, understanding and skills which will enable them to make informed choices about their current and future relationships. It is not our job to promote any specific relationship as more important or better than another: we simply aim to engender a culture where people are free to make their own choices, free of prejudice and judgment. In line with Christian teachings, everyone is valued and loved, including those from the LGBTQ+ communities (Equalities Act 2010).

RSE is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. In sessions, children's understanding is evaluated using formative assessments such as mind maps. Assessments such as these aim to demonstrate what the child knew at the start of the session and how their knowledge and understanding has changed/improved. Further assessment approaches can be found on the PSHE Association schemes of work. [PSHE Scheme Mapped | Association's Programme of Study](#)

RSE is an integral part of our Personal Social and Health Education programme (which follows the PSHE Association model – see PSHE Policy), an area which is considered important throughout our school. We will be guided in our teaching of it by the values and principles of the Church of England.

We believe that RSE is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has been, and will continue to be, made to inform and involve parents.

Parents of the school are made aware of when and how issues will be taught (Appendix 1). They are encouraged to come into school and view resources if they wish to do so. The school will continue to consult with them with regards to any updates to content and materials.

The school's programme of RSE is embedded within the PSHE curriculum and helps children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science. (See Appendix 2 for Right to Withdraw form)

## Policy Development

This policy was developed in consultation with staff, pupils and parents in 2024. The consultation and policy development process involved the following steps:

- Review – a working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and interested parties were invited to raise comments, questions or meet with staff to discuss the policy.
- Pupil consultation – we investigated what exactly pupils want from their RSE

- Ratification –amendments were made to the policy to reflect the consultation input, and the revised version was ratified by governors. It will be reviewed by the Local Governing Body annually as shown on the cover sheet.

### 3. 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.

### 4. Aims and Objectives for Relationship and Sex Education

We aim to deliver RSE in an objective, balanced and sensitive manner set within a clear framework of Christian Values. At St. Columba, we endeavour to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and relationship related behaviour.

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, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationship and Sex 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

Adopting an age-appropriate approach, the objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle

- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood (Year 5/6 – right to withdraw\*)

## SEND

We believe that Relationships Education, RSE and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. At St Columba, we provide quality teaching that is differentiated and personalized which is the starting point to ensure accessibility.

At St Columba, we are aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and that therefore RSE may have a particular relevance to them to support them and prepare them for next phases of education. Relationships Education and RSE can also be particularly important subjects for some other pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors will be taken into consideration when teaching these subjects.

## 5. The Teaching Programme for Relationship and Sex Education: Legal Requirements

All schools must teach the following as part of the National Curriculum Science programme of study. Parents do not have the right to withdraw their child/children.

### Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

#### Key Stage 1 Children should:

- Know the differences between things that are living and things that have never been alive.
- Know that animals, including humans, move, feed, grow, use their senses and reproduce.
- Name the main external parts, e.g. hand, elbow, knee, of the human body.
- Know that humans can produce babies, and these babies grow into children and then into adults.
- Know that humans have senses which enable them to be aware of the world around them.
- Recognise similarities and differences between themselves and other pupils.

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

#### Key Stage 2 Children should:

- Know that there are life processes, including nutrition, movement, growth, and reproduction, common to animals, including humans.
- Know the main stages of the human life cycle.

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Relationship and Sex Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

### The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children regarding health education. Members of the Local Health Authority, such as the RSE consultant and the school nurse, give us valuable support with our RSE programme.

### The role of parents

The school understands the primary role in children's RSE lies with parents and carers. We therefore wish to maintain a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we;

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the RSE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known regarding sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

During Year 5, a letter is sent to parents/carers informing them of the nature of RSE lessons about to take place. An opportunity for parents to view content of the sessions is offered and any questions or concerns are addressed.

### Delivery/Resources

RSE is delivered through Science, RE, PSHE, Citizenship, literacy activities, circle time.

RSE is taught by classroom teachers and if appropriate, outside visitors such as the school nurse.

Our school follows the Kapow scheme of work (which includes the RSE teaching) and My Happy Mind (NHS funded) – it is taught through a spiral curriculum with areas of learning re-visited at appropriate points in the child’s development. This approach helps our children to build on their prior knowledge from previous years and develop age related skills to meet their needs. (see Appendix 1) Lessons are separated into the five key areas below. Year 6 also have a further key area: Identity.

Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.	Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.	Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,	Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.	Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

Identity
Considering what makes us who we are whilst learning about gender and sexual identity and body image.



RSE will be taught using a range of teaching methodologies including storytelling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school’s responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

RSE is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant. This happens in Year 5 which enables children of either sex to ask questions openly.

Teachers avoid expressing an opinion or endorsing a moral point of view on the issues of abortion, sexuality, sex change, sexual identity, alternative faiths or surrogacy. It is the teachers’ role to encourage an open approach, where children are free to express their opinions.

## 6. The National Healthy School Standard

As participants in the Healthy Schools team, we:

- Listen to the views of the children in our school regarding RSE education – each term a group of children will be chosen to feedback to the PSHE and RSE Lead on what is being taught and how we can improve our provision. This feedback will help guide our practice.

- Look positively at any local initiatives that support us in providing the best RSE programme that we can devise.

## 7. Answering Difficult Questions

St. Columba believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a child may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide whether to answer questions in class and, if so, how. Where teachers are unsure of this, they will explain to the child (children) that they will check this out and respond as soon as possible. Teaching staff will seek advice from the SLT (or PSHE and RSE Lead) if they are needing advice on how to address a difficult question. It is not the job of the teacher to have all the answers but to facilitate an open dialogue where all questions are valued. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages pupils to be mature and sensible.

If a question is too explicit or inappropriate to answer in class, teachers will acknowledge it and explain to the child that they will need to ask their parents. In these cases, staff will need to record this information (ie the question and conversation had around the subject) on My Concern (safeguarding Reporting Programme) and speak to parents, so parents/carers could address things at home. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures.

## Confidentiality

Teachers' conduct RSE lessons in a sensitive, supporting and open manner where children feel safe to express their opinions free of judgement and prejudice. Where children make comments in RSE and PSHE sessions, other children are encouraged to show respect, tolerance and sensitivity. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection – see Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate but will immediately inform the Designated Safeguarding Lead (DSL) (Headteacher, AHT or HSLW) about their concerns. They will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection and Confidentiality). School staff cannot promise absolute confidentiality if approached by a child for help. Staff must make this clear to children. Safeguarding procedures must be followed when any disclosures about abuse are made.

## Roles and Responsibilities

### The Governing Body

The Governing Body will approve the RSE policy and hold the head teacher to account for its implementation.

### The head teacher/PSHE (RSE) Lead

The head teacher and PSHE (RSE) Lead are 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 appendix 2)

### Staff

Staff are responsible for:

- Delivering RSE in a sensitive and age-appropriate way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual pupils (especially 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 head teacher.

#### Responsibilities:

In addition to the responsibilities of all teachers, there are certain members of staff with specific responsibilities which is outlined below:

Headteacher ( DSL)	Mrs Katie Viola
PSHE and RSE Lead	Mrs Grace Clements
RE Lead	Miss J Woodhouse
Science Lead and SENDCO	Mrs Tori Robertson

### Pupils

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

### Parents' right to Withdraw

Parents have the legal right to withdraw their children from the non-statutory/non-science components of sex education within RSE. This component is currently taught in Year 5 through our 'Growing Up' video. Parents are invited to view the video before being shown to the children. Any questions or concerns are invited at this point.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the head teacher.

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

Parents do not have the right to withdraw their children from relationships and health education which forms part of the PSHE curriculum.

### 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 head teacher/PSHE (RSE) Lead 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.

## Monitoring Arrangements

The delivery of RSE is monitored by Miss Grace Clements (PSHE and RSE Lead) through:

- Book scrutinies
- Learning walks
- Pupil conferencing

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

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the head teacher and the governing body.

### Links to other documents:

- Safeguarding Policy
- Health and Safety Policy
- PE Policy
- PSHE Policy
- ICT Policy
- SEND Policy
- Prevent (Radicalisation and Extremism) Policy
- First Aid Policy
- E-Safety Policy
- RE Policy
- Equality and Diversity Policy
- Early Years Policy
- Church of England – Valuing All God's Children (Sept 2019)

## Appendix 1: Unit Summaries RSE & PSHE (KAPOW)

### Year 1

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.

Transition lesson: Helping Year 1 pupils with the transition to a new year and the changes that come with it.

### Year 2

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	Learning about where money comes from, how to look after money and why we use banks and building societies.

Transition lesson: A lesson for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.

### Year 3

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.

Transition lesson: Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this.

### Year 4

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; developing appropriate manners and bereavement.	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.

Transition lesson: Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings.

### Year 5

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family that	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety; influence	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and	Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace



