

# BARNS GREEN PRIMARY SCHOOL

## Relationship, sex and health education policy

### 1. Aims

Children today are growing up in an increasingly complex world and they need to learn to navigate a multitude of opportunities and risks both in the real and virtual worlds. Our curriculum provision at Barns Green Primary School is designed to develop the knowledge and skills that will enable children to face the future with confidence, understanding their roles, responsibilities and rights. It will also equip children with an understanding of challenges that they or others may face and importantly where to turn to when help is needed.

Our school values of respect, responsibility, compassion, perseverance, community and inclusion run throughout our entire curriculum and are key values underpinning the Relationship, Sex and Health Education (RSHE) curriculum. This curriculum is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

We aim to empower our children and encourage them to ask questions that will help them to develop the knowledge, skills and attitudes to keep themselves healthy and safe, as well as preparing them for their lives in a positive way. In order to achieve this, we will:

- 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

At Barns Green Primary School, we teach RHSE in accordance with the DfES Sex and Relationship Education Guidance that was issued in September 2020. Our enriched provision goes beyond this and incorporates PSHE Association guidance and the West Sussex Education for Safeguarding Curriculum (E4S). It is designed to meet the needs of our community and has been developed in consultation with staff, Governors, parents and children.

In compliance with legal requirements our policy statement is available to parents. The DfES Sex and Relationships Guidance 2020, the National Curriculum PSHE and Citizenship guidance and the National Healthy Schools Standard support this legislation.

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### 3. Content and Coverage

At Barns Green, RSHE is mapped out and planned for within our PSHE and Science curriculums. This ensures that children acquire knowledge and skills sequentially and have the opportunity to build upon what they have already learnt in an age-appropriate manner.

**Appendix 1:** [PSHE Progression Document](#)

**Appendix 2:** [Knowledge and Skills Progression - Science](#)

These documents give guidance on how the Relationships, Sex and Health curriculum is covered over a child's journey through the school. The PSHE curriculum overview also shows how topics will be taught at a developmentally appropriate level across all key stages. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

Our PSHE curriculum is mapped out in line with recommendations from the PSHE Association and we supplement this with guidance from the West Sussex Education for Safeguarding Curriculum (E4S) we use the Living and Growing series from Channel 4 to supplement our SRE programme. (Further detail is available upon request)

RSHE will be provided both holistically and through discreet curriculum provision. Assemblies, class discussions/circle time both planned for and in response to need will be led sensitively by staff. Important weeks and days will be incorporated into the school calendar and planned for. These include; mental health awareness week, safer internet day and anti-bullying week.

**Primary sex education will focus upon:**

- preparing boys and girls for the changes that adolescence brings
- how a baby is conceived and born
- respecting differences
- respectful relationships

It is informed by statutory expectations and designed to meet the needs of our children.

### 4. Delivery of RSE

At Barns Green, we feel it is important to teach the RSHE curriculum within a trusting, safe environment, where children have the confidence to ask questions and share opinions. These are the expectations that we apply to all aspects of school life and are understood by our children and staff. (Please see Teaching and Learning Policy)

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### 5. Inclusion

We will teach RSHE in a manner that considers how a diverse range of pupils will relate to it, being sensitive to all pupils' experiences. During lessons, consideration will be taken to ensure pupils feel calm, safe and supported and that they are all able to engage with the key messages. We will also ensure that pupils learn about these topics in an environment that is appropriate for them. This may include the following:

- whole class setting
- small groups and targeted sessions
- 1-1 discussion
- digital formats

We will plan sessions to be inclusive and adapted to the needs of all pupils.

### 6. Use of resources

We will consider the resources we use with care to ensure that they:

- are aligned with the teaching requirements set out in the statutory RSE guidance
- support pupils in applying their knowledge in different contexts and settings
- are age-appropriate, given the developmental stage and background of our pupils
- are evidence-based and contain robust facts and statistics
- fit into our curriculum plan
- are from credible sources
- are compatible with effective teaching approaches (see Teaching and Learning policy)

### 7. Visitors

On occasion, visitors may supplement the curriculum. Examples of visitors may be parents, a representative from the NSPCC, the school nurse etc. We will always advise parents beforehand.

We will only invite external agencies into school where we have full confidence in their approaches and the resources they use.

### 8. Roles and responsibilities

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The governing body will approve the RSE Policy and hold the headteacher to account for its implementation.

The Headteacher and PSHE lead are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9)

Class teachers are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSHE
- monitoring progress
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish to withdraw them from the non-statutory components of RSHE

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

### **9. Parents' right to withdraw**

We will inform parents in advance of plans to deliver Relationship and Sex Education.

In accordance with legislation, parents and carers do not have the right to withdraw their children from relationships education.

However, parents and carers do have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

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

### **10. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. All staff receive safeguarding training at various points during the year.

### **11. Policy review**

To be reviewed by Headteacher in consultation with stakeholders every two years.

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