Barnburgh Primary Academy

SEX AND RELATIONSHIPS

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VALUES, AIMS AND OBJECTIVES

At Barnburgh Primary Academy, we value the many different cultures, and religions that make us a diverse multicultural school. RSE is taught in a way which is complementary to the wider ethos, values, and principles of Barnburgh.

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. All teaching will be age appropriate and focus on friendship, family relationships and relationships with other children and with adults.
- Teach pupils to recognise and understand the characteristics of healthy, respectful relationships.

STATUTORY REQUIREMENTS

As a primary school, Barnburgh Primary Academy is required to provide Relationships Education to all pupils in accordance with the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

This policy has been developed with regard to the Department for Education's statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, revised for implementation from 1 September 2026.

At Barnburgh Primary Academy, we teach RSE as set out in this policy.

POLICY DEVELOPMENT

This policy has been developed in consultation with staff, governors, and pupils.
The consultation and policy development process involved the following steps:
1. Review – the PSHE lead pulled together all relevant information including national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Ratification – once amendments were made; the policy was shared with governors and ratified.

DEFINITION

Relationships and Sex Education (RSE) supports the emotional, social, cultural and physical development of pupils. It provides children with the knowledge, understanding and skills they need to develop positive, healthy, safe and respectful relationships and to make informed and ethical decisions about their wellbeing, health and relationships as they grow.

RSE involves a combination of sharing age-appropriate information and providing opportunities for pupils to explore issues, attitudes and values. In primary school, this includes learning about families and friendships, healthy lifestyles, diversity and personal identity. Pupils are supported to recognise the characteristics of healthy and respectful relationships, understand appropriate boundaries, stay safe both online and offline, and know how and when to seek help.

Through effective RSE, pupils develop the foundations they need to understand themselves and others, respect differences and build healthy relationships. Evidence indicates that effective RSE does not encourage earlier sexual activity; instead, high-quality relationships and sex education can support young people to make safer and more informed choices as they mature.

RSE is not about the promotion of sexual activity.

DELIVERY OF RSE

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy.

Delivery of formal RSE is the responsibility of all staff, led by the RSE subject leader. However, we recognise that it is good practice to include outside agencies in the delivery where appropriate. Any supporting agencies deemed appropriate by the RSE subject leader, work within the school's RSE policy always, including our values framework and confidentiality protocols.

- Work in partnership with school staff, using a partnership agreement.
- Enhance the learning experience for our students e.g., specialist health knowledge.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising healthy and unhealthy relationships.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation (action of describing or regarding someone or something as worthy of disgrace or great disapproval) of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them.

There are many different faith and cultural perspectives on aspects of RSE. We will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualise the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

A range of different families and relationships will be explored within RSE. All children whatever their developing sexuality or family background need to feel that RSE is relevant to them and sensitive to their needs.

The RSE programme is based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability, and level of maturity. The curriculum will be firmly embedded within the broader PSHE, Citizenship, and Science curricula. Pupils will be helped to understand difference and to respect themselves and others.

RSE and Relationships Education will be accessible to all pupils, including those with special educational needs and/or disabilities (SEND). Teaching will be adapted appropriately to meet pupils' individual needs, taking account of their age, developmental stage, understanding and communication needs. Staff will use appropriate scaffolding, resources and reasonable adjustments to ensure that all pupils can access learning while maintaining high expectations and ensuring that key safeguarding messages are understood.

THE CURRICULUM

RSE is taught in conjunction with the personal, social and health education (PSHE) curriculum. Pupils may also receive further educational sessions delivered by a trained health professional. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Families and People Who Care for Me: Children learn that families provide love, care, and stability, helping them grow up safe, happy, and secure. They learn that family life involves commitment, protection, and spending time together, and that all types of families can offer a nurturing environment. Children also learn that marriage and civil partnerships are recognised lifelong commitments.

Caring Friendships: Children learn that friendships help them feel happy and secure. They explore what makes a positive friendship—kindness, honesty, and respect—and understand that everyone feels lonely at times. They also learn how to recognise when a friendship feels uncomfortable and how to seek help and support.

Respectful, Kind Relationships: Children learn to respect others, even when they are different, and to set and respect boundaries in relationships. They explore the difference between being assertive and controlling, and between kindness and self-neglect. They also

learn about respect for all people, the protected characteristics under the Equality Act 2010, and how to challenge unfair stereotypes.

Online Relationships and Wellbeing: Children learn that respect and kindness apply online as well as in person. They explore how to stay safe online, think critically about information and online friendships, and recognise that online connections are not a substitute for real-life relationships. They also learn about managing screen time and how online content can affect mental wellbeing.

Being Safe: Children learn about personal boundaries, privacy, and when to share or keep information private. They learn to recognise unsafe or harmful relationships, identify who to trust, and seek help confidently if they have concerns.

Within RSE children will develop confidence in talking, listening, and thinking about sex and relationships. To achieve this several teaching strategies will be used, including:

- Establishing ground rules with pupils.
- Using 'distancing' techniques (e.g. Case studies).
- The provision of a 'question box' for pupils to write questions that they feel they could not ask in the lesson or that might occur as they reflect.
- Dealing with children's questions in an appropriate manner.
- Using discussion and appropriate materials; and role play.
- Encouraging reflection.

RSE for year 5 and year 6 will be delivered during the summer term – parents/carers will be informed of the exact dates by school PING prior to delivery. RSE will be taught in each year group throughout the school. The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year.

In some year groups some elements of RSE are delivered through Science national curriculum:

Year 2

Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of hygiene.

Year 5

Pupils should be taught to:

- Describe the changes as humans develop to old age.

DEALING WITH QUESTIONS OR WORRIES

As with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Using ground rules at the start of sessions children will be reminded that personal questions are not appropriate. They will also be introduced to the 'worry box'. Teachers will explain that if a pupil has a question, they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher does not know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.
- Teachers understand that children in their Year will group will possess a varying degree of knowledge and understanding, therefore will ensure the class is a safe space for questions even if a child thinks that everyone else will know the answer.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator as part of the evaluation and monitoring process.

ROLES AND RESPONSIBILITIES

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. The governing board has delegated the approval of this policy to the headteacher.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and statutory guidelines are followed.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress through the use of Sonar
- Responding to the needs of individual pupils

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. Class teachers will be responsible for teaching RSE in our school.

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

Confidentiality
Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality. Teachers will discuss confidentiality with pupils and parents, making it clear that teachers cannot offer unconditional confidentiality. Teachers will reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from relationships education. At Barnburgh Primary Academy, we do not teach non-statutory / non-science components of sex education with RSE. Parents/Carers who have concerns about the of teaching RSE are encouraged to discuss this with the teacher.

TRAINING

Staff are trained on the delivery of RSE if they require it. The coordinator may 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 AND EVALUATION

Teaching and learning in RSE will be monitored through lesson observations, pupil discussions and board book looks. Feedback may be given to staff individually and the information collected used to identify specific and more general professional development needs.
Regular evaluation of the PSHE programme, including RSE, will be done by the children and the staff involved and this will inform future practice.