



Balksbury Federation Relationships Education, Relationship and Sex Education (RSE) and Health Education Policy

Aims and Objectives

The aims of Balksbury Relationships Education, Relationship and Sex Education (RSE) and Health Education are to:

- Embed our Balksbury Relationships Education, Relationship and Sex Education (RSE) and Health and Wellbeing Education into our Federated Vision and Values
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the children
- Provide a secure, sensitive and caring framework where learning and discussion can take place
- Foster self-worth and awareness, together with a sense of moral responsibility and informed choices
- Help the children to acquire and practise important life skills such as critical thinking, decision making, communication, assertiveness and perseverance
- Allow our children to acknowledge and appreciate difference and diversity
- Create a positive culture around feelings of self-respect, confidence and empathy
- Identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online, and other aspects of life
- Support children to develop resilience, to know how and when to ask for help from trusted adults around them
- Promote the moral, spiritual, social, cultural, mental and physical wellbeing of all our children

Policy Development

This policy was developed in consultation with staff, children and parents. The process has involved the following steps:

- Child conferencing to establish curriculum needs and ideas
- A Project Leadership Team pulling all relevant information from national and local guidance
- Staff consultation – all federated staff were given the opportunity to look at the policy and make recommendations
- Parents' consultation – parents were invited to evaluate the policy
- Ratification – once amendments were made, the policy was shared with Governors and ratified

What is Relationship Education, Relationship and Sex Education and Health Education, and Why is it Important?

Relationships Education, Relationship and Sex Education (RSE) is part of the primary education that is taught in an age-appropriate way, where children are encouraged to ask questions. It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Relationship Education and Sex Education involves a combination of sharing information, and exploring issues and values. It is *not* about the promotion of sexual activity.

Relationships Education, Relationship and Sex Education (RSE) and Health Education helps create a safe environment in which children can grow, learn and develop positive, healthy behaviour for life. It supports the federation in fulfilling statutory duties to protect and safeguard our children. It is our duty to maintain a statutory obligation under the Children Act (2004) to promote our children's wellbeing and under the Education Act (2002) to prepare our children for the challenges, opportunities and responsibilities of adult life. For example, preparing for the physical and emotional changes they undergo at puberty.

Technology is evolving at a tremendous pace and we value the need to protect the federation's children from inappropriate online content, cyber-bullying and exploitation. Therefore, Esafety is embedded across the curriculum, not only in Health and Wellbeing and Computing.

Statutory Requirements

The Department for Education introduced compulsory [Relationships Education](#) for primary children (and Relationships and Sex Education (RSE) for secondary children) from September 2020:

How the Federation met statutory requirements:

- Leadership discussion from DfE statutory changes to set strategic direction and change including child conferencing on current PSHE provision and whole federation audit and curriculum review against new objectives to be met - **Autumn 2019**
- Allocation of leadership project group to implement change. Roles defined for key areas. Assessment of current curriculum - **Spring 2020**
- Staff and Governors informed of changes; parent group formed for views and evaluation; curriculum design and review strategic direction - **Spring 2020**
- Health and Wellbeing Curriculum written; bring whole federated community together through continuous dialogue and set mechanisms for ongoing information sharing; review strategic direction; evaluation and review and policy set - **Summer 2020**

In addition, from September 2020 it has been compulsory for all schools to teach Health Education. Through these subjects, we want to support all our children here at the federation to be happy, healthy and safe; we want to equip them for adult life and to make a positive contribution to society.

At Barksbury Federation, we are committed to retain our current provision to continue to teach age appropriate sex education alongside relationships education. In doing so, we will have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

As two maintained schools, an infant and junior within Barksbury Federation, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). Although we are not required to provide Sex Education, 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:

Sex education: manner of provision.

(1)The Governing Body and Headteacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

(1A)The Secretary of State must issue guidance designed to secure that when sex education is given to registered pupils at maintained schools -

(a) They learn the nature of marriage and its importance for family life and the bringing up of children, and

(b) They are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

(1B) In discharging their functions under subsection (1) governing bodies and head teachers must have regard to the Secretary of State's guidance.

(1C) Guidance under subsection (1A) must include guidance about any material which may be produced by NHS bodies for use for the purposes of sex education in schools.

(1D) The Secretary of State may at any time revise his guidance under subsection

Health and Wellbeing Curriculum

(see Health and Wellbeing document for the full curriculum overview)

Our Health and Wellbeing curriculum ensures that children have qualities for them to be able to flourish as: an individual, within the federated community, as part of a family and within society. We aim to provide a 'broad and balanced' curriculum that promotes Spiritual, Moral, Social and Cultural development, alongside good behaviour and safety, and is underpinned by British values (see promoting British Values document). There are three core areas to this curriculum:

- Relationships
- Healthy Lifestyle
- Living in the Wider World

Each half term children will receive:

- Two lessons through Talk Toolbox sessions providing critical thinking that initiate/ignite a theme
- Talk Toolbox will lead into three Health and Wellbeing lessons that are tailored to build knowledge and understanding of key themes and skills for life

Balksbury Federation Delivery of Relationships and Sex Education (RSE)

Balksbury Federation aims to ensure that children have the knowledge, understanding and qualities to flourish as part of a family in society. Therefore, RSE will be taught as part of our Health and Wellbeing Curriculum. Biological aspects are taught within our Science Curriculum and other aspects are included in our Religious Education Curriculum. Outside specific subjects, Relationships Education is embedded in our federated ethos and Code of Conduct.

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

Working within statutory requirements, our key aims will be to teach our children the fundamental building blocks and characteristics of positive relationships including family and other relationships with children and with adults. Within our Health and Wellbeing curriculum we will embed teaching about friendship and family. The federation will approach teaching statutory requirements about family in a sensitive manner and will look at different structures including: single parent, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers. Care will be taken to ensure there is no stigmatisation of children based on their home circumstances and all teachers will plan lessons sensitively.

RSE across year groups from the Science curriculum will include:

Year 1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2: notice that animals, including humans, have offspring which grow into adults.

Year 5: describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age.

Year 6: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Year 6 also receive stand-alone RSE education which are delivered by Year 6 teachers and has a key focus around *how a baby is made*.

Lesson 1: Puberty and Reproduction

Lesson 2: Understanding Relationships

Lesson 3: Conception, Pregnancy and birth

Parents' Right to Withdraw

The federation is well aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our federation through mutual understanding, trust and co-operation. In promoting this we:

- Make available this policy on our federated website
- Answer any questions that parents may have about our Relationships Education, Relationship and Sex Education (RSE) and Health Education – parents are given the opportunity to view the materials used
- Take seriously any issue that parents raise with teachers, Senior Leaders and Governors about this policy or the arrangements for Relationships Education, Relationship and Sex Education (RSE) and Health Education in the federation
- Inform parents about the best practice known with regard to RSE, so that the teaching 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 body and their increasing responsibilities

We are committed to parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). **In line with Government statutory requirements, there is no right to withdraw from Relationships Education such as family, friendship, safety (including online safety).**

Children with SEND

As far as is appropriate, children with special educational needs should follow the same Relationships Education, Relationship and Sex Education (RSE) and Health Education curriculum as all other children. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or Learning Support Assistants will work with individual children where required, and if appropriate.

It is not the federation's policy to withdraw children with special educational needs from Relationships Education, Relationship and Sex Education (RSE) and Health Education to catch up on other National Curriculum subjects; these aspects of personal and social development are as important to all children as their academic achievement.

Roles and Responsibilities

The Governing Board will approve the Relationships Education, Relationship and Sex Education (RSE) and Health Education 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 is responsible for ensuring that Relationships Education, Relationship and Sex Education (RSE) and Health Education is taught consistently across the federation, and for managing requests to withdraw pupils from non-statutory components of RSE.

Teachers are responsible for delivering RSE in a sensitive way whilst modelling positive attitudes to Relationships Education, Relationship and Sex Education (RSE) and Health Education. Throughout lessons teachers will monitor progress and respond to the needs of children. In addition, they will respond appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE. Teachers do not have the right to opt out of teaching RSE. However, those who have concerns about teaching RSE are encouraged to discuss this with their Year Group Leader, Deputy Headteachers or Headteacher so that they may be supported.

Children are expected to engage fully in Relationships Education, Relationship and Sex Education (RSE) and Health Education and, when discussing issues, treat others with respect and sensitivity.

Parental Involvement and Support is important to us at the federation and is seen as a partnership both in the formation of this policy, as well as the delivery of objectives. Across the design and formation of our Health and Wellbeing Curriculum, a group of Parent Partners have evaluated the curriculum and the formation of this policy.

Prior to RSE, parents are invited to a meeting to hear about the content of lessons, the way the lessons will be conducted and have the opportunity to view the materials that will be used. In addition, a letter will be sent to all parents with detail when the lessons will take place, what the content of the lessons will be, and encourage them to follow up the lessons at home and inform them of their right to withdraw their children. Teachers will always be available for discussions with any parent concerning any issues with this area and can advise parents on the content of lessons.

Monitoring Arrangements

Balksbury Federation's Relationships Education, Relationship and Sex Education (RSE) and Health Education curriculum is monitored by the Leadership Team, Health and Wellbeing Leader, as well as the Religious Education, Science and Physical Education Leaders for their relative subjects. This will be carried out through planning and book scrutinies, learning walks and pupil conferencing. In addition, our Parent Partnership will be consulted with changes to the curriculum to obtain a parental view.

Policy Date Review: Summer 2026

Overview of Key Themes and Objectives

Theme	Children should know:
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• 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• 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• 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• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• 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	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• 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• 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

Theme	Children should know:
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • 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	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The 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 • How information and data is shared and used online

Theme	Children should know:
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, 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 ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Policy Date Review: Summer 2026

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the federation to consider			
Parent signature			

To be completed by a Leadership Team member	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken including alternative arrangements for the child.</i>
Leadership Signature & date	