

Bishop Perrin Church of England Primary School

Relationships and Sex Education Policy

Statutory Policy



Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 INTRODUCTION

The Department of Education require all schools to have a Sex and Relationships Education Policy (SRE) and that it should be planned and delivered as part of the Personal, Social and Health Education (PSHE) curriculum.

At Bishop Perrin, we have changed the order of the nationally recognised phrase “Sex and Relationships Policy (SRE)” to Relationships and Sex Education Policy (RSE) in order to place greater emphasis on the word relationships. Throughout this document, RSE will be used instead of SRE.

From September 2020, Relationships Education and Health Education are now statutory in all Primary schools. Relationships Education covers families and people who care for me, caring friendships, respectful relationships, online relationships, being safe. Health Education covers mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

How We Approach the Delivery of RSE at Bishop Perrin

At Bishop Perrin we teach RSE within a Christian context. While RSE in our school means that we give children information about forming relationships, learning about their bodies, sexual development and behaviour, we do this with an awareness of a Christian ethos and with Christian values.

2 WHY IS RSE IMPORTANT?

RSE can be defined in different ways. The DfE Guidance states:

“It is the lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.”

According to the DfE:

- Effective RSE is essential if young people are to make responsible and well informed decisions about their lives.
- The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- Pupils need to be given accurate information and should be helped to develop skills to enable them to understand differences and respect

themselves and others and for the purpose of preventing and removing prejudice.

- RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and prepare them for the responsibilities and experiences of adult life.
- Effective RSE does not encourage early sexual experimentation. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity.

3 OUR AIMS IN TEACHING RSE AT BISHOP PERRIN

At Bishop Perrin we have based our RSE Policy on the DfE Guidance document [Sex and Relationship Education Guidance](#) and the LDBS [Policy on Relationships and Sex Education](#) (June 2009). In these documents, RSE is described as learning about physical, moral and emotional development. It is about understanding the importance of marriage and stable, loving relationships for family life. It is also about the teaching of sex, sexuality, and sexual health. While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, placing high value on family life and supportive relationships. We do not use RSE as a means of promoting any form of sexual orientation. We teach the children:

- about the physical development of their bodies as they grow into adults
- about the way humans reproduce
- about health and relationship issues
- respect for the views of other people
- about forming relationships in line with a Christian ethos
- that children are best raised within a loving, secure, stable and committed relationship
- that babies should only be conceived when the parents are ready and able to care for them and cope with the responsibility of life
- that sexual relationships should wait until a person is emotionally and physically mature
- that relationships require effort and commitment to work

4 WHAT WE TEACH IN OUR RSE LESSONS AT BISHOP PERRIN - OUR OBJECTIVES

During the course of the lessons taught at Bishop Perrin, from Reception to Year 6, we will teach RSE in the belief that:

- it is taught in the context of marriage, civil partnerships and family life
- it is part of a wider social, personal, spiritual and moral education process
- children are taught to have respect for their own bodies

- it is important to build positive relationships with others, involving trust and respect
- children learn about their responsibilities to others

By the end of Year 6, pupils will understand:

- that there are different types of relationships in families
- key issues in keeping themselves safe including appropriate and inappropriate touch and the importance of consent
- who to ask if they feel unsafe
- where to get help in the wider community
- how their bodies work and change as they get older
- how babies are made
- that their actions affect others and that their actions have consequences
- how to identify their own feelings and the feelings they have towards others
- why it is important to respect the views of other people
- how some diseases are caused and that diseases can spread
- and be aware of HIV/Aids

5 VALUES FRAMEWORK

All RSE at Bishop Perrin will be delivered in the context of Christian teaching and the school's aims. Christian values and attitudes, with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and sense of moral responsibility will permeate the entire curriculum, both explicit and implicit. It is built on the message that we all have the right to make choices, to think about our aspirations and the decisions that affect our future life choices. This is to ensure that pupils understand that sexual intercourse should only take place within a caring, committed and stable relationship such as marriage.

Teaching staff will always ensure that lessons will be delivered in a manner that enables pupils to develop:

- Respect for themselves and their own bodies
- Respect for the views of other people
- An understanding that sexual relationships should wait until a person is emotionally and physically mature
- An understanding that babies should only be conceived when the parents are ready and able to care for them
- An understanding that children are best raised within a loving, secure, stable and committed relationship
- An understanding that family life is important and can provide invaluable support for individual members
- An understanding that relationships require effort and commitment to work

Through both RE and RSE lessons, pupils will be taught that Christians believe that God created all life and that every human being has a unique place in his creation and is highly valued. Because we, as individuals, are prized so highly by God, we should set high values on our body and consider how we use it.

It will be acknowledged that not every relationship can live up to the high standards that are set by God. Those relationships that fall short of these high expectations are not condemned. God shows through the story of the Prodigal Son (Luke 15:11-32) that everyone can be loved, forgiven and welcomed back.

6 HOW OUR OBJECTIVES ARE ACHIEVED

Our RSE is delivered through a spiral curriculum where key themes are revisited throughout the programme at an age appropriate level over the course of the time that a pupil attends Bishop Perrin. Each year, pupils will build on concepts previously encountered, allowing opportunities for reflection and reinforcement.

Key themes that are explored throughout the programme are:

- Feelings
- Keeping safe
- Caring for myself and others
- Growth and change
- Sexual reproduction
- Similarities and differences
- Relationships
- Families

What is actually taught? (Our Scheme of Work)

Bishop Perrin has adopted the Scheme of Work developed by the Medway Public Health Directorate. These resources have been awarded the quality mark by the PSHE Association.

The scheme of work can be accessed on the school server under Curriculum/Curriculum Subjects/PSHE/Relationship and Sex Education Resources.

An overview of the lessons taught in each Year Group (RSE Primary Curriculum Overview) can be seen in Appendix 1.

Lessons may be supplemented, where appropriate, with resources approved by the PSHE Association.

How RSE is delivered at Bishop Perrin School

RSE is part of the PSHE curriculum, and as such, elements of the PSHE curriculum are delivered to pupils in a variety of ways. They can include:

- Dedicated and regular PSHE lessons in class
- Whole school assemblies conducted by members of staff or visiting speakers
- Specific workshops delivered by outside agencies
- School Nurse sessions
- The whole school ethos and philosophy which is reinforced through school and classroom rules and the school behaviour management policy
- Cross-curricular themes delivered through Science and PE.

The specific RSE lessons will be taught by class teachers, although outside speakers and experts (School Nurse/Health Visitors, etc) may assist when deemed appropriate. These lessons will always be used to supplement and not replace lessons taught by the class teacher, which follow the scheme of work.

Teachers and all staff model correct vocabulary related to RSE (e.g. private body parts) from Reception. Through this, the language is normalised from an early age. As a school we understand that being able to identify and correctly name their own body parts plays an important role in safeguarding pupils.

The style of the lessons will be in line with best practice, and include a variety of methods to make the lessons interesting, enjoyable and stimulating. The methods will include:

- Discussion
- Role play and drama
- Investigative and creative research
- Reading
- Literacy work
- Watching elements of recommended DVDs (*Channel 4's "All About Us-Living and Growing"*, *the BBC's Whiteboard Active "Sex and Relationship Education"* and *Lovewise's "Growing Up....Growing Wise"*) and on-line animations/Power Points

Work completed in RSE lessons is recorded in children's PSHE books which travel up the school with them.

All children learn about all topics regardless of gender.

7 EQUAL OPPORTUNITIES AND DIFFERENTIATION

The pitch of the work undertaken in our RSE lessons will be appropriate to the age and maturity of the pupils being taught. As pupils mature and develop at different rates, the RSE Programme is a 'spiral curriculum' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity.

Children with learning difficulties may need support in coping with the physical and emotional aspects of growing up; they may also need more help in learning what behaviours are acceptable.

Staff planning and delivering RSE lessons always consider differentiated learning when choosing activities. They will plan for all the needs of all of the pupils within their class in order to allow them to access all the information they need from the lessons, no matter what their ability levels are.

8 SPECIFIC ISSUES THAT MAY ARISE

Dealing With Questions From Pupils

Clear parameters of what is appropriate and inappropriate in terms of questioning by pupils will be established within the ground rules by the class teacher at the start of the RSE lessons. Where appropriate, children in upper KS2 will be given the opportunity to ask anonymous questions through inserting them into an anonymous question box. Teachers will use their professional judgement to decide on the amount of detail to include in their answers in order to answer questions truthfully and in an age-appropriate manner.

If a question is too explicit, is not age appropriate for the pupil or the whole class, or raises concerns about inappropriate sexual knowledge or awareness, then the teacher will remind the class of the ground rules established at the start of the lessons and explain why they are not in a position to answer the question. If the teacher feels there is a genuine desire by a pupil to know an answer, but the topic is not appropriate for the whole class, then, with the pupil's consent, it may be referred back to the parents.

If a question is raised that alerts a member of staff that a pupil might be at risk due to an inappropriate sexual knowledge or awareness, they shall notify the Headteacher and guidance in the Safeguarding policy shall be followed.

Homosexuality

We do not actively teach children about homosexuality but as the society in which we live is diverse, children will raise issues of interest and concern as well as introducing their own experience into class discussions. When this happens it will always be handled without prejudice or bias. Children are however taught that everyone's families are different and may take different

forms. They are exposed to a variety of age-appropriate books from Reception which may include homosexual parents. A discussion of civil partnership may arise through children's questions, but teachers will not advocate homosexual behaviour and will not discuss sexual activity between same sex partners.

Child Sexual Exploitation (CSE)

As a school we are aware of Child Sexual Exploitation and issues that arise from children that have been sexually exploited. Please refer to the Child Protection and Safeguarding Policy for more information about the procedures followed when dealing with concerns that arise from Child Sexual Exploitation.

The Role of Parents

At Bishop Perrin we believe that the primary role in children's RSE lies with parents and carers. We encourage parents and carers to provide a moral framework for their child/children as the School is not in a position to provide this individual guidance.

In promoting this objective we:

- inform parents about the school's RSE Policy and practice
- answer any questions that parents may have about the RSE curriculum
- encourage parents to be involved in reviewing the school policy
- provide access to resources and ad hoc workshops when appropriate
- encourage parents to enter into dialogue with their child/children at home in order to follow-up and expand on issues raised at school during RSE lessons.
- encourage parents to use anatomically correct names for private body parts from an early age
- invite parents to view material that will be shown to children where this material might give rise to questions at home (Year 6).

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

The Role of Governors

The nominated Governor responsible for the school's curriculum will meet, when appropriate, with the member of staff responsible for RSE to monitor and discuss its delivery. The nominated Governor will report any recommendations or modifications to the full governing body.

Staff Training

All staff will have access to a range of RSE training courses, and it will be the School's responsibility to ensure that their professional knowledge and skills are

developed to a suitable level in order to deliver the RSE curriculum effectively and appropriately.

Use of Outside Speakers

When speakers are invited to deliver part of the RSE curriculum, they will be given a copy of RSE policy beforehand, with particular reference to the Values Framework in which they will be expected to work.

A member of the Bishop Perrin staff will be present with the pupils at all times whilst any speaker is assisting in the delivery of the RSE curriculum.

9 SAFEGUARDING AND CONFIDENTIALITY

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a comment that suggests that they may be at risk of sexual or any other type of abuse, then the teacher has a responsibility to take such matters seriously and deal with it as a matter of child protection and safeguarding. The teacher will notify the Headteacher, who is the named Child Protection Officer for the School. The Headteacher will then follow the guidance laid out in the School's Safeguarding policy.

10 RIGHT OF WITHDRAWAL

Parents have the right to withdraw their child from all or part of the RSE programme taught within the PSHE curriculum. Parents need to be aware that if they are withdrawing their child from some specific aspects of the programme, questions may be asked by pupils in lessons which relate back to previous discussions and lesson content.

Parents do not have the right to withdraw their child from the RSE elements that are taught within the Science curriculum, which are statutory and focus on life cycles and reproduction, both in plants and animals.

If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with their child's Class Teacher or the Headteacher. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent. Children withdrawn from RSE lessons will undertake work in another class during this time.

11 MONITORING, EVALUATING AND REVIEWING THE RSE PROGRAMME

We are committed to monitoring and evaluating the effectiveness of this programme through:

- pupil feedback

- staff review and feedback
- parental feedback.

Evidence will be collated by the PSHE leader and presented to governors regarding the effectiveness of the policy. This policy will be reviewed by the subject leader every two years and approved by the head teacher. Parents will be notified of any changes to the Policy.

12 ACCESS TO THE RSE POLICY

Bishop Perrin's RSE Policy will be available to parents on request in the form of a paper document. It is also available to download on the school website.

13 SUPPORTING DOCUMENTS

- PSHE Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy

14 USEFUL WEBSITES

Guidance and resources

[Lovewise](#)

[Sex Education Forum](#)

[SRE Project – Relationships Education from Theory & Evidence](#)

Acknowledgements

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This policy has been written with contributions from:

- The LDBS Policy on Relationships and Sex Education
- Kingston Borough's SRE Policy Guidance
- Tolworth Junior School's SRE Policy
- Christchurch Primary School's SRE Policy

APPENDIX 1

Overview of which Medway lessons are taught when

Year group	Term	Medway lesson
1	Autumn 2	Year 1 and 2 lesson 1 <i>My special people</i>
2	Summer 2	Year 1 and 2 lesson 2 <i>Human life cycle</i> Year 1 and 2 lesson 3 <i>Everybody's body (including correct terminology for male and female genitalia/sex parts)</i>
3	Autumn 2 Summer 2	Year 3 lesson 1 <i>What makes a good friend?</i> Year 3 lesson 2 <i>Falling out with friends</i>
4	Summer 1	Year 4 and 5 lessons 1, 2 and 3 <i>Time to change- physical changes experienced during puberty, menstruation and wet dreams, importance of personal hygiene during puberty</i>
5	Summer 2	Year 4 and 5 lesson 4 <i>Emotions and feelings during puberty</i> Year 6 lesson 1 <i>Recap on puberty</i>
6	Summer 1 Summer 2	Year 6 lesson 3 <i>Positive and healthy relationships</i> Year 6 lesson 2 and 4 <i>Puberty: change and becoming independent.</i> <i>How a baby is made (human reproduction)</i>