

# St Paul's Church of England Primary School Oswaldtwistle



***‘Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity (1 Timothy 4:12).’***

## Relationships and Sex Education (RSE) Policy

September 2025  
Agreed by Governors

## **Introduction**

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At St Paul's Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

St Paul's Primary School considers that Sex and Relationships Education (RSE) is an integral part of both the Personal, Social and Health Education (PSHE) and Science curriculum. RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex and human sexuality. RSE, within PSHE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The curriculum is taken from the PSHE Association and has been personalised to be delivered at a level appropriate to both the age and development of pupils.

## **Statutory requirements**

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

## **Why RSE is important at our school**

High quality RSE helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that RSE was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE plays a vital part in meeting our safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all children to receive high quality RSE in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010), highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

## **Overall Aims and Objectives**

- learn the importance of values and individual conscience and moral considerations
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making Personal and social skills:
- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse
- learn and understand physical development at appropriate stages

## **In addition to this, we also aim to:**

- raise pupils' self-esteem and confidence

- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age appropriate manner
- teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning, they need to stay safe, healthy and understand their rights as individuals.

**It is not the aim of RSE to:**

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation

**Teaching and learning style**

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum.

The scheme of work for RSE maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

We also teach RSE through other subject areas (eg Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E, 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. Following guidance from the 'Valuing all God's Children' document, subjects are approached in a respected way, acknowledging we are all loved and valued by God.

Our school vision - "Don't let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity." (1 Timothy 4:12) -underpins all that we do at St Paul's and where possible, lessons make a link to this to show its importance in the school life of our children.

Since SRE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the

playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## **Curriculum Content and Definitions**

All Relationship and Sex Education content has been mapped out into a personalised curriculum based on age suitability. Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. The curriculum has been designed in a personalised way to ensure all content is accessible for all our children, including those with SEND. Interventions will be put in place to offer any additional support to children if and when required.

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe

Sex Education is a programme of work that covers romantic relationships, sexual health, the menstrual cycle and physical and emotional changes.

Health Education (See Health Education Policy -or relevant school policy) is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy)

## **Right to be excused from sex education**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE. At St Paul's we believe all children in Years 5 and 6 should take part in the sex education sessions as it is a developmentally appropriate scheme of work, which helps children understand the changes they will be experiencing both physically and emotionally. The programme enables children to ask questions and discuss things they may want advice on in a safe environment. As children in today's climate are experiencing these changes earlier and earlier, it has been noted that these sessions have helped to reiterate and support the advice given at home by parents and carers.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance

Alternative work will be given to pupils who are withdrawn from Sex Education.

## **Difficult questions & sensitive issues in relation to sex education**

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

### **Our school has decided not to teach about or answer questions on...**

At St Paul's school, our RSE curriculum/discussions will not cover issues such as rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay. AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed in the first section of the above list teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

## **Roles and responsibilities**

### The Governing Board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. The Governor with lead responsibility for RSE is Rev Captain Martin Joss.

### The Headteacher

The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

### Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.

- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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.

At St Paul' we have a team of highly skilled Teachers and Higher-Level Teaching Assistants (HLTA) whose role it is to deliver the RSE curriculum.

Staff with the responsibility of delivering RSE sessions are as follows:

Mrs E Poynton (Class teacher)

Mrs E Brown (Class teacher)

Mr J Gane (Class teacher)

Mrs E Proctor (Class teacher)

Mrs L Briggs (Class teacher)

Mrs C Hollinghurst (Class teacher)

Mrs R Wells (Class teacher)

Mrs L Woodward (HLTA)

Mrs D Pinder (HLTA)

### Pupils

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

### **Training**

Staff are trained on the delivery of RSE during various staff meetings led by the Headteacher and/or subject leader. The subject leader has and continues to attend courses or training which is then shared to all staff as stated above, to ensure effective teaching and learning takes place.

The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

### **Monitoring**

The delivery of RSE is monitored through:

- planning scrutinies
- work scrutinies
- learning walks

- discussions with children

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Review September 2026

### **Appendix 1**

The Primary Relationships and Sex education objectives are separated into five categories; Families and people who care for me, Caring friendships, Respectful relationships, Online relationships and Being safe.

At St Paul's we teach all categories from Reception through to year 6.

#### **In Reception the objectives children covered link to Families and people who care for me, these are:**

- That families are important for children because they can give love, security and stability
- What a healthy family life looks like including in times of difficulty. The importance of spending time together and sharing each other's lives
- That others' families can sometimes look different from theirs but that we should respect those differences
- The importance of courtesy and manners.

#### **In Year 1 the objectives covered link to Being Safe and Respectful Relationships, these are:**

- About the concept of privacy including that it is not always right to keep secrets if they relate to being safe.
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds)
- The importance of self-respect and how this links to their own happiness.
- Practical steps they can take to improve or support respectful relationships

#### **In Year 2 the objectives covered link to Being Safe and Caring Friendships, these are:**

- 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
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to manage fall outs
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

**In year 3, there are no specific RSE objectives covered. Health and Well-being objectives are delivered through the PSHE curriculum.**

#### **In Year 4 the objectives covered link to Families and People who care for me and Respectful Relationships, these are:**

- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children 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 from others if needed

**In Year 5 the objectives covered link to Caring Friendships, these are:**

- 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

**In Year 6 the objectives covered link to Being Safe and Online Relationships, these are:**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

As a whole school we will cover objectives linked to Respectful Relationships and Being Safe through theme weeks and worships about anti-bullying and online safety.