



**Jarrow Cross Church of England Primary School  
RSE Policy**

**This policy was last revised and adopted by the Governing Board  
in September 2022**

**After each revision the policy is circulated to all Governors,  
school staff and on the school website.**

**The policy is to be reviewed by the Governing Board in:  
2025**

## **Mission Statement**

*Jarrow Cross Church of England Primary School provides a caring, Christian environment where EVERYONE is welcome and given the opportunity to develop their full potential.*

The Mission Statement is underpinned by our school values of Trust, Honesty, Friendship and Forgiveness. The values were chosen by the children of Jarrow Cross.

## **Introduction**

At Jarrow Cross Church of England Primary the curriculum is designed to build upon the biblical teaching 1 Thessalonians 5.11" Encourage one another and build each other up." The aim is to support children's emotional and physical wellbeing, value all members of our school community and ensure our children develop the skills which will enable them to make a valued contribution to society. The values were chosen by the children of Jarrow Cross. The approach to RSE at Jarrow Cross encapsulates the above.

Jarrow Cross C of E Primary School ensures that all teaching and learning and discussions promote inclusivity including: family types, relationships disabilities, race, religion, beliefs and culture.

## **Rationale**

Jarrow Cross C of E Primary School strives to create an environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum was planned specifically for the needs of our children and opportunities to promote Relationship and Sex Education run through both discrete and cross-curricular topics, as well as, using KidSafe as a rolling programme and use of Operation Encompass teaching materials. Activities are planned that require pupils to reflect and empathize with others, as well as, building a child's self-esteem, self-awareness and a sense of moral responsibility.

## **Definitions**

Jarrow Cross C of E Primary School believes that:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health at an age appropriate level. It takes place in many contexts: at home, at school and in the community;
- RSE equips all children to understand the term 'consent' and what that means in all contexts- at an age appropriate level.
- RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE;

- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education;
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

### **Parental right to withdraw**

Every child is entitled to receive RSE and it is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

Parents do not have the right to withdraw their child(ren) from the teaching of relationships and health education.

For sex education (at an age appropriate level), parents can request for their child to opt out of the teaching of it IF the teaching goes beyond the scientific objectives in the National Curriculum. However, as a school we have made the decision to teach only those objectives. Therefore, parents do not have the right to withdraw their child- unless there are extreme circumstances and this will depend on that child's individual needs.

Any parents who feel it is necessary to withdraw a child from Sex Education within RSE, will be encouraged to come into school to discuss their concerns with the head teacher to clearly establish which aspects of the programme they do not wish their child to participate in. In the event of a child being withdrawn from a lesson- in extreme circumstances due to the imperativeness of teaching a broad and balanced curriculum that does not go beyond the scientific objectives-, that child must stay in school and will be assigned to another class until the RSE lesson is complete.

### **Curriculum**

The curriculum was planned specifically for the needs of the children to provide opportunities to promote Relationship and Sex Education to run through topics at an age appropriate level.

RSE is taught discretely within our PSHCE lessons and is fed into other subjects in a cross-curricular approach.

Using the curriculum objectives, the RSE lead created a vocabulary list containing the language that will be used during classroom discussions/teaching input. The vocabulary list is available to all parents/carers.

The objectives that all children should meet by the end of primary school for Relationship Education are outlined in appendix A.

- Activities are planned that require pupils to reflect and empathize with others as well as building a child's self-esteem, self-awareness and a sense of moral responsibility;

- Resources that we use are available on request, if a parent/carer wishes to view them e.g. KidSafe program content, PSHCE/RSE vocabulary list;
- Operation Encompass resources are used to deliver RSE lessons surrounding healthy relationships and friendships, emotions and empathy and rules and expectations;
- Key staff have been trained on how to deliver Operation Encompass sessions and staff training to other staff has been given on the delivery of the content and materials;
- Two members of staff are KidSafe trained and teach it as a rolling programme EYFS-Y6).

A decision has been made that staff will teach the statutory requirements of Sex Education and will not go beyond what is expected within the national curriculum for science, due to this being at the discretion of the school.

- Children by the end of KS1 should be able to identify the main parts of the body, including external genitalia;
- The human body as it grows from birth to old age (including puberty);
- Reproduction in some plants and animals;
- Y5/6 being prepared for the changes that adolescence brings.

#### **Our work in RSE is set in the wider context of our school values and ethos**

- A healthy, safe and caring environment for all pupils and staff is promoted;
- A broad and balanced curriculum is provided for all of our pupils, which values diverse backgrounds and needs;
- Pupil's self-esteem and emotional wellbeing is imperative and staff support them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community;
- Pupils are prepared to confidently engage with the challenges of adult life;
- Sufficient information and support are provided to enable our pupils to make safe choices;
- Through an enriched curriculum, children are provided with opportunities to develop the necessary skills to manage their lives effectively;
- Children are taught to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood;
- Support is provided for girls during the preparation and onset of menstruation;
- Support is provided for boys during the preparation and onset of puberty.

#### **The objectives of the RSE Curriculum will be taught through:**

- Members of staff including SLT, safeguarding lead, teachers and HLTAs;
- Visitors will also visit year groups to help support the teaching of aspects of the curriculum;
- Curriculum areas such as: Science, English, RE, PE, ICT, PSHE and Early Learning Goals for Reception age children (see appendices below for some subject specific curriculum objectives);

- Through programmes and resources from KidSafe and Operation Encompass;
- Enrichment activities, worships, emotional resilience groups, individual work, educational visits and School Council.

### **Use of visitors**

Jarrow Cross has excellent links with healthcare professionals, whose expertise can be drawn on for help when delivering sex education and formulating policy. We encourage other valued members of the community to work with us to provide advice and support to the children. When inviting outside professionals into the school to contribute to the Relationship and Sex Education Programme, school ensures that they are sympathetic to the Christian Ethos for example in Year 6 there will be a talk about puberty which is delivered by the school nurse.

### **Confidentiality**

Teachers will conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved, or being likely to be involved in an activity which puts them at risk, then the teacher will take this matter seriously and deal with it as a matter of child protection (see safeguarding policy). If a child discloses something which is not a safe guarding issues, they will be offered support and advice using our pastoral support system.

### **Tackling topic specific questions from children**

If children ask topic specific questions following an RSE lesson, these questions will generally be answered in an appropriate/sensitive and factual manner.

Staff within lessons may:

- Have an 'ask it basket' or a question box that children can anonymously ask questions;
- 'Half answering' a question of a particular pressing topic (in a factual manner) so that it maintains an age appropriate response.
- Ask the children what they believe to be the answer of a question and from there, expand (agree or address misconceptions)

### **Assessment for Learning**

Staff make informal judgements during discussions and each half term, formal assessments are made where staff refer to the PSHE including Relationship Education knowledge and skills progression document and the National Curriculum. Children are then assessed based on those objectives (working towards, met and exceeding). Formal tests are not given for RSE; assessments are based purely on the formative judgement of staff.

All staff have clear expectations of what the pupils will know, understand and be able to do at the end of each year.

## **Monitoring and evidencing**

Due to the cross-curricular teaching of our school evidence can be found:

- In children's books;
- PSHCE files (lead and year groups);
- Through learning walks;
- Displays;
- A random selection of children are chosen every half term to discuss the teaching and learning of PSHCE and discuss work within the files.

## **Management**

Both the RSE lead and Headteacher, will:

- Advise colleagues on resources, policies and information;
- Ensure that the policy for RSE reflects the aims of the school and takes into account guidance offered by the Diocese, LA and future guidance from the DFE;
- Involve all staff in decisions and policy making;
- Attend relevant in service and disseminate information to staff;
- Ensure staff feel equipped and comfortable about teaching all aspects of the curriculum;
- Offer staff the opportunity of CPD;
- Monitor and evaluate the discrete teaching of it through the use of asking members of staff to complete an impact sheet for certain aspects of the curriculum and on occasions, carry out learning walks during house worship/discrete lessons.

## **School policies**

Other school policies relevant to our provision of SRE are:

- PSHCE;
- SMSC;
- Safeguarding and Child Protection;
- Science;
- Well-being;
- Behaviour;
- Anti-Bullying;
- Inclusion and Equality.

## **Appendix A**

### **Relationship Education**

<b>Families and people who care for me</b>	Pupils should know: <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li></ul>
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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what consent means.</li> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what consent means.</li> </ul> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## Appendix B

### Science Programme of Study

<b>Animals including humans</b>	
<b>KS1</b>	<ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body (including external genitalia) and say which part of the body is associated with each sense;</li> <li>• notice that animals, including humans, have offspring which grow into adults;</li> <li>• find out about and describe the basic needs of animals, including humans, for survival;</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>
<b>KS2</b>	<ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat;</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement;</li> <li>• describe the simple functions of the basic parts of the digestive system in humans;</li> <li>• identify the different types of teeth in humans and their simple functions;</li> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood;</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;</li> </ul>



	<ul style="list-style-type: none"> <li>• Understand the changes that happen involving the body (menstruation and puberty);</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>
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## Appendix C

### PSHE

Foundation stage
<p><b><u>Personal, Social and Emotional Development</u></b></p> <p><b>Self-Regulation ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>-Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <p>ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>-Work and play cooperatively and take turns with others;</li> <li>-Form positive attachments to adults and friendships with peers;</li> <li>-Show sensitivity to their own and to others' needs.</li> </ul> <p><b><u>Understanding the World</u></b></p> <p><b>Past and Present</b></p> <p>ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>-Talk about the lives of the people around them and their roles in society;</li> <li>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>-Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul> <p><b>People Culture and Communities</b></p> <p>ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>-Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</li> </ul>

## **The Natural World**

ELG Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **KS1**

### **Developing confidence and responsibility and making the most of our abilities**

- Children can identify and name some feelings (e.g. through interpreting facial expressions) and express some of their positive qualities.
- They can demonstrate that they can manage some feelings in a positive and effective way.
- They begin to share their views and opinions (e.g. talking about fairness).
- They can set themselves simple goals (for example sharing toys)

### **Preparing to play an active role as citizens**

- They have learnt about themselves as developing individuals and as members of their communities,
- They can build on their own experiences and on the early learning goals for personal, social and emotional development.
- They have learnt the basic rules and skills for keeping themselves healthy and safe and for behaving well.
- They have had opportunities to show they can take some responsibility for themselves and their environment.
- They have begun to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people.
- As members of a class and school community, they have learnt social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.
- They begin to take an active part in the life of their school and its neighbourhood.

### **Developing a healthy, safer lifestyle**

- Children can make simple choices about some aspects of their health and well-being (e.g. by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).
- They can explain ways of keeping clean (e.g. by washing their hands and keeping their hair tidy) and they can name the main parts of the body.
- Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (e.g. knowing how and where to cross the road safely).
- They can explain that people grow from young to old.

### **Developing good relationships and respecting the differences between people**

- Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.
- They can recognise the effect of their behaviour on other people, and can cooperate with others.
- They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another

### **First Aid:**

- Can identify 'people who can help' /emergency services.
- Are able to identify the number to call in an emergency.
- Can begin to become aware of how to make a call to an emergency service by remembering their postcode and door number.

## **KS2**

### **Developing confidence and responsibility and making the most of our abilities**

- Children can demonstrate that they recognise their own worth and that of others (e.g. by making positive comments about themselves and classmates).
- They can express their views confidently and listen to and show respect for the views of others.
- They can identify positive ways to face new challenges (e.g. the transition to secondary school).
- They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.
- They can talk about a range of jobs, and explain how they will develop skills to work in the future.
- They can demonstrate how to look after and save money.

### **Preparing to play an active role as Citizens**

- Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.
- They become more mature, independent and self-confident.
- They learn about the wider world and the interdependence of communities within it.
- They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.
- They learn how to take part more fully in school and community activities.
- As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school.

### **Developing a healthy, safer lifestyle**

- Children can make choices about how to develop healthy lifestyles (e.g. by knowing the importance of a healthy diet and regular exercise).
- They can identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).
- They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
- They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.
- They can identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety).

### **Developing good relationships and respecting the differences between people**

- Children can explain how their actions have consequences for themselves and others.
- They can describe the nature and consequences of bullying, and can express ways of responding to it.
- They can identify different types of relationship (e.g. marriage or friendships),
- They can show ways to maintain good relationships (e.g. listening, supporting, caring).
- They can respond to, or challenge, negative behaviours such as stereotyping and aggression.
- They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

### **Developing confidence and responsibility and making the most of our abilities**

- Children can demonstrate that they recognise their own worth and that of others (e.g. by making positive comments about themselves and classmates).
- They can express their views confidently and listen to and show respect for the views of others.
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- They learn about the wider world and the interdependence of communities within it.
- They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.
- They learn how to take part more fully in school and community activities.
- As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school.
- They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

### **Developing good relationships and respecting the differences between people**

- Children can explain how their actions have consequences for themselves and others.
- They can describe the nature and consequences of bullying, and can express ways of responding to it.
- They can identify different types of relationship (e.g. marriage or friendships),
- They can show ways to maintain good relationships (e.g. listening, supporting, caring).
- They can respond to, or challenge, negative behaviours such as stereotyping and aggression.
- They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

### **Developing a healthy, safer lifestyle**

- Children can make choices about how to develop healthy lifestyles (e.g. by knowing the importance of a healthy diet and regular exercise).
- They can identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).
- They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
- They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.
- They can identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety).

### **First Aid:**

- Can identify 'people who can help' /emergency services.
- Are able to identify the number to call in an emergency.
- Can begin to become aware of how to make a call to an emergency service by remembering their postcode and door number.
- Are aware of concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Presented and agreed by Governors

Date: