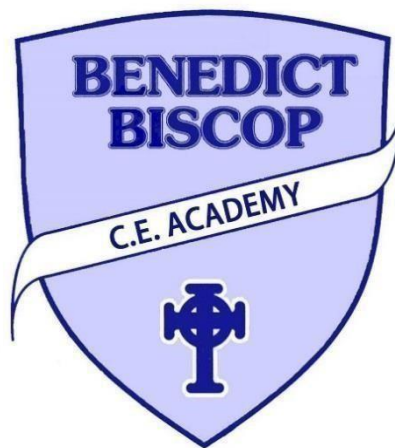




Benedict Biscop CE Academy

RSE Policy

Reviewed:	Summer 2026
Next review:	Summer 2027
Person in charge:	Headteacher
Governance:	Chair of LGB

Pastoral Care/Spiritual Development

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. It is expressed in the terms of sharing and caring. Jesus was clear in his instructions to the disciples on this matter.

'Love your neighbour as yourself' – Matthew 22:39.

'This is my commandment: love each other' - John 15:17.

Everyone associated with the school is made in the image of God and is to be loved. This is the commandment from which Northern Lights Learning Trust derives its policy for pastoral care. We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve.

Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are school staff and in particular those in leadership roles, which include all who have a particular responsibility, ensure that by their personal example they set the highest standards expected. It is from this premise that Christian love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environment is created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the way policies are written and implemented

Statement of Intent

At Benedict Biscop CE Academy we want our children to know that *with God and together all things are possible*. We want them to flourish, gaining a strong understanding of the world around them, their place in the world and an understanding of the people who live in it. In order to do this, we have to equip our children to live safely, healthily and responsibly.

To help equip our children to live safely, healthily and responsibly, every academy is required to deliver statutory Relationships and Health Education [RHE].

For the purpose of this policy, 'relationships education' is defined as teaching pupils about healthy, respectful relationships of all kinds with a focus on family and friendships, in all contexts, including online.

For the purpose of this policy, 'health education' is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is not taught beyond the 2014 National Curriculum for Science.

At Benedict Biscop CE Academy statutory Relationship and Health Education content has been mapped out through our bespoke '*Personal Development*' curriculum.

Underpinning our curriculum, Christian values and our core school values are central to forming and maintaining healthy relationships, valuing all God's children and respecting their choices and differences as well as supporting mental and physical wellbeing both now and in the future.

This policy sets out the framework for delivering our statutory duty to deliver Relationships and Health Education, whilst providing clarity on how it is informed, organised and delivered.

At Benedict Biscop C.E. Academy, our curriculum and wider offer equips pupils with the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. Our curriculum helps prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. The RSE curriculum is part of our broader work on PSHE and personal development and is designed to meet the needs of our school, local community and wider context. This policy sets out the framework for our curriculum, providing clarity on how it is informed, organised and delivered.

Legal Framework

- Section 80A of the Education Act 2002
- Section 403 of the Education Act 1996
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2025) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

The policy operates in conjunction with the following policies and guidance
Safeguarding and Child Protection Policy

- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Intimate Care Policy
- Keeping Children Safe in Education (2025)
- Flourishing For All – Anti-Bullying Guidance for Church of England Schools
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)

- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

Roles and Responsibilities

The Local Governing Body is responsible for:

- Ensuring all pupils make progress to achieving at least the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy, have had the opportunity to participate in a consultation process and have access to the materials used to teach it should they request access to it.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Local Governing Body on the effectiveness of this policy.
- Reviewing this policy annually.

The RSE/Personal Development Lead is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the curriculum is age-appropriate, progressive and well sequenced and, where possible, has a reliable evidence basis.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the RHE Curriculum.
- Ensuring the RHE is delivered in a way that is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure that RHE is effectively woven into the curriculum of relevant subjects and, in this way, is not seen a separate subject but a lens through which to view relevant content.
- Monitoring and evaluating the subject and providing accurate information to the Headteacher.
- Keeping up to date with reviews on RHSE and any relevant legal reviews.

The appropriate teachers are responsible for:

- All teachers in school will be responsible for delivering the relevant, age-appropriate content from the RHE curriculum mapping.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring that the curriculum they deliver is accurate and without bias, ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to RHE.
- Responding to any safeguarding concerns in line with the Child Protection and other safeguarding policies.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCo to identify and respond to individual needs of pupils with SEND.
- Working with the RHE/Personal Development subject leader to evaluate the quality of provision.

Forming this policy and the curriculum

In creating this policy and the associated curriculum, Benedict Biscop C.E. Academy has...

- Created a bespoke Personal Development curriculum based on RSE guidance, non-statutory citizenship guidance and incorporated bespoke elements that meet our contextual needs.
- The curriculum includes a range of mapped enhancements facilitated by external professionals such as the school nursing team, RNLI and Tyne and Wear Fire Service, as well as including educational visits such as Safety Works.
- Key texts have been resourced as teaching aids to support pupils to understand key learning and mapped to explicit lessons.
- Additional white space has been included to ensure that staff are able to adapt and respond to further contextual learning needs.
- The policy has been consulted with stakeholders i.e. local governing body, school staff, parents (via open evening viewing and online consultation) and school nurse

Organisation of the Curriculum

- Every primary school is required to deliver statutory relationships and health education.
- Our curriculum is designed following the guiding principles for relationships, sex and health education.
- For the purpose of this policy, '**relationships education**' is defined as teaching pupils the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who respect for others and know how to keep themselves and others safe, including online. Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics in order to keep children safe.
- For the purpose of this policy, '**health education**' is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- At Benedict Biscop CE Academy, Sex Education is not taught beyond the 2014 National Curriculum for Science.
- At Benedict Biscop CE Academy we value the importance of meeting the needs of children as individuals. In particular cases, with parental consent, adaptations may be made to the curriculum on an individual basis to meet the specific needs of the individual.
- The school provides a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school and support a smooth transition to secondary school.
- Within our curriculum coverage is grouped into the following areas:
 - Shared responsibilities – an area focusing on positive behaviours for learning
 - Respectful relationships

- Personal safety – focusing on water safety, road safety and Fire safety as well as safety within the home
 - Managing hurtful behaviour -i.e. bullying and discrimination – looking particularly at online safety and Racial bullying and discrimination
 - Online relationships/internet safety and privacy
 - Living in the wider world – learning about finance and careers
 - Healthy minds – mental health [in conjunction with Healthy Heads initiative]
 - Healthy bodies
 - Citizenship
- Appendix A sets out the subject content and when it will be taught.

Safe and Effective Practice

- At Benedict Biscop CE Academy, within our Personal Development curriculum, each year group covers each area [mentioned above], ensuring that a spiral programme is in place i.e. one that revisits themes, gradually extending thinking, expanding knowledge and developing skills. We avoid, where possible, ‘one-off’, stand-alone sessions that will not be revisited, and instead make constant links to previous learning and experiences, and build upon these.
- Further links with our wider curriculum areas, for example, through family group opportunities in Early Years, Science, Computing and Physical Education in KS1 and KS2, also provide addition opportunities to further embedded content.
- At Benedict Biscop C.E.Academy, the content of our curriculum will be taught by school staff and external providers (i.e. school nurse). School staff delivering this curriculum have been trained in safeguarding and offering support, recognising the increased possibility of disclosures. Benedict Biscop C.E. Academy will ensure that those delivering this curriculum have the knowledge, skills and confidence to create a safe and supportive environment and are able to facilitate participative and interactive education which aims to support and not to alarm pupils.
- At Benedict Biscop C.E. Academy, we will focus on building positive attitudes and skills, promoting healthy norms about relationships and health, including mental health.
- The organisation of the class is conducive to effective learning, including the use of smaller groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

- Teachers will ensure teaching challenges perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Timing of curriculum delivery

Benedict Biscop C.E. Academy may need to include new content in RSHE to respond to emerging needs or issues in the school. Where this was necessary, school would inform parents of any shifts away from the policy and continue to share relevant materials on request.

Monitoring and Evaluation of the curriculum

Our curriculum subjects are monitored on a termly basis through a combination of pupil voice (identifying if key knowledge has been retained and can be recalled), lesson observations and work scrutiny.

Working with external organisations/providers

At times, school will work with external experts in order to enhance parts of the RSE curriculum e.g. the School Nursing Team, RNLI and Tyne and Wear Fire Service. This enables pupils to access high quality education from experienced and trained professionals in their respective fields. In the event of such agencies working with pupils, we will ensure that:

- Appropriate measures are in place to safeguard pupils in line with school's existing policies.
- We check that external resources are accurate, age and stage appropriate and unbiased, taking into account any pupils with SEND.
- We check the credentials of any visitor or visiting organisation.
- Ask to see materials and a lesson plan in advance and inform parents.
- Teaching delivered by external providers fits with the planned curriculum and is in-line with this policy as well as statutory guidance and legal frameworks.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with Safeguarding policies.

Diversity and Wider Inclusion

Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149), when teaching RSHE.

Teaching of the curriculum reflects requirements set out in law, particularly the **Equality Act 2010**, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

At Benedict Biscop C.E. Academy , we are sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

Pupils will be taught about LGBT+ in an integrated way as part of work on different relationships, equality and diversity.

All teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Teachers will be up to date with issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.

RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

SEND

At Benedict Biscop C.E. Academy, we are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Working with parents and carers

The role of parents and carers in the development of their children's understanding about relationships is vital. Parents and carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Parents and carers will have access to this policy via the website or paper copies are available at the school office on request.

At the launch of this policy, and whenever significant updates are made, the contents will be shared with parents and carers. Drop-in events and information sessions will enable parents to ask questions and provide opportunities to address any concerns they have. Details of these events will

be shared through the school's communication systems, including newsletters, letters and the school website. Parents and carers are always welcome to meet with their child's class teacher to discuss content of lessons for their child. The RSE/Personal Development Lead can also be contacted through the school office to discuss the curriculum in its broader sense.

Parents have a legal right to know what their children are being taught in RHE and can request to see teaching materials. Benedict C.E. Academy will provide opportunities through parents information events and consultations sessions to share information about the curriculum and resources used to support delivery. Parents wishing to view specific resources at other times may do so by contacting the school office, and arrangements will be made for materials to be viewed in school.

Confidentiality

Confidentiality within the classroom is an important component of RHE and teachers are expected to respect the confidentiality of their pupils as far as is possible. However, staff are reminded that their duty to safeguard pupils supersedes this and any concerns should be reported to the Designated Safeguarding Lead (or deputy when this person is not available).

Managing Difficult Conversations

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RSE. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Careful consideration should always be given as to how to answer these questions, ensuring answers are factual and appropriate to the child's age, maturity and understanding. It may be necessary to seek advice from the RHE lead and/or parents as to how to sensitively and appropriately address these questions. Furthermore, the context in which these answers are addressed should also be given careful consideration, with one-to-one/ small group conversations deemed more appropriate. Where a question is about a topic not covered in the primary curriculum or from which a pupil has been withdrawn, school staff will liaise with parents to address these.

Right to Withdraw

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education. They also make health education compulsory in all schools except independent schools.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE other than content that is taught as part of the Science curriculum. This school does not teach sex education beyond the National Curriculum for Science.

Relationships and Health Education are statutory at primary and parents do not have the right to withdraw their child from the subjects. However, parents with concerns should address these with their child's class teacher in the first instance.

Updating This Policy

This policy will be updated annually. Parents, staff and pupils will be consulted where significant amendments are made to the policy. This policy will be shared on our website and paper copies are available on request.

Appendix A – Curriculum overview map:

Year	Autumn	Spring	Summer
Nur	Who am I?	How am I feeling?	How can I be a good friend?
Rec	What do I do at school?	How do others feel?	How can I solve problems?
KS1 Cycle A	Shared responsibilities Respectful relationships Personal Safety and Road Safety Bullying and discrimination	Online relationships Internet safety and privacy Kidsafe Living in the wider world	Healthy minds Healthy bodies Citizenship
KS1 Cycle B	Shared responsibilities Respectful relationships Personal Safety and Road Safety Bullying and discrimination	Online relationships Internet safety and privacy Kidsafe Living in the wider world	Healthy minds Healthy bodies Citizenship

Lower KS2 Cycle A	Shared responsibilities Respectful relationships Personal Safety Bullying and discrimination	Online relationships Internet safety and privacy Living in the wider world	Healthy minds Healthy bodies Citizenship
Lower KS2 Cycle B	Shared responsibilities Respectful relationships Personal Safety Bullying and discrimination	Online relationships Internet safety and privacy Living in the wider world Kidsafe	Healthy minds Healthy bodies Citizenship
Upper KS2 Cycle A	Shared responsibilities Respectful relationships Personal Safety Bullying and discrimination	Online relationships Internet safety and privacy Living in the wider world Kidsafe	Healthy minds Healthy bodies Citizenship
Upper KS2 Cycle B	Shared responsibilities Respectful relationships Personal Safety Bullying and discrimination	Online relationships Internet safety and privacy Living in the wider world	Healthy minds Healthy bodies Citizenship