



St Francis Church of England Voluntary Aided Primary School
Love: for God, each other, our learning, and the world.

Relationships and Sex Education Policy

Policy drawn up by PSHE Co-ordinator
agreed by SMT
ratified by Curriculum Committee of Governors

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Policy Statement

Our school vision is about Love: Love for God, Love for each other, Love for our learning and Love for the world. At St Francis we want everyone to know that they are special and should be allowed to grow in a nurturing environment, secure in the knowledge that they will be loved.

With this vision in mind, this policy has been developed to support children's understanding and confidence with their personal, physical, moral and emotional development as well as their development in the context of relationships.

Furthermore, it is a legal requirement for schools to provide Relationships and Sex education as stated in various Education Acts (Education Act, 1993, Education Reform Act, 1998) as well as, Relationships and Sex Education Guidance, 2019 (DfEE). This School's RSE Policy is based on the DCFF's Relationships and Sex Education Guidance. The Department for Education also introduced compulsory relationships education in primary schools in 2019.

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1. Introduction

In this document, Relationship and Sex Education (RSE)¹ is defined as 'learning about physical, moral and emotional development.' It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of how humans reproduce. RSE is part of the personal, social and health education curriculum (PSHE)² in our school. We teach within a framework of Christian values and while we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Discussions reflect the age and maturity of the children. We do not use RSE as a means of promoting any form of sexual orientation and RSE is taught to ensure there is no stigmatisation of children based on their family or home circumstances.

2. Aims and objectives

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- how to respect their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- how to ask moral questions;
- relationship issues;
- respect for the views of other people;
- what they should do if they are worried about any sexual matters.

3. Statutory requirements

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2019. The DfE document states that: 'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also poses challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.' (Secretary of State Foreword, 2019).

4. Compulsory aspects of RSE:

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. In maintained secondary schools it is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually transmitted infections. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfEE, 2019). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)

- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected

¹ Relationship and Sex Education will be referred to as RSE

² Personal, Social and Health Education will be referred to as PSHE

from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in RSE such as menstruation, contraception, safer sex and abortion.

5. Context

We teach RSE in the context of the school's aims and values framework as outlined in the statement above. RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach RSE in the belief that:

- RSE should be taught in the context of marriage and family life and be sensitive to the variety of expressions of family life in our culture;
- RSE is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies and those of others and reflect the absolute worth of all people in the eyes of God;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving the Christian principles of trust, compassion, loving care, forgiveness and respect;
- children need to learn the importance of self-control.

6. The National Healthy School Standard

We have been participants in the National Healthy School Standard scheme, which promotes health education. As a result we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach RSE;
- listen to the views of the children in our school regarding RSE;
- Look positively at any local initiatives that support us in providing the best RSE teaching programme that we can devise.

7. Organisation

St Francis brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning called Jigsaw. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. St Francis' scheme is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. There are six Puzzles in St Francis using the Jigsaw scheme of work that are designed to progress in sequence from September to July and each Puzzle has six Pieces (lessons) Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills. Alongside Jigsaw, we use the Project Evolve e-safety resources to ensure our children understand how to be safe online. This means that St Francis is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

PSHE is taught weekly across the school. We teach RSE through different aspects of the curriculum. While we carry out the main RSE teaching in our PSHE curriculum using the Jigsaw scheme of work, we also teach some RSE through other subject areas (for example, science and PE), 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.

We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, in upper key stage 2 both boys and girls are

taught that boys' voices will change during puberty and explain to both boys and girls about menstruation. We encourage the children to ask questions or for help if they need it.

In science lessons, in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

Towards the end of Key Stage 2, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Throughout the school, teachers will do their best to answer all questions with sensitivity and care. However, teachers will use their professional judgement as to whether to answer a question or refer the child to their parents or carers for answers and discussion.

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

8. Withdrawal from RSE lessons

Health Education and Relationship education are statutory across all primary schools from September 2020. This means parents/carers **DO NOT** have the right to withdraw their children from these sessions. However, Sex Education will only be statutory in secondary schools from September 2020 and therefore parents DO have the right to withdraw their children from these sessions except for the parts included in the statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the Sex Education (changing me) programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

9. Partnership with parents

We are well aware that the primary role in children's RSE lies with parents and carers. Pupils learn more about marriage and relationships from their own homes than they do anywhere else. The ordinary, everyday working out of long-term commitment, will give them a sound template to work from.

As part of our daily practice, we consider the home / school partnership to be paramount for the success of the children to be good citizens. We seek to build a positive and supporting relationship

with the parents of children at our school through mutual understanding, trust and co-operation. 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 of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- Before specific units of work, parents will be informed and provided with more detailed information about what will be covered, so that they can support their children.

10. Partnership with other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSE programme. Other people that we may call on include local clergy, social workers and youth workers. We also use support offered by the NSPCC to deliver their *Speak Out, Stay Safe* programme.

11. Confidentiality

Teachers conduct Relationships and Sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency, always with another adult present, in a quiet space. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher, who is also the Designated Safeguarding Lead, will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy.)

12. Special Educational Needs

We recognise the importance of all children receiving relationships and sex education. To enable all children to access this curriculum, appropriate teaching and learning strategies will be used to suit the learning needs of all the children. Please refer to the Special Educational Needs policy for more guidance.

13. The responsibility of the governors

The accountability for the implementation of the Relationships and Sex Education Policy lies with the governing body of the school. The governors recognise the need for the school to provide a coherent, well-balanced programme of RSE which reflects the age and maturity of the pupils and the particular needs of both boys and girls. Parents are regarded as partners in the delivery of Relationships and Sex Education and they will be consulted and kept fully informed about the programme. Management of the policy will be by the headteacher and the curriculum sub-committee of the governing body.

14. The role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The headteacher also manages the

requests to withdraw children from RSE. In addition the headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

15. The role of the PSHE Coordinator

The PSHE Coordinator liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. Furthermore, the PSHE coordinator will:

- Provide or lead training for staff.
- Ensure appropriate guidance is available for parents to view as requested.
- Liaise with Personal Development Link governor to monitor and review policy and practice.
- Ensure Curriculum is progressive and resources are available and appropriate.
- The PSHE coordinator monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

13. Monitoring and review

The Curriculum Sub-Committee of the governing body monitors our RSE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that we teach in our school.

14. This policy should be read in conjunction with the policy for E-safety and the policy for Safeguarding pupils.