



St Francis
CofE Primary School



Relationship and Sex Education (RSE) Policy

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Scheduled Review Date	May 2026
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

We want to ensure that your needs are met.
If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

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Kernow Learning

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and - prepares pupils at the school for the opportunities, responsibilities and experiences of later life

FROM THE DFE GUIDANCE FOR PARENTS

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, the DFE have made 'Relationships and Health Education' compulsory for all primary age children.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The changes bring the content into the 21st century, so that it is relevant for your child and is, age and developmentally appropriate and sensitive to the needs and religious background of our pupils.

<p>Rationale and ethos</p> <p>As a Church of England school we have at our heart a belief that all children are loved by God, are individually unique and that our school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish (every person matters, every person helps and every person succeeds) and have an abundant life.</p>	<p>The aims of sex and relationship education (RSE) at St Francis School are to:</p> <p>Provide a framework in which sensitive discussions can take place so that pupils have confidence to ask questions to ensure that misconceptions are addressed so that pupils know more, remember more and understand more about RSE</p> <p>Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene</p> <p>Help pupils develop feelings of self-respect, confidence and empathy. Create a positive culture around issues of sexuality and relationships</p> <p>Teach pupils the correct vocabulary to describe themselves and their bodies</p>	<p>DEFINITION</p> <p>RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.</p> <p>RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.</p> <p>Aims and Objectives Within this curriculum our aims have three main elements</p> <p>1. Positive Attitudes and Values</p> <ul style="list-style-type: none"> • Children learn the importance of values and moral considerations as they physically grow into adults • Children learn about the importance of family life and stable loving relationships for the nurture of children • Children learn the value of respect, love and care for one another • Children may explore, consider and understand moral dilemmas • Children may develop the ability of critical thinking
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<p>The Governors of St Francis believe that Relationship and Sex Education is important for all children as it is an integral part of the preparation of adolescence and adult life, which takes into account the diversity of the home and family backgrounds of the children in our care.</p>		<ul style="list-style-type: none"> Children may learn that within stable and loving relationships making mistakes or wrong choices can be followed by repentance, forgiveness and reconciliation <p>2. Personal and Social Skills</p> <ul style="list-style-type: none"> Children may learn to manage emotions and relationships confidently and sensitively Children may develop self-respect and empathy for others Children learn to make choices based on an understanding of differences and with an absence of prejudice Children develop an appreciation of the consequences of decisions Children may learn to manage conflict Children may learn how to recognise and avoid exploitation and abuse <p>3. Knowledge and Understanding</p> <ul style="list-style-type: none"> Children learn about physical development at appropriate stages Children may learn about human sexuality, reproduction, sexual health, emotions and relationships <p>We teach sex education within a framework which:</p> <ul style="list-style-type: none"> places sex education in the context of a loving stable relationship and family life places sex education within the PHSE curriculum and SMSC curriculum teaches children to respect their bodies teaches children about their responsibilities to others teaches children about the consequences of sexual activity emphasises the importance of positive and stable relationships, built on trust and respect
<p>Roles and responsibilities</p> <p>As St Francis is a Church school, we encourage pupils to learn good moral values. As part of the</p>	<p>The Local Governing Board will approve the RSE policy and hold the headteacher to account for its implementation.</p> <p>The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to</p>	<p>The Delivery of RSE</p> <p>The RSE programme will be led by Nicky Sutton and primarily delivered through lessons taught by Nicky during EX days.</p> <p>All teachers are responsible for teaching about and modelling good relationships within school.</p>

	<p>withdraw pupils from non-statutory/non- science components of RSE</p> <p>Staff are responsible for:</p> <ul style="list-style-type: none"> • Delivering RSE in a sensitive way • Modelling positive attitudes to RSE • Monitoring progress • Responding to the needs of individual pupils • Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE <p>Staff do not have the right to opt out of teaching RSE.</p> <p>Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.</p> <p>Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.</p>	<p>Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy and the TIS approach.</p> <p>It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the Scheme of Work.</p> <p>St Francis also has wider responsibilities under the Equalities Act 2010 and ensures that we strive to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.</p> <p>The School's Safeguarding Policy fully supports these principles. The school will always respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'.</p> <p>This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.</p> <p>It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. The Schools Bullying and Behaviour Policies fully support this.</p>
<p>Legislation (statutory regulations and guidance)</p> <p>Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships and health education in primary schools</p>	<p>Statutory requirements</p> <p>As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.</p> <p>Whilst we do not have to follow the National Curriculum, we are expected to offer all pupils a curriculum that is similar to the National</p>	<p>Documents that inform the school's RSE policy include: Education Act (1996) Learning and Skills Act (2000) Education and Inspections Act (2006) Equality Act (2010), Supplementary Guidance RSE for the 21st century (2014) Keeping children safe in education – Statutory safeguarding guidance (2016) Children and Social Work Act (2017)</p> <p>Your rights as a parent</p>

	Curriculum including requirements to teach science, which would include the elements of sex education, contained in the science curriculum.	<p>The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.</p> <p>Right to withdraw your child</p> <p>You cannot withdraw your child from Relationships Education because it is important that all children receive this content. If you do not want your child to take part in some or all of the lessons on Sex Education, except for the statutory content, you can ask that they are withdrawn. At primary level, the head teacher must grant this request. A pro forma to request this can be seen in appendix 2.</p> <p>The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.</p>
<p>Curriculum design</p> <p>The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBTQ people into account.</p>	Our RSE programme is planned and delivered by teachers during EX days provision and is developed through film, story, song (which support and promote understanding within a moral/values context) and activities, to ensure high quality PSHE provision across the school. Pupils are encouraged to reflect constantly on their learning. Assessment takes the approach that is consistent with the rest of the curriculum, looking at their own initial baseline understanding then comparing their initial knowledge, skills, attitude and understanding with that at the end of a unit of work.	<p>Our RSE programme is an integral part of our whole school PSHE education provision and covers all new statutory elements of relationships and health education.</p> <p>Our Relationships Education puts in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children are taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we cover how to treat each other with kindness, consideration and respect.</p> <p>Our Health Education provides the children with the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.</p> <p>By the end of primary school pupils will have been taught content on:</p> <ul style="list-style-type: none"> • families and people who care for me • caring friendships • respectful relationships • online relationships

		<ul style="list-style-type: none"> • being safe • mental wellbeing • internet safety and harms • physical health and fitness • healthy eating • facts and risks associated with drugs, alcohol and tobacco • health and prevention • basic first aid • changing adolescent body <p>We teach sex and relationship education principally through the relationship and health education elements of RSE and PSHE.</p> <p>We teach sex education within a framework which:</p> <ul style="list-style-type: none"> • places sex education in a context of stable, loving relationships and family life • places sex education within the RE and HE curriculum and SMSC curriculum • teaches children to respect their bodies • teaches children about their responsibilities to others • teaches children about the consequences of sexual activity • emphasises the importance of positive and stable relationships, built on trust and respect <p>The sex element aspect of RSE, is taught in years 5 and 6 is shared with parents prior to the delivery. The elements of these lessons that are a statutory as part of health education are: Key facts about puberty, conception, reproduction and the changing body, particularly from age 9 through to age 11, including physical and emotional changes About menstrual wellbeing including key facts about the menstrual cycle.</p> <p>National Curriculum Science Key Stage 1</p> <ul style="list-style-type: none"> • that animals including humans, move, feed, grow, use their senses and reproduce; • to recognise and compare the main external parts of the bodies of humans; • that humans and animals can produce offspring and these grow into adults;
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		<ul style="list-style-type: none"> to recognise similarities and differences between themselves and others and treat others with sensitivity. <p>Key Stage 2</p> <ul style="list-style-type: none"> that the life processes common to humans and other animals include nutrition, growth and reproduction; about the main stages of the human life cycle. <p>The school recognises that RSE must be taught at both Key Stages and not left until Year 6. Whenever RSE appears in the school's PSHE programme the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.</p>
Safe and Effective practice	<p>Delivery</p> <p>RSE is taught within the personal, social, health and economic (PSHE) education curriculum.</p> <p>When RSE lessons are delivered there are 2 members of staff present.</p> <p>The RSE areas of learning are taught within the context of 'family life' taking care to ensure that there is no stigmatisation of children based on their home circumstances. The sessions recognise that families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures and reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).</p>	<p>We ensure a safe learning environment by teachers and pupils agreeing ground rules and using distancing techniques such as the experiences and lives of the characters in the stories, film music or programmes that we use.</p> <p>Children's feelings and questions are treated sensitively and approached with the same values that are embedded in our whole school TIS approach.</p> <p>Every session, children spend time focusing on emotional literacy, including the option to raise any issues to the teacher through 'I wish my teacher knew boxes' or 'worry monsters' or through emotional check-ins.</p>
Safeguarding		<p>Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance teachers will immediately consult with the designated safeguarding lead and in her absence the deputy safeguarding lead.</p> <p>There may be occasions when it may be appropriate for other valued members of the community, e.g. health professionals, social workers or clergy to give support to the programme. If such an occasion arises, a teacher will always be present.</p>

Engaging stakeholders	At St Francis we are committed to working with parents and carers to ensure that you are fully aware of what is being taught. So as part of our whole school approach to the new requirements to RE and HE, parent information sessions give parents the opportunity to view and discuss materials. We then notify parents when any amendments in the RSE policy are made in order for parent views and the views of the rest of the school community to be taken into consideration.	The Governors recognise that parents and carers have a primary role in the teaching of relationship and sex education and wish to build a positive and supporting partnership through: <ul style="list-style-type: none"> • informing parents about relationship and sex education policy and practice; • answering questions from parents; • taking any concerns or complaints seriously; • encouraging parents to take part in any review of policy and practice.
Monitoring, reporting and evaluation	<p>The delivery of RSE is led and monitored by the subject lead and the Headteacher.</p> <p>This policy will be reviewed by the subject leader and the Head teacher in consultation with staff, pupils, parents and the Local Governing Board. The policy will be approved by the Local Governing Board.</p>	<p>Pupils will have opportunities to review and reflect on their learning during lessons.</p> <p>Teaching is monitored by SLT.</p> <p>Stakeholders views will be taken into account in the development of the curriculum</p>
RSE policy review	As part of effective RSE provision, the RSE policy should be reviewed at least every 18 months / 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.	It will be reviewed by the PSHE/RSE lead, the Headteacher and other stakeholders. This will ensure it continues to meet the needs of our pupils, staff and parents

Appendix 1

Statutory PSHE requirements from September 2020 Relationships education: Key

stages 1 and 2

Topic 1: Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- 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 or advice from others if needed

Topic 2: Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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
- 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

Topic 3: Respectful Relationships

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners*
- the importance of self-respect and how this links to their own happiness†
- 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
- 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

- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Topic 4: Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Topic 5: Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice from e.g. family, school and/or other sources

Physical health and mental wellbeing: Key stages 1 and 2 Topic 1: Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)*
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Topic 2: Internet Safety and Harms

- that for most people the internet is an integral part of life and has many benefits*
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
- where and how to report concerns and get support with issues online†

Topic 3: Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Topic 4: Healthy Eating

- what constitutes a healthy diet (including understanding calories, and other nutritional content)
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Topic 5: Drugs, alcohol and tobacco

- The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking

Topic 6: Health and Prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body**
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing
- The facts and science relating to allergies, immunisation and vaccination**

Topic 7: Basic first aid

- know how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Topic 8: Changing adolescent body



- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle

Appendix 2

Parent pro forma for withdrawal from sex education within RSE

Name of child Class
Name of parent Date

Reason for withdrawing from sex education within relationships and sex education:

Any other information you would like the school to consider:

Parent signature

Then... TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents:

Head teacher signature:

Appendix 3

This is the progressive R.S.E P.O.S...

YEAR 1

Learning Intention

To understand some basic hygiene principles

Learning Outcomes

Know how to keep clean and look after oneself

Learning Intention

To introduce the concept of growing and changing

Learning Outcomes

Understand that babies become children and then adults

Know the differences between boy and girl babies

Learning Intention

To explore different types of families and who to ask for help

Learning Outcomes

Know there are different types of families

Know which people we can ask for help

YEAR 2

Learning Intention

To introduce the concept of male and female and gender stereotypes

To identify differences between males and females

Learning Outcomes

Understand that some people have fixed ideas about what boys and girls can do

Describe the difference between male and female babies

Learning Intention

To focus on sexual difference and name body parts

Learning Outcomes

Describe the physical differences between males and females

Name the male and female body parts

Learning Intention

To explore some of the differences between males and females and to understand how this is part of the lifecycle

Learning Outcomes

Describe some differences between male and female animals

Understand that making a new life needs a male and a female

Body Parts sheet



Arms

Feet

Vagina

Nipples

Penis

Testicles

Hand

Eyes

Ear

Knees

Nose

YEAR 3

Learning Intention

To explore the differences between males and females and to name the

YEAR 4

Learning Intention

To explore the human lifecycle

YEAR 6

Learning Intention

To consider puberty and reproduction

YEAR 5

Learning Intention

To explore the emotional and physical changes occurring in puberty

Learning Outcomes

Explain the main physical and emotional changes that happen during puberty

Ask questions about puberty with confidence

Learning Intention

To understand male and female puberty changes in more detail

Learning Outcomes

Understand how puberty affects the reproductive organs

Describe how to manage physical and emotional changes

Learning Intention

To explore the impact of puberty on the body & the importance of hygiene

To explore ways to get support during puberty

Learning Outcomes

Explain how to keep clean during puberty

Explain how emotions change during puberty

Know how to get support and help during puberty

Learning Outcomes

Describe how and why the body changes during puberty in preparation for reproduction

Talk about puberty and reproduction with confidence

Learning Intention

Consider physical & emotional behaviour in relationships

Learning Outcomes

Discuss different types of adult relationships with confidence

Know what form of touching is appropriate

Learning Intention

To explore the process of conception and pregnancy

Learning Outcomes

Describe the decisions that have to be made before having a baby

Know some basic facts about pregnancy and care

Learning Intention

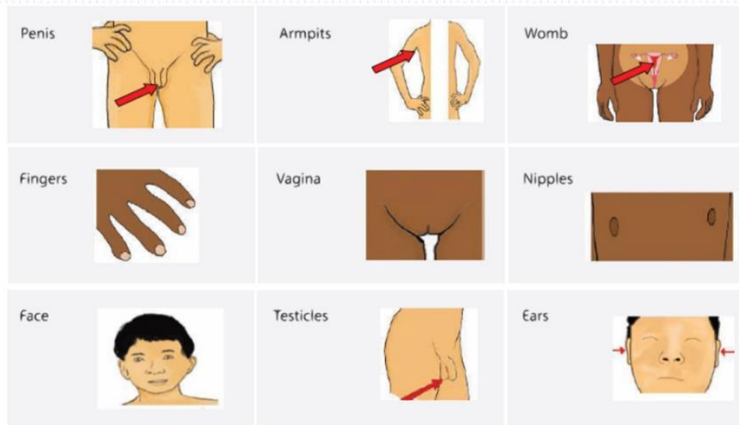
To explore positive and negative ways of communicating in a relationship

Learning Outcomes

To have considered when it is appropriate to share personal/private information in a relationship

To know how and where to get support if an online relationship goes wrong

Body Parts Bingo Cards



SCROTUM TESTICLES

YEAR 6	
Learning Intention	
To consider puberty and reproduction	
YEAR 5 Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe how to manage physical and emotional changes Learning Intention To explore the impact of puberty on the body & the importance of hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions change during puberty Know how to get support and help during puberty	Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence Learning Intention Consider physical & emotional behaviour in relationships Learning Outcomes Discuss different types of adult relationships with confidence Know what form of touching is appropriate Learning Intention To explore the process of conception and pregnancy Learning Outcomes Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong

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