



**St Augustine of Canterbury
Catholic Primary School**

Relation and Sex Relationship Policy

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“Created by God to love and learn”

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Document Information

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RELATION AND SEX EDUCATION POLICY

Mission Statement

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are...

"Created by God to Love and Learn"

1.1 In order to fulfil our mission, this policy is a key document in ensuring that teaching and learning in Relationships and Sex Education (RSE) is compatible with the teachings of our faith. Our school's policy on sex and relationship education is based on the DfES document Relationship and Sex Education Guidance (DfES 0116/2000). The Governors of St. Augustine's endorse that...

'Parents are the first and primary educators of their children and that it is the parents' privilege and responsibility to inform and educate their children in matters of sex education.' 'Laying the Foundations for Education in Personal Relationships' (April 1987 Bishops of England and Wales)

St. Augustine's seeks to support and compliment the work of parents who often look to the school to assist with this area of their child's development. A caring and sensitive Sex Education programme is an essential part of the growth and development of the whole child.

1.1b The law recognises the right of two people to marry irrespective of gender. In the Catholic church sacramental marriage is between a man and a woman. However *'We cannot truly call on God, the Father of all, if we refuse to treat with respect any individual, created as they are in the image of God. There is no foundation within our faith for any theory or practice that leads to discrimination between peoples.'* *God is Love Benedict XVI Para 18*

1.2 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 SRE (DfEE, 2000). 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 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.

1.3 Definition of Relationship and Sex Education

Since the then Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it is her intention to make Relationships Education statutory in Primary schools from September 2019, Sex and Relationship Education has now become better known as RSE – Relationship and Sex Education – to reflect the changes that are to come. However, much of the guidance still refers to it as SRE.

‘Sex and Relationship Education (SRE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

1.4 Sex education is part of the personal, social and health education (PSHE) curriculum in our school. We inform our pupils about sexual issues through our ‘Jigsaw’ program which develops the child’s understanding through our PSHE scheme of work. We also use ‘Journey in Love’ adding the Church’s foundation that we are created by God to love. We do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

1.5 RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).

When any school provides RSE they must have regard to the [Secretary of State’s guidance](#); this is a statutory duty. Academies do not have to provide RSE but must also have regard to Secretary of State’s guidance when they do (DfE, 2013). Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64). It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2018](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

2.1 Aims

- To engender self-respect and self-worth in pupils encouraging them to recognise their part in God's creation.
- To nurture the development both spiritual and emotional of pupils in accordance with the teachings of our faith.
- To encourage the children to explore the meaning and value of human life
- To develop the children's awareness and appreciation of the value of family life
- To enable the children to come to an understanding of themselves and their bodies – especially the physical and emotional changes they experience as they grow towards adulthood.
- To foster the development of children's understanding in a positive and healthy way.
- To enable the children to make informed choices and decisions when faced with unfamiliar situations and peer pressure.

2.2 We teach children about:

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

3.1 Context

We teach about sex in the context of the school's aims and values framework (see the values statement in the Curriculum Policy). While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work in school. In particular, we teach about sex in the belief that:

- sex should be taught about in the context of a caring, long-term and loving relationship, such as marriage and family life;
- sex education is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- 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 trust and respect;
- children need to learn the importance of self-control.

4.1 The National Healthy School Standard

We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

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

5.1 Organisation

We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we may do some sex education through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing. Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach RSE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents/carers on request. It is the school governors' responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give 'due regard' to the SRE 2000 guidance and to maintain an up to date RSE policy which must be made available to parents/carers. (Learning and Skills Act, 2000).

5.2 In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

5.3 In science lessons, in both key stages, teachers inform children about life processes. For this aspect of our 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 and grow and we also teach them that humans have

offspring which grow into adults. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about the human life cycle by describing the changes that happen as humans develop to old age.

5.4 Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
	1 Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby

		understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
		know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally
		understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty
		express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made
		understand that sometimes people need IVF to help them have a baby
6	Piece 2 Puberty	appreciate how amazing it is that human bodies can reproduce in these ways
		explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
		express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty
		reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born
	Piece 5 Attraction	recognise how I feel when I reflect on the development and birth of a baby
		understand how being physically attracted to someone changes the nature of the relationship
		express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

5.5 We arrange a meeting for all parents and carers of children to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

4.1 The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;

- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education 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 sex education, 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 bodies and their increasing responsibilities.

6.2 Parents/ carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at school except for those parts included in 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 RSE 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. The school always complies with the wishes of parents in this regard.

7.1 The role of other members of the community

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. It does not apply to sixth form colleges and further education colleges. Parents/carers have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

8.1 Confidentiality

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person (Head teacher) for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

9.1 The role of the head teacher

It is the responsibility of the head teacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the head teacher'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 head teacher 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. The head teacher/ PSHE (including RSE) subject lead monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

9.2 The head teacher/ PSHE (including RSE) subject lead liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

9.3 The head teacher/ PSHE (including RSE) subject lead monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

10.1 Monitoring and review

The Curriculum Committee of the governing body monitors the sex education 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 sex education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

10.2 This policy will be reviewed in two years, or earlier if necessary.

11.1 Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Equality Impact Assessment -Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (transsexual)		x
Marriage and civil partnership		x
Pregnancy and maternity		x
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Gender (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x