



Relationship and Sex Education  
Policy

Responsible committee: Pupil Learning  
Approved by Governing Body: September 2025  
Review Date: Annual or on Diocesan Advice

### **Mission Statement**

*Our mission is to be a happy, caring and compassionate Catholic community where each child's gifts are developed to the full and the foundations for lifelong learning are laid down.*

*Everyone will be supported, nurtured and inspired to be the very best they can be and to persevere to overcome life's challenges.*

*With God's help, we will educate our children to live safely and responsibly, to care for His wonderful creation and to live their lives through the example of Jesus and the values of the Gospel.*

### **Policy statement:**

This policy has been written by the Senior Leadership Team and the Leader of Religious Education (RE) and the Leader of Relationship, Sex and Health Education (RSHE)

The content of Relationship, Sex Education (RSE) curriculum and the policy has been through consultation with parents, teachers and governors:

### **Parents:**

- the policy and the curriculum content has been shared with a follow up questionnaire to gather parental ideas and to answer any questions
- each year, teachers present to parents of children in Years 4 to 6 on the content of the RSE and how it will be covered
- the policy and curriculum overview is made available on the school website

### **Teachers:**

- the RSE curriculum content was planned with Heads of Years of Years R to 6
- the RSE policy was shared with all teaching staff and any questions were answered

- Leaders of RE and RSHE attend training led by the Diocese and the Catholic Education Service
- all staff receive training for the confident teaching of the RSE content as appropriate

**Governors:**

- The RSE curriculum and policy has been shared with school governors
- The RSE curriculum and policy is shared with the RE link governor

**'I have come that you might have life and have it to the full'**

**John 10:10**

**Introduction**

The Governing Body of St. Dunstan's Catholic Primary School, believes that Relationships, Sex and Health Education (RSHE) is an essential part of a holistic education. They believe that its focus is the individual, unique creation of each individual by God, made in His own image and likeness. Through RSHE, children come to understand more about themselves, others, their relationships with others and the beauty of Creation.

*"We all need to recognise that without providing an education in this area [Relationships] we leave many young people vulnerable to receiving their education second hand and often from such sources which damage them and their capacity to love."* Learning to Love (Catholic Bishops Conference of England and Wales)

In line with our mission, vision and values at St. Dunstan's, through our pastoral care and focus on the development of the whole human person, we actively build a school climate that promotes the belief that as Catholics we:

- Love our neighbour
- Appreciate that all individuals are unique, created by God and so equal and precious
- Preserve the dignity of every individual

This means that what we teach in the RSHE curriculum is lived out, throughout the school.

RHE is a statutory entitlement for all children in primary school. Sex education is not statutory.

Parents have the right to withdraw their children from elements of sex education that are not in line

with the National Curriculum for Science. Parents may not remove their children from any elements of Relationships Education and Health Education that we teach through RSHE.

For clarity:

**RSE** refers to the specific curriculum for the teaching of Relationships and Sex Education. RSE is part of a wider curriculum: RHE.

**RHE** refers to the teaching of Relationships and Health Education. Therefore, **RSHE refers to Relationship, Sex and Health Education.**

### **Working with parents/ carers**

As set out in the Baptism Rite, schools recognise that parents are first and foremost the educators of their children. We are committed to working with parents to support them in this task. We will offer support by holding presentations for parents of children in Years 4 to 6, where materials that will be used in the teaching of puberty and sex education will be shared and discussed. Parents have the opportunity to ask questions and to discuss how to work with the school to best support their child.

We notify parents with sufficient time, when sensitive aspects of RSE will be taught. This allows parents to consider the content and to ask questions of the school to help them to further build on this at home. Where necessary, support may be offered to parents to talk to their children about RSE.

[DfE guidance](#) for parents on Relationship and Health Education

If a parent wishes to withdraw their child from sex education, they would make contact with the Headteacher to discuss their concerns.

### **Aims of Relationship, Sex and Health Education (RSHE)**

Learning starts with pupils being taught what a relationship is, what a friendship is and what family means and who the people are who can support them. From Reception, pupils are establishing personal space and boundaries, they are learning about how to show respect and to understand the difference between appropriate and inappropriate physical contact. Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The RSE programme aims to develop the pupils' attitudes, virtues, personal and social skills and their knowledge and skills. It sets out to:

- Encourage pupils' growth in self-respect, sense of self-worth and uniqueness, acknowledging we are all created in the image and likeness of God.
- Help pupils develop an understanding that love is the central basis of relationships.
- Help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect similarities and differences between people.
- Develop pupils' confidence in talking, listening and thinking about feelings and relationships
- Help pupils acquire the skills necessary to develop and sustain relationships
- Offer sex education supported by the school's wider curriculum
- Know their body, and learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated with each sense. Include the teaching of names of the genitalia (such as, penis, vulva, vagina, scrotum) and describe the changes as humans develop to old age.
- Ensure that pupils are prepared for puberty and the opportunities, responsibilities and experiences that adult life will bring.
- Ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
- Help pupils to develop a healthier, safer lifestyle.
- Prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

### **Delivery of RSE (Relationship and Sex Education)**

The delivery of RSE takes an integrated approach. This means that we make cross curricular links and embed the teaching of RSE into the wider context of the RHE and RE curriculum.

All pupils will be taught the significant aspects of RSHE that remain as statutory elements of the National Curriculum for Science and the statutory elements of Health Education Curriculum.

(Parents are unable to withdraw pupils from these statutory sessions.)

Teaching of RSHE will be inclusive and we will ensure differentiation due to the sensitivity and different needs of individual pupils. The teaching of RSHE will respect all pupils' different abilities, their levels of maturity and their personal circumstances e.g. family structure, sexual orientation, faith and culture. We will ensure that RSE is sensitive to the different needs of individual pupils and is taught in such a way as to not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, use of prejudiced based language and how to respond and ask for help.

Teaching will be whole class, mixed gender learning. As appropriate, there will be opportunities for a separate boys' and girls' forum in Years 4 to 6. Children with Special Educational Needs and Disabilities (SEND) will have support in varying ways depending upon their individual needs and in consultation with their parents.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010.

## **Science National Curriculum (Statutory)**

### KEY STAGE 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### Notes and Guidance (non-statutory)

- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
- The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.
- Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

### KEY STAGE 2

- Describe the changes as humans develop to old age. (Year 5)
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Year 6)

## Notes and Guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
- They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

### **Health Education (statutory)**

#### BY THE END OF PRIMARY

- Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  
(Beginning of Year 4 and into Year 5)
- Pupils should know about menstrual wellbeing including the key facts about the menstrual cycle (Year 5)

### **Assessment and recording**

The RSE curriculum builds on pupils' prior knowledge and skills. Regular feedback is provided to support pupils to make progress. Pupils are given the opportunity to self-evaluate at an age appropriate level.

### **Dealing with sensitive issues and responding to questions**

Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

In some cases, it may be inappropriate for the teacher to respond to a specific question therefore, as appropriate, the pupil will be referred to their parents/carers.

Teachers should never feel pressured to discuss their personal views or experiences and must always respect the sensitivity of their position as a teacher in a Catholic school. Teachers will seek support

and guidance from the Leaders of RSHE and RE and from page 23 of the Relationships Education, Relationships and Sex Education and Health Education Guidance from the DfE.

## **Roles and Responsibilities**

### **Safeguarding**

Good safeguarding practice allows children a safe environment to discuss potentially sensitive issues. The school has procedures and policies in place to deal with any sensitive issues or pupils thought to be vulnerable. All staff will pass on any concerns of this nature to the designated safeguarding lead in school.

### **Parents**

The school recognises that parents/carers are the primary educators of their children therefore, we seek to support them in their important role. The school will ensure that parents are consulted with and kept fully informed of the content and delivery of RSE.

### **Governors**

In accordance with the Education Act of 1993 the Governing Body has the responsibility to regularly update the school's policy for RSE, in consultation with parents and will make copies available to them.

They will make known to parents their right to withdraw their children from the sex education part provided at school, except for those parts included in the statutory National Curriculum for Science.

### **Teachers**

All teachers have a responsibility of care; as well as fostering academic progress they will actively contribute to the guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic ethos of the school. Appropriate training will be provided to all staff teaching RSHE.

### **Leader of RSHE**

The programme will be monitored and evaluated by the Leader of RSHE. The Leader will attend relevant training to be able to support teachers and share best practice.

## **RSE Programme**

St. Dunstan's Catholic Primary School has agreed to follow the Ten: Ten programme as recommended by the Diocese of Arundel & Brighton alongside a trained RSHE Leader.

**Monitoring and evaluation**

This policy will be monitored annually by the RSHE Leader and reviewed annually by the Governing Body. Parents will be consulted with, if any changes or adaptations are proposed.