



St Leonards

C of E Primary School

Relationships, Sex Education (RSE) Policy

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To be reviewed:	June 2025
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A new commandment I give you: love one another. As I have loved you, so you must love one another.' **John 13:34**

With God's help, we will be inclusive, independent, inquiring and inspirational.

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing, Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God's wondrous, diverse world.
- We will be inspirational by following Jesus' example, making a positive difference in the lives of others through love.



THE BLACKBURN
DIOCESAN BOARD
OF EDUCATION



Relationships and Sex Education (RSE) Policy

'You shall love your neighbour as yourself.' Matt 22v39

Our School Vision

'A new commandment I give you: love one another. As I have loved you, so you must love one another.' John 13:34

Introduction

At St Leonard's Church of England Primary School, our Relationship Education seeks to live out Jesus' command and explore how we can 'love our neighbour' through what we say and do. The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships.

Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

St Leonard's seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles and equality law. With this, we respect the human body and ensure health and well-being. Each child is a unique being, a child of God, loved and accepted.

Aims

The aims of Relationship and Sex Education at St Leonard's CE Primary School are:

- To ensure Relationships and Sex Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles and equality law, including that of marriage and lifelong commitment.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around sexuality and relationships which includes all family types.
- To ensure that all children understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

Statutory Guidance

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, the government has made Relationships Education part of the curriculum for primary pupils and therefore compulsory at primary schools (including maintained schools and academies).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

St Leonard's complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education. Our school chooses to teach content beyond what is required by statutory Health Education and Science and this is detailed in this policy.

Compliance with the Equality Act

Within relationships education schools should comply with the public sector equality duty to ensure that there is not unlawful discrimination against pupils because of their protected characteristics. The guidance states that “schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive actions to build a culture where these are not tolerated” and that “staff have an important role to play in modelling positive behaviours”.

In church schools, leaders should be aware of the strength of feeling on matters of human sexuality and be clear that the law both protects the rights of some to hold a religious belief but also protects the rights of others to think and behave differently. Both must not be discriminated against directly or indirectly.

The guidance states that, “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 LGBTQ+, 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 stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBTQ+ content at a timely point as part of this area of the curriculum.”

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers romantic relationships and sexual health.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The **Science curriculum** covers human reproduction (see Science Policy).

Policy Development and Review

This policy has been developed in consultation with staff, pupils, governors and parents. The consultation and policy development process involved the following steps:

1. **Review** – The PSHE leader and small group of staff members gathered and read all relevant information including relevant national, diocesan and local guidance.
2. **Staff consultation** – school staff were given the opportunity to look at the policy and make recommendations/amendments.
3. **Pupil consultation** - pupil questionnaires to gather information regarding what children wanted from RSE lessons.
4. **Governor consultation** - Governors were given the opportunity to look at the policy and make recommendations/amendments.
5. **Parent consultation** – parents and any interested parties were invited to respond to the policy.
6. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

This will be repeated on a 2 year cycle.

Right to be excused from sex education

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government’s statutory guidance.

Parents do have the right to request that their child be withdrawn from some or all of Sex Education.

Requests for withdrawal should be put in writing and addressed directly to the Headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. Discussions with parents will take place to ascertain what the child will do in place of these lessons. We strongly advise parents to read our 'Information for parents' leaflet before decided to withdraw their children from these lessons.

Curriculum Delivery of RSE

Relationships and sex education will be delivered as part of our PSHEE curriculum. On the PSHE section of the website, the yearly overview and progression documents outline the curriculum for the school. RSE elements are in red. LGBTQ+ content will be taught as part of the Relationships Education. As a school, we have ensured that all teaching and materials are appropriate for the age of our pupils, their religious backgrounds, their developmental stages and that they are adapted to meet the needs of pupils with special educational needs or disabilities.

RSE will be planned and taught by class teachers. In the event a class teacher is not in, something else should be planned to take its place.

Difficult questions & sensitive issues in relation to sex education

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years.

If a child asks a question not covered by our curriculum, teachers will explain that this is a matter not taught in school, and that the child should consult his/her parent. The school will seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as possible. Teachers will, however, alert the DSL about any suspicious of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance.

Roles and responsibilities

The governing board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSHE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSHE with sensitivity.
- Modelling positive attitudes to RHSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.
- Reporting any concerns using the correct safeguarding procedure.

Staff do not have the right to opt out of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Training

Staff training on the delivery of RSE will take place in staff meetings. Training will also be provided by external providers, where possible.

Monitoring and evaluation

The Subject Leader will monitor the impact of teaching and learning of the RSE and PSHEE curriculum through pupil interviews, staff questionnaires, learning walks and the monitoring of lesson plans. This will be evaluated and adapted based on the needs of the children at the time of teaching.

Working with External Experts

External experts may be invited to assist with the delivery of our RSE curriculum. Experts will be expected to comply with this policy and school will ensure that all visitor credentials are checked before they are able to participate in delivery of the curriculum. We will ensure that the teaching and delivery will fit with the planned curriculum.

Our school will agree with the expert the procedure for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with our Child Protection and Safeguarding Policy.