



ST FRANCIS SCHOOL

Relationships and Sex Education (C35)

This policy applies to all pupils, including EYFS.

1.	Introduction and Aims	
	1.1	Children 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 challenges and risks. Our aim is to ensure that children and young people know how to be safe, healthy and manage their academic, personal and social lives in a positive way.
	1.2	Relationships Education became compulsory in 2020 for all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools. These requirements also apply to independent schools inspected by ISI (The Independent Schools Inspectorate). At St Francis, we seek to ensure that our pupils are well prepared and have begun to implement the guidance so that our girls and boys are ready for a 21 st century world.
	1.3	The topics covered within the RSE curriculum are wide-ranging and there may be understandable and legitimate areas of contention. This policy is designed to outline the purpose and content of RSE, whilst ensuring that all of the compulsory subject content is age and developmentally appropriate. We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while providing pupils with the knowledge they need.
	1.4	In Pre-Prep, the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online are put in place. In Prep, teaching will build on the knowledge acquired in the younger years and further develop pupils' understanding with an increased focus on managing emotions and the changes associated with puberty.
	1.5	Our belief is that mental wellbeing is central to a child's success and will enable him or her to build positive relationships. The RSE curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise. RSE is taught in a wider context of wellbeing, resilience and character which are fundamental to being happy, successful and productive members of society. We promote positive personal attributes and skills as part of CLICK, including collaboration, leadership, independence, challenge and kindness.
	1.5	Under the provisions of the Equality Act, St Francis will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation and the delivery of RSE will reflect this. The SEND Policy sets out how we can make reasonable adjustments to alleviate disadvantage and when planning and delivering the RSE curriculum, we take account of the SEND Code of Practice.
2.	RSE Policy and Curriculum Development and Review	
	2.1	The RSE policy and curriculum has been produced in line with statutory guidance from the Department for Education and guidance from Thoughtbox and the PSHE Association. We will seek to consult, inform and educate parents so they feel confident in talking with their children when difficult conversations arise. As such, we aim to work in collaboration with parents and carers, building on what pupils learn at home. This policy and the RSE curriculum reflects the school's context as well as recognising that the role of educating every child is a partnership between home and school. We aim to deliver content in a sensitive, objective and balanced manner to enable children to comprehend the range of social attitudes and behaviour in modern-day society. This will empower them to consider their own attitudes and actions and

		make informed, reasoned and responsible decisions while they are at school, at home and in adult life.
	2.2	The RSE policy and curriculum will be reviewed on an annual basis with consultation with parents where appropriate.
3.	RSE Curriculum Overview	
	3.1	The RSE curriculum is part of the whole school PSHE curriculum, which follows the ThoughtBox programme of study, under the following themes: <ul style="list-style-type: none"> ● Exploring Ourselves ● Exploring Society ● Exploring the rest of the Natural World Resources from the PSHE Association are used to support the teaching of RSE.
	3.2	The RSE topics fall under all of these themes and are taught within the PSHE curriculum, but will also be covered across the curriculum in science. Staff will work together to ensure that the information gained in one area is supported by sensitive conversations and the opportunity to ask questions.
	3.3	The ThoughtBox programme of study is mapped to the Department for Education guidance on Relationships Education and Health Education 2021. Appendix A explains this in further detail. Content covered in the PSHE Association Resources and their mapping to the DfE guidance can be found on page 7 of Appendix B and page 13 of Appendix C .
	3.4	The topics within the DfE guidance on Relationships Education and Health Education 2021 that are not explicitly covered by ThoughtBox, are covered within the science curriculum and in PSHE lessons using the PSHE Association resources. First aid courses are provided for pupils in Pre-Prep and for those in Year 6.
4.	Guest Speakers	
	4.1	At times it may be suitable to use outside speakers to complement the teaching of the RSE content. In this instance, speakers are asked to work within the framework of our RSE policy and adhere to the policy for visiting speakers. A teacher will be present throughout these lessons.
5.	Right to Withdraw	
	5.1	Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE. Parents must state their request in writing to the Headteacher. Parents will then be invited to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g. the emotional and social effects of being excluded as well as the likelihood of them hearing their peers' version of what was learned in the class rather than what was delivered by the teacher.
	5.2	Unless there are exceptional circumstances, School will respect the parents' request to withdraw their child. Requests from parents must be made annually for consideration.
	5.3	There is no right to withdraw from relationship education.
6.	Quality Assurance	
	6.1	Quality Assurance (QA) is the process by which relationships and sex education can be assessed against evidenced based criteria within a continuous improvement cycle to ensure that the provision of RSE is of the highest possible standard. All planning and resources are in line with guidance from the RSE Hub, alongside ThoughtBox, with information provided to all teachers about how to best support the delivery of sensitive topics.
7.	Training	
	7.1	All staff responsible for the teaching of RSE need to feel comfortable and confident in

	<p>delivering content. Guidance on the teaching of sensitive topics is available from the Thoughtbox and staff will be supported in the delivery of this content. The SLT are responsible for the organisation of staff training but will be guided by the Head of PSHE should specific training needs arise. Training is delivered through staff inset, the sharing of good practice and distribution of literature and resources.</p>
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<p>Compiled by: Head of PSHE/DH (A)</p>	<p>Date: March 2021</p>	<p>Responsibility: DH (A) & DH (P)</p>
<p>Reviewed by: DH (A) August 2021 DH (A) November 2021 DH (P) September 2022 DH (A) October 2022</p>	<p>Review approved by: SLT</p>	<p>Next planned revision: Autumn 2023</p>