



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	<p>The RSE curriculum is part of the whole school PSHE curriculum, which follows the ThoughtBox programme of study, under the following themes:</p> <ul style="list-style-type: none"> ● Exploring Ourselves ● Exploring Society ● Exploring the rest of the Natural World <p>Resources from the PSHE Association are used to support the teaching of RSE.</p>
	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.
	3.5	<p>An overview of the topics taught in each year group is as follows:</p> <p>Lessons in Year 1 and 2 will include:</p> <ul style="list-style-type: none"> ● My special people: We are learning about the special people in our lives and how we care for one another. ● Growing up — the human life cycle: We are learning about how we change as we grow. ● Everybody's body: We are learning to name different parts of the body, including genitalia. <p>Lessons in Year 3 will include pupils learning about:</p> <ul style="list-style-type: none"> ● What makes a good friend? We are learning about friendship, including why it is important and what makes a good friend. ● Falling out with friends: We are learning how to maintain good friendships and about solving disagreements and conflicts with peers. <p>Lessons in Year 4 will include pupils learning about:</p> <ul style="list-style-type: none"> ● Time to change: This is the first lesson which creates the building blocks for understanding change. It will look at changes we have gone through in our lives so far and will look at strategies for when we feel overwhelmed by change. Within this we will be thinking about the human life cycle and the changes we go through. ● Puberty: This lesson builds on pupils' learning about change from the first lesson, and explores in more detail some of the changes that happen to the body during puberty. There will be space for children to share what they already know and to ask questions. We will be watching this BBC Science video by Operation Ouch to help support the lesson's discussions: Operation Ouch ● Physical changes: This lesson will focus on the physical changes both females and males go through during puberty, such as body hair, sweating, spots, widening hips, maturing breasts and genitalia. We will ensure the children feel supported to ask questions. ● Emotional changes: This lesson focuses on emotional changes during puberty, and

		<p>where pupils can find help and support for the physical and emotional changes experienced. We discuss how during puberty you can feel increasingly sensitive or have mood swings. We also discuss how everyone develops at different stages, peer pressure and self-esteem.</p> <p>Lessons in Year 5 will include pupils learning about:</p> <ul style="list-style-type: none"> • Time to change: We are deepening our learning about the physical changes that happen during puberty, including male and female genitalia. • Menstruation and wet dreams: We are learning about the biological changes that happen during puberty. We are learning about what happens during menstruation and what is meant by a wet dream. • Personal hygiene: We are learning about the importance of personal hygiene during puberty. Reflecting on the body parts to keep clean, why hygiene is important and the things that can be done to stay clean. • Emotions and feelings: We are learning about emotional changes we may experience during puberty. <p>Lessons in Year 6 will include pupils learning about:</p> <ul style="list-style-type: none"> • Puberty recap: We are learning about the changes that happen during puberty (recap from Years 4 and 5). • Puberty: Change and becoming independent: We are learning about managing change and becoming more independent. • Positive, healthy relationships: We are learning about positive, healthy relationships. • How a baby is made: We are learning about how a baby is made. <p>Lessons in Year 7 will include pupils learning about:</p> <ul style="list-style-type: none"> • Puberty and emotional changes: We are learning about how emotions are affected by puberty, how this may affect relationships and how to manage this. • Menstrual wellbeing: We are learning about menstrual (period) wellbeing. • Healthy and Unhealthy Relationships: We are learning about the qualities of healthy and unhealthy relationships. • Managing conflict: We are learning skills to manage relationship conflict in families. • Introduction to consent: We are learning about what consent means, both legally and ethically, and what it looks like in practice. <p>Lessons in Year 8 will include pupils learning about:</p> <ul style="list-style-type: none"> • Relationship Values: We are learning to develop realistic and healthy relationship values and expectations. • Influences on Relationship Expectations: We are learning how to challenge unrealistic relationship expectations. • Sexual Orientation & Gender Identity: We are learning to understand and respect the spectrum of gender identities and sexual orientations. • Consent - Avoiding assumptions: We are learning about common assumptions related to consent and how to challenge these. • Introduction to contraception: We are learning about how and why different contraceptives are used.
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 delivering content. Guidance on the teaching of sensitive topics is available from the PSHE Association and 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.

Compiled by: Head of PSHE/DH (A)	Date: March 2021	Responsibility: DH (A) & DH (P)
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