ST FRANCIS OF ASSISI PRIMARY SCHOOL
RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY

Reviewed November 2025
Next Review: November 2026

The Mission

'Aim High, Shine Bright'

Our aim at St Francis of Assisi School is to provide a high quality education founded on Christian principles, recognising the needs of individual pupils and valuing the contribution of our school community.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships, health and sex education (RSHE). We set out our rationale for and approach to relationships, sex and health education in the school.

Consultation includes:

- questionnaires to parents/carers, family meeting
- consultation with wider school community (school nursing team, SENDCo, school social worker)
- review of R(S)HE curriculum content with staff and pupils
- consultation with school governors

Implementation and Review of the Policy

This policy went through initial consultation with the Governors in Summer 2020 and Parents during Autumn 2020. It was approved by the FGB on 3rd December 2020 and was implemented in January 2021.

This policy is reviewed every year by the Curriculum, Attainment and Standards Subcommittee. Families are invited to discuss the policy and the R(S)HE curriculum annually both in person and online.

Dissemination

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all families through the school website. Details of the R(S)HE curriculum will also be published on the school's website and all families are given a code to access the online curriculum portal. Details of the content of the R(S)HE curriculum will be published on the school's website.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"[1]. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."[2]This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

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[1]Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers Page 4[2] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers[3]Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science and within Statutory Health and Relationships Education.

However, the reasons for our inclusion of R(S)HE go further.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'
(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to R(S)HE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity: Father, Son and Spirit in communion, united in a loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. R(S)HE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, R(S)HE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All R(S)HE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF R(S)HE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that R(S)HE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with families, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues:**

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down,

with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven; developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

OUTCOMES

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure R(S)HE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

EQUALITIES OBLIGATIONS

The governing body has wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

BROAD CONTENT OF R(S)HE

Three aspects of R(S)HE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three interrelated ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships, health and sex education curriculum. This has been supplemented since Sept 23, with the previously separated additional PSHE objectives.

At St Francis , we will use the programme 'Life to the Full +' (LTTF) The programme adopts a spiral curriculum approach so that as a child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last. Since Sept 2023, the programme covers all the objectives in the previous RSE and PSHE curricula. Other subjects and extra-curricular experiences also reinforce some of these objectives.

Life to the Full Plus is an addition to Life to the Full which fully integrates the PSHE curriculum within the existing Relationships and Health Education programme. ~~This change was made in September 2023.~~

The programme has three modules for each year:

Module one: Created and Loved by God

This module explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Module Two: Created to Love Others

This module explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Module Three: Created to live in Community

This module explores the individual's relationship with the wider world. The children will explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

The Teaching of FGM (as required by the Diocese of Westminster)

For full information on FGM please see our school safeguarding policy based on requirements in Keeping Children Safe in Education 2025

Whilst there is no statutory requirement for primary schools to explicitly teach about FGM, there is a rationale within the Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education for teaching about FGM at primary level. The Diocese of Westminster expect schools to teach FGM in Year 6 unless there is a clear and reasonable rationale for not doing so.

By the end of primary school, pupils should learn:

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Since September 2023, the school have adopted a whole school approach to engaging with the issue of FGM by:

1) Raising staff awareness and sharing appropriate teaching resources for Y6
2) Facilitate further parent/family information session – General and specific re: Sex education including FGM
3) Delivering relevant and age-appropriate pupil lessons using LTTF+ resources

Catholic Context

The Catholic position on FGM is in agreement with the UK Government, in that it is an illegal and abusive practice.

Except when performed for strictly therapeutic medical reasons, directly intended amputations, mutilations, and sterilisations performed on innocent persons are against the moral law.
(CCC.2297)

Pope Francis said, speaking on the U.N. International Day of Zero Tolerance for Female Genital Mutilation (FGM).

"This practice, which is unfortunately common in various parts of the world, humiliates the dignity of a woman and gravely attacks her physical integrity,"

PROGRAMME AND RESOURCES

Appendices to this policy provide further information about the R(S)HE Curriculum and the Life to the Full programme and family resources.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

It is important to assess if the outcomes of the R(S)HE curriculum are being achieved. Through the **Life to the Full+** Programme, there is one assessment activity in each unit of sessions. The activities take into account the learning objectives of the sessions within the unit and provide before and after evidence that learning has taken place.

FAMILIES

We recognise that families (parents and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists families in educating their children. Therefore, the school will support families by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Families will be informed by letter when the more sensitive aspects of R(S)HE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Families continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders and within statutory health and relationships education. Should families wish to withdraw their children they are asked to notify the school by contacting the Head of School. The school will provide support by providing material for families to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw). Relationships Education, Relationships and Sex Education (RSE) and Health Education - GOV.UK

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an R(S)HE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to R(S)HE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the Head of School, RE Leader, R(S)HE Co-ordinator and Chair of Governors.

However, all staff will be involved in developing the attitudes and values aspect of the R(S)HE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of R(S)HE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere with our school policy for external visitors.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING R(S)HE

Governors

- Draw up the R(S)HE policy, in consultation with families and teachers;
- Ensure that the policy is available to families;
- Ensure that the policy is in accordance with other whole school policies,
- Ensure that families know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of R(S)HE within PSHE.

Head of School

The Head of School takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, families, the Diocesan Schools' Service and the Local Authority, also appropriate agencies.

R(S)HE Co-ordinator

The co-ordinators with the Head of School have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to R(S)HE and the provision of relevant training.

All Staff

R(S)HE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach R(S)HE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching R(S)HE. All staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This R(S)HE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (including our Behaviour policy and handbook and Safeguarding and Child Protection policy).

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which R(S)HE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of R(S)HE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the R(S)HE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)
Relationships Education, Relationships and Sex Education (RSE) and Health Education - GOV.UK

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which R(S)HE takes place. Effective R(S)HE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Staff will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a staff member suspects that a child is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated safeguarding lead (DSL)

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the R(S)HE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their families about the issues which are discussed in the programme. Staff will always help pupils facing personal difficulties in line with our school values and ethos. Staff should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., families, DSL. Head of School but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The RE and R(S)HE Coordinators will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and families. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Reviewed by CAS committee 8th December 2025.

APPENDIX A

LIFE TO THE FULL+ - Programme Structure

In Life to the Full +, we will be following a three-stage structure which is repeated across four different learning stages:

- EYFS is aimed at Nursery and Reception
- Key Stage One is aimed at Years 1 and 2*
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

- Created and Loved by God
- Created to Love Other
- Created to Live in Community

Each Module is then broken down into Units of Work:

Module 1	**Created and Loved by God**
Units	Religious Understanding Me, My Body, My Health Emotional Well-being Life Cycles
Module 2	**Created to Love Others**
Units	Religious Understanding Personal Relationships Life Online Keeping Safe
Module 3	**Created to Live in Community**
Units	Religious Understanding Living in the Wider World

APPENDIX B

CES MODEL CURRICULUM LINK

https://www.catholiceducation.org.uk/schools/relationship-sex-education

APPENDIX C

Link to LIFE TO THE FULL PARENT PORTAL

https://www.tentenresources.co.uk/online-parent-portal-primary/