



*St Mary's Catholic Primary School*

*Relationship, Sex and Health  
Education Policy  
2024 -2025*

## School Mission Statement

St Mary's Catholic Primary School follows the teaching of the Roman Catholic Church, in its daily life through celebration of the Liturgy and through following the values taught in the Gospel of Jesus and our school's Mission Statement:

**St Mary's 'a place of educational excellence with Christ at its Centre'**

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

A consultation and training process has been undertaken which consists of the following -

- pupil focus groups / school council
- Information sessions and letters to parents
- review of RSHE curriculum content with staff and governors
- consultation with school governors
- training courses for all staff
- Parent modules available online

## Legal requirements

As of September 2020, it is expected that all schools in England will meet the requirements set out by the Department of Education in 'The Relationships Education, Relationships and Sex Education (RSE) and Health Education'. We meet these requirements through:

- Teaching the Sex Education and Health Education elements of the National Curriculum for Science.
- Teaching the compulsory Relationships Education.
- Allowing parents their right to withdraw their children from all or part of the sex education provided, but not from the biological aspects of human growth and reproduction as required by the National Curriculum Science Order.
- Providing an up to date RSE policy, which is made available to parents

and others both on the schools websites and printed should they wish to receive a copy.

### Defining Relationship, Sex and Health Education

The DFE guidance defines RSHE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is about the development of the pupil’s knowledge and understanding of 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. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding.

### Rationale

*‘I have come that you might have life and have it to the full’ (Jn.10.10)*

We are involved in relationships, sex and health 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 RSHE 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 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. RSHE, therefore, will be placed firmly within the context of relationship as it is there where we grow and develop.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSHE 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 will also be delivered in conjunction with

teaching the Religious Education programme and as part of the statutory element of the Science National Curriculum.

All RSHE 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 and support will be provided to help pupils deal with different sets of values.

RSHE will be taught in accordance with the principles set down in other relevant school's policies such as Equal Opportunities and Inclusion. The school will use the Ten Ten Resource 'Life to the Full' to deliver the RSHE curriculum content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church and supplemented with additional resources to ensure coverage.

### **Aim of RSHE 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 RSHE 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 parents, to provide children and young people with a positive relationship and health 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:**

- 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 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;
- 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 and how love plays an essential and sacred role in procreation.

### Inclusion and Differentiated Learning

We will ensure RSHE 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 have 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.

Staff have an important role to play in modelling positive behaviour and should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled in line with schools behaviour policy.

### **Broad Content of RSHE**

Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and health curriculum.

Our programme will cover the statutory objectives as outlined in the National Curriculum following Ten Ten's RSE program 'Life to the Full (primary)' and supplemented with additional resources to ensure coverage.

Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the

Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families. Our 'Life to the Full' programme will cover:

#### **Module 1: Created and Loved by God**

- Religious Understanding
- Me, my body, my health
- Emotional well-being
- Life cycles

#### **Module 2: Created to Love Others**

- Religious Understanding
- Personal Relationships
- Keeping Safe

#### **Module 3: Created to Live in Community**

- Religious Understanding
- Living in the Wider World

The proposed content of each module for each Key Stage can be found in the Relationship and Education Curriculum Outline Document. For the purposes of this RSHE programme the Key Stages are

Key Stage 1 – Year 1 and Year 2

Lower Key Stage 2 – Year 3 and

Year 4 Upper Key Stage 2 – Year

5 and Year 6

#### **Programme/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

End of primary school knowledge

expectations In Relationships Education:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage<sup>17</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or</li> </ul>
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	<p><i>advice from others if needed.</i></p>
<p><b><i>Caring friendships</i></b></p>	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• <i>how important friendships are in making us feel happy and secure, and how people choose and make friends.</i></li> <li>• <i>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i></li> <li>• <i>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</i></li> <li>• <i>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</i></li> <li>• <i>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</i></li> </ul>

<p><b>Respectful relationships</b></p>	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• <i>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</i></li> <li>• <i>practical steps they can take in a range of different contexts to improve or support respectful relationships.</i></li> <li>• <i>the conventions of courtesy and manners.</i></li> <li>• <i>the importance of self-respect and how this links to their own happiness.</i></li> <li>• <i>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</i></li> <li>• <i>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</i></li> <li>• <i>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></li> <li>• <i>the importance of permission-seeking and giving in relationships with friends, peers and adults.</i></li> </ul>
<p><b>Online relationships</b></p>	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• <i>that people sometimes behave differently online, including by pretending to be someone they are not.</i></li> <li>• <i>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</i></li> <li>• <i>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</i></li> <li>• <i>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</i></li> <li>• <i>how information and data is shared and used online.</i></li> </ul>

**Being safe**

*Pupils should know*

- *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).*
- *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 respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.*
- *how to recognise and report feelings of being unsafe or feeling bad about any adult.*
- *how to ask for advice or help for themselves or others, and to keep trying until they are heard.*
- *how to report concerns or abuse, and the vocabulary and confidence needed to do so.*
- *where to get advice e.g. family, school and/or other sources*

## *In Physical Health and Well-being:*

<p><i>Mental wellbeing</i></p>	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"><li><i>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</i></li><li><i>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</i></li><li><i>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</i></li><li><i>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</i></li><li><i>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</i></li><li><i>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</i></li><li><i>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</i></li><li><i>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</i></li><li><i>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</i></li><li><i>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Internet safety and harms.</i></li></ul>
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<p><i>Internet safety and harms</i></p>	<p><i>Pupils should know</i></p> <ul style="list-style-type: none"><li>• <i>that for most people the internet is an integral part of life and has many benefits.</i></li><li>• <i>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</i></li><li>• <i>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</i></li><li>• <i>why social media, some computer games and online gaming, for example, are age restricted.</i></li><li>• <i>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</i></li><li>• <i>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</i></li><li>• <i>where and how to report concerns and get support with issues online.</i></li></ul>
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<p><b>Physical health and fitness</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p><b>Healthy eating</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Drugs, alcohol and tobacco</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<p><b>Health and prevention</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>

	<ul style="list-style-type: none"> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### Assessment

Each unit of work has an assessment activity associated with it; this will enable us to track progress of learning across each unit. The assessment activities take into account the Learning Objectives of each session, they are carried out at the beginning and end of each session to show the impact of the teaching and learning.

### Parents and Guardians

We recognise that 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 parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to

help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSHE programme.

Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

Parents have the right to withdraw their children from RSHE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head Teacher. The school will provide support by providing material for parents 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.

### Responsibility for Teaching the Programme

Responsibility for the specific relationships, sex and health education programme lays with the Head Teacher, aspects of this will be delegated to Subject Leaders, such as RSHE, RE, Science, and PE.

However, all staff will be involved in developing the attitudes and values aspect of the RSHE 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 RSHE. 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 to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

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 RSHE**

#### **Governors**

- Draw up the RSHE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents 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 RSHE within PSHE.

#### **Head teacher**

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

#### **RSHE Co-ordinator**

The Subject Leader with the head teacher has 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 RSHE

and the provision of in-service training.

### All Staff

RSHE 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 RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

### Relationships to other Policies and Curriculum Subjects

This RSHE policy is to be delivered as part of the RE, Science and PHSE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc.)

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 RSHE 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 RSHE. These may be matters 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. Some cultural practices are against British law and universal rights. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

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

At the heart of the RSHE curriculum, there is a focus on keeping children safe, and the school plays an important role in preventative education. Keeping Children Safe in Education (KCSIE 2022) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

In line with Keeping Children Safe in Education (KCSIE, DfE 2022), if there is a concern that Female Genital Mutilation (FGM) may have taken place, staff have a statutory duty to contact the police immediately.

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person 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 senior member of staff responsible.

### 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 RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and 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 parents/carers about the issues which are discussed in the programme.

Teachers must explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher.

### Monitoring and Evaluation

The RSHE Co-ordinator 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 annually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and parents. 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.

### 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 parents through the school's website and a copy can be obtained from

the school office.

### Implementation and Review of Policy

This policy will be reviewed every 2 years by the Head teacher, RSHE Co-ordinator, the Governing Body and Staff.

### Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 document states the new requirements by the DfE for primary schools from September 2020. The guidance is to be read in conjunction with:

- Keeping Children Safe in Education 2021 (statutory guidance)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)

### Appendix

The appendix lists the statutory requirements for Relationship and Sex Education (RSE) in England as at September 2020.

Section 34 of the **Children and Social Work Act 2017** provides for relationships and sex education to be taught in all schools in England.

The changes involve:

- All primary schools in England teaching 'Relationships Education'
- All secondary schools teaching 'Relationships and Sex Education'
- Reformed statutory guidance, following consultation
- Retaining the parental right of withdrawal from sex education, with new rights for children to 'opt-in' as they approach age 16
- Flexibility for schools in their approach, including for faith schools to teach within the tenets of their faith

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 confirm that these changes came into

force in September 2020. Statutory health education in schools is being brought in as part of these changes.

Final statutory guidance on **Relationships education, relationships and sex education (RSE) and health education** was published by the Department for Education in June 2019. This has been referred to throughout this policy document.

The disruption caused by the coronavirus pandemic means that, while the legal provisions came into force on 1 September 2020, schools may delay their introduction of the new requirements until summer 2021 if they not ready to begin teaching the revised subjects in

Following the passage of the **Marriage (Same Sex Couples) Act 2013** the Government stated that schools should encourage pupils to respect other people, even if they do not agree with them. The then Equalities Minister stated that teachers would be able to describe their belief that marriage is between a man and a woman, while acknowledging that same-sex marriage will be available within the law.

















