

Policy for Relationships Education

Reviewed October 2025

Review Due: October 2027

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*I have come in order that you might have
life—life in all its fullness.
John 10:10*



Our Christian Characteristics

LOVE, JOY, PEACE, PATIENCE, KINDNESS, GOODNESS, FAITHFULNESS, GENTLENESS, SELF- CONTROL

As a Church of England Primary School, we encourage one another to learn from the teachings of Jesus and the bible, by promoting our Christian characteristics through The Fruit of the Spirit.

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control;” Galatians 5:22

We want everyone in our school family:

- to be loved and show love towards everyone and everything
- to experience joy, show joy and bring joy to others
- to be patient
- to be kind
- to show goodness – be selfless, to act well
- to be faithful and show faithfulness demonstrating trust and loyalty
- to be gentle towards others, showing care and compassion
- to show self-control through controlling our thoughts, emotions and actions

Our Christian Characteristics are referred to through worship and through our curriculum.

They are part of living out our vision based around the words of Jesus, he said ***‘I have come that you may have life in all its fullness’*** (John 10:10) Our school family will live life in its fullness by demonstrating love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Through embedding our Christian Characteristics and vision we endeavour for everyone to flourish together.

Relationship Education Policy

Name of school: Heysham St Peter's Church of England Primary School

Date of policy: Updated September 2025 (Implemented SCARF PSHE SoL)

*Members of staff responsible for Relationships Education and Health Education:
Mrs Winter*

Line Manager (Member of SMT): Mrs Dodd

Review date: September 2027

How this Policy was developed

This Relationship Education Policy was collaboratively developed by the school's senior leadership team in consultation with teaching staff, governors, and pupils. In line with statutory requirements, parents and carers were involved in the consultation process through surveys and feedback sessions, ensuring their voices were heard and reflected in the final policy. The policy also incorporates the views of pupils, gathered through age-appropriate discussions and questionnaires, to ensure it meets their needs and experiences. Following this comprehensive consultation, the policy was reviewed and approved by the governing body.

Requirements on schools in law

From 2020: it will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

To ensure full compliance with the statutory requirements introduced in 2020 for Relationships Education and Health Education in primary schools, our school follows the SCARF (Safety, Caring, Achievement, Resilience, Friendship) scheme of learning. SCARF provides a comprehensive, age-appropriate curriculum that supports pupils' understanding of healthy relationships, emotional wellbeing, and the physical and emotional changes associated with puberty. It also includes content that prepares both boys and girls for the changes adolescence brings, drawing on the National Curriculum for science to explain human reproduction in an appropriate and sensitive manner. By using SCARF, we ensure that our teaching is inclusive, evidence-based, and aligned with Department for Education guidance.

What is Relationships (and Sex) Education?

At our school, Relationships Education is a vital part of our Personal, Social, Health and Economic (PSHE) curriculum. It equips pupils with the knowledge, skills, and values they need to form healthy, respectful relationships with others, both now and in the future. While Relationships Education is statutory in primary schools, we also choose to deliver non-statutory Sex Education in Year 6, in line with Department for Education recommendations. This ensures that all pupils are prepared for the physical and emotional changes of puberty and understand, in an age-appropriate way, how a baby is conceived and born, drawing on the National Curriculum for Science.

Aims of RSE

Our RSE programme aims to:

- Foster self-respect, confidence, and empathy.
- Promote healthy, nurturing relationships of all kinds.
- Prepare pupils for the changes of puberty and adolescence.
- Provide accurate, age-appropriate information about human reproduction.
- Support pupils in making informed, safe, and respectful choices.

Subject Content and Delivery

We use the SCARF scheme of learning, developed by Coram Life Education, to deliver our RSE curriculum. SCARF is a well-established, evidence-based programme that aligns with statutory guidance and supports a whole-school approach to wellbeing and safeguarding. It is structured around six half-termly units: *Me and My Relationships*, *Valuing Difference*, *Keeping Myself Safe*, *Rights and Responsibilities*, *Being My Best*, and *Growing and Changing*.

Resources: SCARF resources have been selected for their inclusivity, clarity, and alignment with the PSHE Association's Programme of Study. They are regularly reviewed to ensure they remain current and appropriate.

Teaching Methods: RSE is taught through a combination of whole-class lessons, group discussions, and interactive activities. In Year 5 and 6, some sessions may be delivered in single-sex groups to allow pupils to ask questions more comfortably, particularly around puberty and reproduction.

Timing and Responsibility: RSE is delivered throughout the academic year as part of our PSHE curriculum, with specific focus on puberty and reproduction in the summer term. Class teachers, who know their pupils well and can create a safe, supportive environment, are primarily responsible for delivering RSE. Where appropriate, we may invite trained external educators (e.g. Coram Life Education) to enhance our provision, ensuring their content aligns with our school's values and policy.

Creating a Safe Learning Environment

We are committed to creating a safe and respectful learning environment for RSE. Each class establishes a group agreement at the start of the year to promote mutual respect, confidentiality, and appropriate behaviour during sensitive discussions. Teachers use distancing techniques, such as scenarios and characters, to help pupils explore issues without personal disclosure. Staff are trained to handle difficult or sensitive questions with care, using professional judgement to decide whether to answer immediately, follow up later, or refer to parents if necessary.

Parental Engagement and Right to Withdraw

We recognise that parents and carers are the primary educators of their children in matters relating to relationships and values. We are committed to working in close partnership with families to ensure that our Relationships and Sex Education (RSE) curriculum reflects the needs of our pupils and the values of our school community. Prior to the RSE units in the summer term, parents are consulted in relation to the content that will be taught.

Parents are consulted during the development and review of this policy and are informed about the content and delivery of RSE through curriculum overviews, parent information sessions, and access to teaching materials upon request. We welcome feedback and encourage open dialogue to ensure that parents feel confident and supported in the education their children receive.

In line with statutory guidance, parents **do not have the right to withdraw their child from Relationships Education or Health Education, as these are compulsory elements of the primary curriculum.** However, parents **do have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education delivered as part of our RSE programme in Year 5 and Year 6.**

Should a parent wish to exercise this right, they are encouraged to speak with the Headteacher to discuss the request and explore any concerns. A record of the discussion and the outcome will be kept, and alternative arrangements will be made for the pupil during those lessons.

We believe that a collaborative approach between school and home is essential in supporting children to develop the knowledge, skills, and confidence they need to navigate relationships and growing up in a safe and healthy way.

How Relationships (and Sex) Education is monitored and evaluated

- How do you know your students are making progress?
- How do you know the programme you are delivering is meeting their needs?

N.B.

Consider referring to the SCARF 6 half-termly units and the assessment opportunities that they are mapped to support this (see Growing and Changing units), along with the Sex Education Forum's consultation tool to assess pupil need.

See 'Useful Resources' at the end of this template for further support.

How the delivery of the content will be made accessible to all pupils

- How does the school make RSE relevant to all its pupils?

N.B.

Schools may find it useful to include how RSE provision is inclusive of all pupils and consistent with the equalities duties, e.g.

The needs of boys as well as girls.

How does the schools ensure the RSE programme is relevant to both boys and girls and can also be accessed by those who are transgender?

Ethnic, religious and cultural diversity.

How does the RSE programme acknowledge different ethnic, religious and cultural attitudes to RSE? Does the school consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups?

Varying home backgrounds.

Does the RSE programme recognise that pupils may come from a variety of family situations and home backgrounds? Are these different families acknowledged in the teaching and resources used?

Sexual Orientation.

On average, about 5% of pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. Does the RSE programme acknowledge this and include sensitive, honest and balanced consideration of sexuality?

What is the school's policy on homophobic bullying?

Special educational needs.

How are the needs of pupils with learning, emotional or behavioural difficulties or physical disabilities met?

The teaching programme for Relationships and Sex Education.

How do you ensure that your relationships and sex education is delivered at a level which is appropriate for the children's age and physical development?

Do you make adaptations for those whose cognitive development is particularly slow?

Pupils who use alternative methods of communication.

Do staff adapt their teaching of relationships and sex education to ensure that pupils who have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids have equal access to the programme?

Pupils with profound and multiple learning difficulties

Are all pupils able to access at least the most basic content from the programme, such as self-awareness, gender awareness, body recognition, privacy?

Dissemination of the Policy

- Who the policy has been disseminated to?
- Where can further copies of this policy and other information about RSE can be obtained from? (Name of person and job title).

N.B.

- *All those involved in the original consultation process should be informed of the outcome and of the next opportunity for review.*
- *All schools must ensure the policy is made available to parents and others.*
- *Schools must provide a copy of the policy free of charge to anyone who asks for one, and should publish the policy on their school website.*

Policy Review and Development Plan

- When the policy will be reviewed, how and by whom.
- Any priority areas for development of RSE, e.g. provision of staff training.

Sources of Further Information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019)

This policy should be read in conjunction with the following policies:

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2018)

Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>