



**Relationships and Sex Education
Local to St. Felix RC Primary School**

Part of the Our Lady of Walsingham Catholic Multi Academy Trust

Prepared by	<i>Diocese of East Anglia</i>
Approved by the Committee/Governing body	<i>St. Felix Local Governing Body</i>
Signature of Chair of Governors	<i>Wendy Lashmar</i>
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Mission Statement

“As true followers of Jesus learning together, our school strives to be a community where everyone is valued, nurtured and encouraged to reach their full potential and where Christ’s teaching guides responsible attitudes towards each other and the wider world.”

Context

This policy is informed by Amoris Laetitia (Pope Francis 2016), guidance from The Catholic Bishop's Conference (Learning to Love March 2017) and the Diocese of East Anglia document, Guidance and Principles for Relationship and Sex Education, issued (January 2018).

Our policy for 'Relationship and Sex Education' has been written in conjunction with the DfE guidance for schools (DfES 0116/2000). It should be read in conjunction with our Safeguarding Policy.

Mission Statement

Our school mission statement and teaching of the Catholic Church underpins teaching and learning within our school.

"As true followers of Jesus learning together, our school strives to be a community where everyone is valued, nurtured and encouraged to reach their full potential and where Christ's teaching guides responsible attitudes towards each other and the wider world."

Relationship education is part of the RE, personal, social and health education (PSHE), PE and Science curriculum in our school. When we inform our pupils about relationship issues, we do this with regard to teachings of the Catholic Church, morality and individual responsibility and in a way that allows children to ask and explore spiritual, social and moral questions. The DfE guidance states that relationship education is about 'understanding the importance of marriage for family life, stable and loving relationships, respect, love and care'. At St Felix we value this statement and endeavour to encourage our pupils to understand and respect its importance.

Value 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 the 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.

Aims and Objectives

As a school community we recognise that parents have the prime responsibility for teaching their children about Relationships and Sex Education. We will therefore, supplement and support our parents with appropriate programmes of study for all our pupils.

We aim to:

- Make the children feel loved, cared for and secure in surroundings where Catholic values are practised and where courtesy, respect and consideration for others are of paramount importance;
- Develop a sensible, responsible, factual, basis of knowledge founded on love and the teaching of the Catholic Church;
- Guide their understanding that healthy relationships are God's gift to us and should be enjoyed and never abused.

Within our relationship education we teach our pupils about:

- Looking after and maintaining a healthy body;
- Respecting their bodies;
- The importance of family life;
- Building positive relationships with others, involving trust and respect;

- Moral questions;
- Respecting the views of other people.

In the Science curriculum the pupils at our school learn:

- That animal, including humans, move, feed, grow, use their senses and reproduce;
- To recognise and compare the main external parts of the bodies of humans;
- That humans and animals can produce offspring and these grow into adults;
- Describe the basic needs of animals, including humans, for survival;
- Describe the importance of humans for exercise, eating the rights amounts of different types of food and hygiene;
- Describe the changes as humans develop to old age including puberty;
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

Relationship and Sex Education Curriculum

We teach about the uniqueness of the Human Being and relationships through different aspects of the curriculum. While we carry out the main relationship education in our PSHE curriculum, we also cover relationships in other areas of the curriculum. In particular, Science, PE and RE, which we believe contribute significantly to children’s knowledge and understanding of their own bodies and how they are changing and developing.

We always encourage our pupils to voice their opinions and discuss any issues they may have with other pupils and adults in the room.

We have followed the advice of the diocese and purchased the Ten: Ten curriculum ‘Life to the Full.’

Life to the Full is characterised by an understanding of ourselves and others as made in God’s image and likeness, and these refinements strengthen how that vision is expressed across the primary curriculum scheme of work: [Life to the Full Primary – Ten Ten Resources](#)

Inclusion and differentiated learning

We will ensure RSE 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. (In looking at these questions, it is important to draw links to the school’s inclusion policy).

Equalities Obligation

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.

Broad Content of RSHE

Three aspects of RSE - 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 sex curriculum.

Teaching and Learning

Class teachers are responsible for the teaching and learning of Relationships and Sex education supported by the RE leader and Science Leader. The majority of lessons will take place within the usual class organisation. It is recommended the teaching of the programme takes place throughout the year with relationships and sex education taking place in the

summer term in years 5 & 6 although at times we may organise the curriculum to suit the needs of a particular cohort

In years 5 and 6 class teacher will lead the teaching of Life to the Full and there will be the opportunity for pupil groupings to reflect the needs of the pupils' e.g. single gender; individual; access to same gender staff; where appropriate.

Staff will be sensitive to the needs of differing pupils, levels of maturity and personal circumstances. We will ensure equality (Equalities Act 2010) irrespective of disability, SEND; race, nationality, ethnic origin; gender; religion or sexual orientation.

The role of parents

We recognise that parents have the prime responsibility for teaching RSE to their children. As a school we will work in partnership with parents to support them in their responsibility to teach their children about Relationships and Sex Education:

- Inform parents about the school's relationship education policy and practice;
- Conduct an annual survey to remind parents about the materials;
- Answer any questions that parents may have about the relationship education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for relationship education in the school;
- Inform parents about the best practice known with regard to relationship education, so that the teaching in school supports the key messages that parents and carers are giving to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the relationship education programme we teach in our school. If a parent wishes their child to be withdrawn from relationship education lessons, they should discuss this with the headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school will always comply with the wishes of parents in this regard. Children cannot be withdrawn from those aspects of the curriculum covered by the Science National Curriculum.

The role of other members in the community

We encourage other valued members of the community to work with us to provide advice and support to the children with due regard to health education. In particular, our parish priest and members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our relationship education programme. The school will make every effort to ensure visitors, materials and content is consistent with the teaching of the Catholic Church.

Confidentiality

Teachers conduct relationship education lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved (or being likely to be involved in) sexual activity, then the teacher will take the reference seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they have been victims of other forms of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Safeguarding).

The role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our relationship education policy and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships effectively and handle any difficult issues with sensitivity, in accordance with Catholic teaching.

The headteacher liaises with external agencies regarding the school relationship education programme and ensures that all adults who work with our children on these issues are aware of the school policy and work within its framework (see CES guidance on external agencies).

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Assessment, monitoring and Review

Relationship education has three main elements:

- Attitudes and values;
- Personal and social skills;
- Knowledge and understanding.

These areas will be monitored by the classteacher and any notes made, will be in the classteachers short term planning. As a school we assess relationship education through pupil self-assessment, peer-group assessment and teacher assessment

It is the responsibility of the RE leader to monitor relationship education and provide feedback, if necessary, to the classteachers.

A member of governing body will monitor the RSE teaching and learning annually through discussions with members of staff; pupil perception interviews and parental feedback. The responsible governor will report to the full governing body annually with evaluations and recommendations for development.

This policy will be reviewed on a 2-year cycle, led by the RE and Science subject leaders in consultation with governors, staff and parents. If the policy appears to need modification, then the RE and Science subject leaders will report their findings and recommendations to the full governing body. Any changes will then be referred to the Diocese for ratification.

Date May 2026

Equalities Impact Assessment
May 2026

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)	N	
	• Disability	N	
	• Sex	N	
	• Gender reassignment	N	
	• Pregnancy/maternity	N	
	• Race (which includes colour, nationality and ethnic or national origins)	N	
	• Sexual orientation	N	
	• Religion or belief	N	
	• Marriage / civil partnership	N	
2.	Is there any evidence that some groups are affected differently?	N	
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?		
4.	Is the impact of the policy/guidance likely to be negative?	N	
5.	If so, can the impact be avoided?		
6.	What alternatives are there to achieving the policy/guidance without the impact?		
7.	Can we reduce the impact by taking different action?	N	