



Deanery C.E. Primary School
Academy Status

Relationship & Sex Education Policy

March 2026

The Deanery School Christian Ethos

Our School Motto – 'Ad Maiorem Dei Gloriam' *Translated this simply means 'To the Greater Glory of God'.*

Vision

We believe that everything we do is a faithful response to God's faithfulness, shown to us through Jesus Christ. Our vision is to reflect God's Glory in every season of life, in all aspects, from the little things, to the big.

Beliefs and Values

We believe that God's heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

School Culture

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards others.
- Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential across the curriculum.
- Promote knowledge and understanding through a secure and stimulating school environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- Enable each child to value themselves and have aspirations for the future.
- Recognise everyone's place in the wider community.

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	BELIEFS AND VALUES

At the Deanery we believe everyone thrives in a happy, secure and caring environment. It is an essential part of our Christian ethos that peace, love, faith, joy, grace and hope should be the core values that everyone respects and agrees. We do this through the teaching of Jesus.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

RELATIONSHIP AND HEALTH EDUCATION - RATIONALE

Relationship and Health Education and RSE at the Deanery focus on the fundamental building blocks and characteristics of positive relationships: friendships, family relationships and relationships with other children and adults in all contexts.

Pupils are taught about what relationship and friendship is: treating one another with kindness, consideration and respect; honesty and truthfulness; giving and seeking permission and the concept of personal privacy. It takes into account what respect looks like in age appropriate ways – what boundaries are and how we can understand these in our interactions with one another. The curriculum includes essential understanding of how pupils can be physically and mentally healthy as a fundamental component to achieving happiness and well-being.

It is a fundamental principle that our teachers talk explicitly about the features of healthy friendships, family and other relationships that children are likely to encounter. This will support our pupils in forming a good understanding of the relationships that are likely to lead to their happiness and security as they develop a growing ability to form strong, positive relationships themselves. It should also enable them to recognise any less positive relationships should they encounter them; teaching staff are trained to respond to children's concerns in accordance with the school's Safeguarding policy (available to view on the school's website).

As a Christian school, with faith values at the heart of our ethos and community, we undertake to follow the principles in the Church of England *Charter for faith sensitive*

and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) – Appendix 1:

We commit:

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. To this end, parents are invited into school for a demonstration of materials and an opportunity to discuss any aspect of the subject content and delivery. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. That RSE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject.

There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSE and PSHE as identified by the RSE Subject Lead and Senior Management Team (including DfE changes/amendments to guidance). Regular subject monitoring for assessment of the subject is undertaken in accordance with the practices of the school including regular policy review.

Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSE.

3. That RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the 2010 Equality Act¹; it will be compliant with the legal requirements of the Relationship and Health Education draft statutory guidance 2019, which will be compulsory from September 2020; and will be sensitive to the faith and beliefs of those in the wider school community. Furthermore, content and delivery will take into account the needs of children with disability and or additional educational needs with adjustments being made and/or withdrawal considered, in consultation with parents.

Parents have the right to withdraw their child from all or part of the specific Sex Education aspects of the RSE programme only (Years 4-6). They should submit a written request to the Head Teacher. We discourage the child being collected from school during this time, however if suitable alternative arrangements cannot be made to supervise the child or if there are multiple children, then parents will be asked to make and confirm arrangements for their child to be collected from school for the duration of the subject sessions. The child must be returned to school after the RSE session or an unauthorised absence will be marked.

¹ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

RSE will seek to explain, fairly, the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. That RSE will seek to build resilience in our pupils to help them form healthy relationships and to keep themselves safe. It will give pupils opportunities to reflect on values and influences, including those of their peers, the media, the internet, faith and culture.
5. That our RSE ethos and curriculum has taken into account, and complies with, the Equality Act 2010 –Appendix 2; and the school’s Safeguarding Policy and practice – Appendix 3.

TEACHING : SCHEMES OF WORK AND RESOURCES

Our curriculum for Relationship and Health Education is taught through Personal, Social, Health Education (PSHE), Science and through discrete age appropriate RSE lessons in Key Stage 2. This cross-curricular spiral curriculum ensures that knowledge and understanding begins in Nursery and is built upon through to Year 6, as children prepare for life beyond primary school.

Curriculum content for Relationship and Health Education in EYFS, Key Stage 1 and 2 is delivered through the Coram Life Education PSHE scheme of work, SCARF (Safety, Caring, Achievement, Resilience and Friendship) which is a weekly timetabled lesson. Curriculum content for discrete timetabled Relationship and Sex Education in Key Stage 2 also contains units from Coram Life Education SCARF programme as part of the overall RSE offer at Deanery.

Early Years/Foundation Stage (EYFS)

Relationships Education in EYFS is embedded within the PSHE programme and actively encourages children to learn about healthy relationships with others, the world around them and their place within it. The SCARF PSHE units ensure that children are taught about diversity and inclusion (in accordance with the DfE statutory guidance 2019 and the Equality Act 2010) alongside the school’s own ethos and Christian values of celebrating uniqueness, being loved and accepted by the school community and by God.

Key Stage 1

The SCARF units for relationships are taught in Key Stage 1. The programme units have, however, been thoroughly reviewed to ensure content which helps to teach children about the way their bodies work and how to keep them healthy and safe are age appropriate.

To this end, a number of adaptations and omissions have been made to the original SCARF units to create a tailored programme that teaches children effectively and sensitively; specifically with regard to the language used for teaching about body parts, body privacy and appropriate/inappropriate touch. (Refer to the Deanery RSE Teachers Guide).

Key Stage 2: Relationship and Sex Education

Having reviewed the RSE policy and programme, it has been agreed that formal RSE teaching will continue to be delivered in Years 4, 5 and 6. Year 3 pupils will continue to receive Relationships and Health education through the PSHE curriculum.

Discrete RSE lessons are delivered by class teachers in Years 4-6 during the Summer term. The resources for the RSE lesson content are a combination of: Channel 4 Living and Growing DVDs; selected Coram SCARF RSE units, NSPCC PANTS video and related support materials and 'Help I'm Hairy' DVD (commissioned by Walsall NHS Healthcare Trust).

KEY STAGE TWO: RSE PROGRAMME AND RESOURCES Year 4

Channel 4 Living and Growing: Changes video

NSPCC PANTS video and PANTS rules discussion

Year 5

Channel 4 Living and Growing: Changes video, How babies are made video

Catcher Media (Easy SRE) Help I'm Hairy video

NSPCC PANTS video and PANTS Rules discussion

Teacher-led whole class follow-up discussions/Q & A sessions: mixed and boy/girl specific

Coram SCARF RSE follow up lessons (Refer to Deanery SCARF Teacher Guide)

Year 6

Channel 4 Living and Growing: Changes video, How babies are made video

Catcher Media (Easy SRE) Help I'm Hairy video

NSPCC PANTS video and PANTS Rules discussion

Teacher-led whole class follow-up discussions/Q & A sessions: mixed and boy/girl specific

Coram SCARF RSE follow up lessons (Refer to Deanery SCARF Teacher Guide)

Loudmouth Theatre : My friend fancies you (in-school delivery – drama and discussion)

PERIOD POLICY AND PROTOCOLS

It has long been recognised that some girls begin menstruation during their primary school years. As a school, we appreciate the importance of supporting girls and their families at this time, both in practical terms and to support the emotional needs of the individual as they cope with these changes in a school setting. To this end, the school has a specific policy for teaching about menstruation within the RSE programme for Years 5 and 6 as it is not considered appropriate to teach menstruation to children in Years 3 and 4.

POLICY Formal RSE teaching on menstruation – Years 5 and 6

RSE curriculum lessons, delivered by class teachers during the Summer term to Years 5 and 6, include the role of menstruation in puberty and human reproduction. In addition, single sex follow up sessions for girls are conducted to provide a forum for informal discussion; to respond to concerns and address misconceptions that pupils may have –and to cover the practicalities of the period protocols in school.

PROTOCOLS FOR PROVISION OF SUPPORT TO MENSTRUATING PUPILS

However, it is also recognised that there are circumstances in which girls in lower key stage 2 may begin menstruation exceptionally early. It is therefore, essential that sensitive and appropriate in-school support is provided for any pupil beginning menstruation during this time irrespective of age. The policy and protocols have been designed for this purpose.

Specific RSE teaching about menstruation is not delivered to Years 3 and 4.

Parent/teacher/child communication

As this is a very sensitive and often confusing issue for young girls, it is imperative that clear communication is established and maintained with the parents/guardians of any pupil who begins menstruation during primary education.

Upon being informed that a child has started her periods, the class teacher should:

- Arrange a suitable time to discuss practical support and arrangements with regard to sanitary protection, location of facilities for privacy when changing sanitary protection, product availability within school.
- Establish how the pupil would like the class teacher to liaise with her and/or her parent or guardian in relation to supporting her each month in a way that seeks to minimise embarrassment or discomfort.

For example, she may not wish to tell the teacher herself that she is menstruating, preferring her adult to speak to the teacher before school. She may be experiencing physical discomfort or emotional anxiety. These may be very difficult issues for a child to communicate themselves. The class teacher

should be proactive in establishing a communication plan that is tailored to the individual.

- If the class teacher is male, the parent and child may prefer to discuss arrangements with a female member of staff (this may be a year group partner or year group Teaching Assistant). This offer should be made and communication between colleagues established to ensure the child is supported appropriately.

Privacy for changing sanitary protection

The designated disabled toilet in Key Stage 2 has been identified as the most private and appropriate for changing sanitary wear as it has its own hand wash basin and sanitary disposal unit. It is recognised, however, that use during break and lunchtimes may draw unnecessary and unwanted attention to the pupil. Consideration should therefore be given to the most appropriate time for the pupil to use the facilities: this should be discussed with the parent or guardian in order that they can discuss this with their child.

Product availability

The pupil should be made aware, directly or through their adult, that sanitary products are available in school as well as spare pants, should they be needed. All staff should be aware of their location, and pupils aware of how to access them.

Policy reviewed by C Turner

March 2026

Signed by Chair of Governing Body



Dated; 18/3/26