

St Patrick's Catholic Primary School

The Catholic Diocese of Lancaster

Our Mission Statement:

“Sharing Our Faith, Inspiring Education, Achieving Our Dreams”

“Go, therefore, make disciples of all nations.
And look, I am with you always; yes, to the end of
time.” (Matthew 28:19-20)



HRSE Policy

At St Patrick's Catholic Primary School, we celebrate that we are all unique and loved by God. With Christ at the centre of all we do, we strive to unlock each child's potential to become the individual they are created to be. We are working together to build a community built on love, faith, forgiveness and service.

Approved by ____ J. Murphy (Headteacher) Date: 05/10/25 _____

Approved by Governing Body/Committee: Resources Date: 05/11/25 _____

Next review date: October 2028 _____

1. Mission.

The Human Relationships and Sex Education Policy has been adopted in the light of the School's Mission Statement and our vision of what healthy and good relationships are, inspired by or faith.

Our School Mission Statement:

At St Patrick's Catholic Primary School, we celebrate that each person is unique and loved by God. With Christ at the centre of all we do, we strive to unlock each child's potential to become the person they are created to be. Inspired by St Peter's example, we are working together to build a community built on love, faith, forgiveness and service.

2. Vision for Human Relationships and Sex Education

At St Patrick's Catholic Primary School, we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. Jesus is invited into our hearts. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy.

This is about understanding how loving our neighbour enables us to be happy too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish, and we respect that everyone is a unique and beautiful part of God's creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.

3. Procedures

The following groups have been consulted as part of producing this policy.

- Staff
- Governing Body
- Diocesan Education Service

In consultation with the Governing Body, the policy will be implemented in 2025, reviewed every three years, by the Head teacher, HRSE and PSHE Co-ordinators, the Governing Body and school Staff. The next review date is 2028.

This policy will be circulated to all members of the Governing Body and all members of teaching staff. The school prospectus shall contain a statement about HRSE teaching and details of where to obtain a full copy of this policy upon request. The prospectus will also cover the statutory elements of health education that are not covered in HRSE, through the school Curriculum map. These elements of the curriculum are drawn from the School's Catholic character. The Diocesan Education Service will be sent a copy of the school's HRSE policy and it is the duty of the Governing Body to ensure that this is up to date following review.

4. Rationale

As a primary school in the Diocese of Lancaster Education Service, we use the term Human Relationships and Sex Education (HRSE) as it believes that relationships education is about all aspects of growing a fulfilled and happy life, sexual education is a dimension of this greater whole.

The defining belief of Christianity is that God took on human form. This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that

humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual but infused with the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief, which is expressed in the Church's teaching about relationships, marriage, sex and family life. The Church offers education to young people as it is part of complete human formation. Education about human love is no less a part of a Catholic school's responsibility than teaching about Mathematics or English. At St Patrick's Catholic Primary School, we teach young people about how to form relationships; including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with 'Fit for Mission? Schools'.

The Department for Education in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021) states that,

"to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support." P.8

The Diocese recognises the value of these curriculum aims. However, Catholic schools also have regard for the spiritual welfare of the students and recognise that to know and love God brings lasting happiness.

5. Statutory Framework

The statutory framework replaces Statutory Guidance: 'Sex and Relationships Education Guidance' (2000). The DfE states that it intends to update the guidance every three years. The statutory guidance is available from the DfE (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>). It should be read in conjunction with this Diocesan guidance and the following documents.

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))

- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

Purpose of the Statutory Guidance

The guidance intends to help children and young people develop. The knowledge and attributes they gain will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. The Diocese of Lancaster agrees with these aims and seeks to support them through the appropriate development of the HRSE provision.

The table summarises statutory obligations.

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (see Summary section of statutory guidance).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age- appropriate curriculum
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges, although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.		

At St Patrick's Catholic Primary School, we provide a broad and balanced curriculum as stipulated in the National Curriculum. Provision is made for PSHE and HRSE to be taught as discreet subjects, as well as within the curriculum through the teaching of Religious Education, Science and

other subject areas. The PSHE Curriculum map is reviewed annually and uses the PSHE Association Scheme of work tailored to the needs and priorities of our school community and is supplemented with KidSafe. HRSE is taught using '*Life to the Full*'. In addition to this, we provide other opportunities to teach HRSE through assemblies, social skills groups and outside agencies such as the school nurse.

5a. Requirements of the Diocese of Lancaster

The Bishop of Lancaster requires that all schools within the Diocese have a policy in line with Section 48 inspection requirements. (The term sex and relationships should be replaced in policies with human relationships and sex education.)

The key points within this guidance are as follows:

1. All schools must have an up-to-date HRSE policy that may incorporate Relationships Education, Relationships and Sex Education (RSE) and Health Education policy drawn up by the governing body, and available to parents and for inspection.
2. This should be developed in consultation with parents and the wider community.
3. Primary schools should have clear parameters on what children will be taught in the transition year before moving to secondary school, and that parents be consulted.
4. All schools' policies must include how they will teach Relationships Education, Relationships and Sex Education (RSE) and Health Education.

6. Virtues and Values

Gospel virtues and values underpin the HRSE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes 'love' is used instead) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St Thomas Aquinas attributes the theological virtues as having their foundation in God, they complement and complete the cardinal virtues and are the way people can reach the "abundant life" (John 10:10) promised by Jesus.

At St Patrick's Catholic Primary School, we aim to live out the Gospel values shared in the Beatitudes, throughout the life of school by our daily interactions as embodied in our Mission Statement and in our policies and practices such as Behaviour Management, Religious Education and Worship policies.

We encourage our pupils to treat everyone with respect and compassion, and through our weekly missions shared in whole school worship, we encourage pupils to show Christ's values as taught through the Gospels, to the wider community.

We encourage our pupils to take part in charity work throughout the year.

The Aim and Objectives of HRSE

The aim of HRSE is part of our aim to educate the complete human person. This is expressed in Fit for Mission? Schools (2009).

The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person.

This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is ‘the perfect Man in whom all human values find their fullest perfection’ (Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.

- HRSE should deepen the following areas of understanding.
- To develop self-respect and love of self.
- To invite young people to develop and deepen a loving relationship with God.
- To invite young people to understand that their life has a purpose.
- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God’s love.
- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood.
- A strong awareness of their own safety and the nature of consent.
- To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.

Our HRSE policy will develop attitudes, personal and social skills and knowledge and understanding.

- We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God’s creation
- We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.
- We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.
- We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.
- We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord’s prayer.

- We will encourage everyone in school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.

We will encourage everyone in school to value humility, mercy and compassion and to respond with empathy to the problems of others.

- We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.
- We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.
- We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.
- We will support children when relationships in their lives are challenging and teach them that there are trusted adults in school who will listen if they are experiencing changes that make them sad, worried or scared.
- We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.
- We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.
- We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

Inclusion Vision

'There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.' Galatians 3:28

St Patrick's Catholic Primary School is founded on faith in Jesus Christ and the life of the school is centred on his presence. At St Patrick's Catholic Primary School, every member of the school family is regarded as being equal worth and of importance. We endeavour to make sure each class teacher and subject leader understands the meaning of the word inclusion, which recognises differences; meeting the needs of individuals and taking positive action, so that everyone has the opportunity to meet their full potential across the curriculum.

At St Patrick's Catholic Primary School, we are conscious that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and sexual orientation. Lessons are framed by this understanding and young people encouraged to respect difference and develop an approach of dialogue. All staff are

sensitive to all children and we offer programmes to children who are particularly vulnerable and experiencing difficulty in their lives.

SEN

We recognise the importance of ensuring all children can access the HRSE Curriculum and can succeed. There are many approaches to giving support in HRSE, some of which are detailed below:

- Using circle approaches encourages all pupils to participate, take turns in speaking, listen carefully, concentrate, and maintain eye contact.
- Try 'informal' seating using mixing and movement games which encourage pupils to talk to and work with others. This encourages communication skills, and helps develop pupils' self-confidence and peer support
- Use of variety of good-quality resources including video clips as they provide opportunities to examine topical HRSE issues such as being part of a loving family.

Refer to the SEN policy for further information.

Able, Gifted and Talented

We recognise the importance of providing challenge for those children who are able and gifted in HRSE in order to ensure continued progression and maintain motivation in the subject. There are many approaches to providing challenge, some of which are outlined below:

- Promote creative thinking through higher order questioning when participating in class and group discussion
- Allow pupils to work collaboratively as part of a research team and give them opportunities for control over deciding which areas to research within the curriculum.

English as an Additional Language

We recognise the importance of providing a rich language based HRSE curriculum so that EAL children can access all aspects of the PSHE curriculum. There are many approaches to providing support, some of which are outlined below:

- Giving time to work with EAL children before the HRSE lesson to discuss important HRSE vocabulary, concepts and/or processes, where appropriate.
- Present information in a variety of ways to help EAL children understand e.g. watch a clip of young animals and their mother, read and match names of baby animals with their mothers, highlight key vocabulary.

Pupil Premium

We recognise the importance of providing rich opportunities for those children who are entitled to Pupil Premium in HRSE to ensure continued progression and motivation. There are many approaches to providing support, some of which are outlined below:

- Provide opportunities to enrich the curriculum with rich resources to enhance children's understanding and visits to places of interest such as books about feelings and visitors to help deliver a message such as Chid Line.
- Ensure children have opportunities to discuss and talk about their own families and the relationship which are important to them including how to deal with issues such as conflict and how to resolve conflict.

Mobility

We recognise the importance of welcoming all children to St Patrick's Catholic Primary School regardless how long the children remain in school. Our school is a place of refuge where children feel safe and part of our school family. There are many approaches to providing support for Mobile children in HRSE some of which are outlined below:

- Ensure children feel safe and secure when discussing issues in HRSE. "Teacher support and peer acceptance have a positive influence on attitudes toward school among children who experience more school mobility" (Gruman, Harachi, Abbott, Catalano, & Fleming, 2008) For example, when discussing moral issues ensure peers are supportive of each other's comments and that all know the rules of circle time.
- Spend some time to chat to them about what their home life, what their values are and what they already know surrounding the areas of learning in HRSE. This will be a good indication of where to pitch the HRSE lessons.

7. Equality

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that St Patrick's Catholic Primary School endeavours to do its best for all of the pupils, irrespective of ability (physical and intellectual), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children. (see our Equalities Policy)

8. Programme of study

A revised programme of study has been prepared to support educators in our family of schools as they enable our young people to grow in faith and understanding of themselves, their relationship with God and with one another. The Department for Education has prepared a statutory programme for 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. The Diocese of Lancaster began working on Human Relationships and Sex Education (HRSE) in 2016.

The intent of the programme of study is to encourage young people to recognise their interior beauty, their dignity as a human and through this to understand and value the worth of others. We hope that this builds on the experience of the home where, as children, we all experience our first expressions of love and form our early relationships. The challenge in school life is to develop this

not just in an academic sense, but as a lived expression of belief ultimately, an invitation to hear the Good News.

Creating a climate of wonder can seem a far cry from the modern world our schools are called to serve, though this is our calling as educators in the Catholic schools of the Diocese of Lancaster. Engaging with the Church's teaching about human loving enables us to share with our young people the wonder of human life and the happiness that is waiting for us in Jesus. As always, this is an invitation, a way to deepen understanding of what it means to be fully human.

The Programme of Study places the Diocese of Lancaster programme next to the statutory obligation it fulfils. Any additional material in HRSE is written in italics so it is easy to identify. Areas from the statutory plan not covered in the HRSE framework are listed at the end of the booklet. Governing bodies and Head teachers should be mindful that from 2020 Ofsted will inspect the new 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' and Section 48 will continue to examine provisions in HRSE.

The HRSE policy will be taught by all class teachers through discreet lessons in RE, Worship, Science and through other subjects and approaches such as whole school and class assemblies. Other agencies may be involved to deliver this such as Child line, The NSPCC, Fire service, Police internet safety and the school nurse.

HRSE teaching will use '*Live life to the Full.*' The scheme will be adapted in Y6 to be in line with Diocesan teaching and the needs of our pupils. Any elements of the HRSE statutory curriculum not covered by this, will be taught using the PSHE association scheme of work that has been curriculum mapped to the needs of our school. The school will establish key priorities for the teaching of HRSE/PSHE annually. These will be based on the individual needs of the pupils in the school supported by data from Health Care questionnaires, LSIP, Pupil Attitude questionnaires etc.

The delivery of HRSE will be monitored and assessed using our whole school assessment procedures and in other ways such as reviewing our Behaviour Management policy and procedures.

9. Parents

The Church recognises parents as the first educators of their children. The school should support parents in this task. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents with an evaluation of "sexuality as value and task of the whole person, created male and female in the image of God". (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69)

Children's first experience of relationships and love are in the home. At our schools we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child not participate in some or all of sex education delivered as part of statutory RSE. Before granting any such request, it would be good practice for the Headteacher to discuss the application with parents and ensure that they understand the nature and purpose of the curriculum in a Catholic context. A discussion should follow, as appropriate, involving the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to record and document this process. A good practice is also likely to include the Headteacher discussing with parents the benefits of receiving

this education and any detrimental effects that withdrawal might have on the child. For example, the possible social or emotional impact of withdrawal, the likelihood of them hearing a peer's version of the content, rather than the teachers. However, parents may prefer to discuss sex education to their child at home instead. Following discussions, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. This process is applicable for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. A process for the parental right to withdraw will form part of the policy. Parents are informed by letter of their right to withdraw their children from specific HRSE lessons.

Parents are informed by letter of their right to withdraw their children from sex education. However, they are not able to withdraw their children from statutory RE and Science lessons.

The school will involve and support parents in learning about HRSE by informing them of what is to be taught in RE and Science lessons at the beginning of the year. Information about HRSE is contained on the website and the majority of the programme of study is developed through the ethos of the school.

10. Teaching HRSE

All staff are involved with fostering attitude, living Gospel values and shaping behaviour based on a Christian understanding of how to lead a good life. Staff are called to be a role models of the school's ethos in their relationship with other staff members, their conduct towards parents and their care for the children in the school. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.

Miss Murphy is the teacher responsible for the leadership, monitoring and coordination of the HRSE programme.

All teachers have responsibility for delivering the HRSE programme to their class. They will be supported at times through assemblies and other agencies such as the school nurse, NSPCC and Child line.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., science and computing.

Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school. Such visitors will be guided to read the protocol for visitors at St Patrick's Catholic Primary School and agree to follow the instruction.

There are elements of the statutory framework that are not covered in the Diocese of Lancaster's HRSE programme. These elements are listed at the end of the 2020 programme of study. These elements include.

Internet Safety and harm Computing and Personal, Social and Health Education (PSHE)

Online Relationships

Computing and PSHE

Healthy Eating

Science and PSHE

Physical Health and Fitness	Physical Education (PE) and Science PSHE
Basic First Aid	RE, PSHE and PE
Mental Well-being	PSHE, Science and PE
Health and Prevention	
Drugs, Alcohol and Tabacco	PSHE and Science

Assessment takes place in line with school's assessment policies.

11. Dealing with difficult questions

The Governing Body desires that HRSE lessons take place in a positive framework, where students experience a growing appreciation for well-being, and that of others, and a deeper understanding that the Church teaches a path of the wholeness of mind, body and spirit. Part of this is creating an atmosphere where questions can be asked openly, knowing that their questions will be answered and understanding that staff or other students will not judge these questions. It is vital; therefore, that teachers invest time in creating this framework of mutual trust and care while respecting personal information. The HRSE coordinator must be given access to train and support to facilitate teachers to enable such discussions by creating carefully negotiated ground rules and distancing strategies. The Department for Education (2000) offers the following guidelines for dealing with questions.

- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening, but teachers will need support and training so that they prepare for the unexpected. For example:
- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service
- If a teacher doesn't know the answer to a question, it is essential to acknowledge this, and to suggest that the pupil or teacher or both together research the subject later
- If a problem is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have received respectful treatment, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. The safeguarding framework of the school

should frame this, and it is paramount that all staff teaching HRSE have up to date safeguarding professional development.

Questions asked by students that are a cause for concern for the teacher, for example, because of their explicit or graphic content, should be addressed following the school's safeguarding policy and confidentiality procedures. (This can be found on the school website)

The school will ensure that this policy is available for all staff, governors, parents and students and the confidential nature of how to obtain advice and guidance as a result of any issues or questions that may arise.

Students will be encouraged to talk to their parents or carers about issues and questions that arise as part of the programme. It will be made clear to all that unconditional confidentiality cannot be guaranteed where illegal or abusive concerns come to light, and these will be dealt with under the terms of the relevant policies.

Sex and Relationships Guidance, 4.5 'Dealing with questions' 0116/2000

12. Supporting children and young people deemed to be at risk

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school, and it is paramount that all staff teaching HRSE have up to date safeguarding professional development. Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's safeguarding policy and confidentiality procedures.

All staff are regularly updated on our Child Protection and Safeguarding policy and procedures. The children are made aware of opportunities they have to disclose sensitive information to a staff member.

The school's Child Protection Policy and procedures are available in the Head's Office and on school's website.