ST JOSEPH'S RC PRIMARY SCHOOL

PSHE, Relationships and Health Education Policy.

'Through love and service, with Jesus in our hearts and heads, we can achieve anything.'

In this policy the Governors and teachers, in partnership with their Diocesan Schools' Service, pupils and their parents, and Academy Trustees, set out their intentions about Relationships, Sex and Health Education (RSHE). We set out our rationale for, and approach to, relationships education, sex education and health education in the school, within the wider PSHE framework.

Policy Aims:

The main aim of Relationships, Sex and Health Education (RSHE) at our school is to provide children with a safe, supportive and age-appropriate environment in which they can develop a positive understanding of themselves, their relationships with others, their health and wellbeing, and the gift of human life. Through our Catholic faith and the Ten Ten Life to the Full Plus programme, we seek to nurture the whole child – spiritually, morally, socially, emotionally and physically – helping pupils to recognise their dignity and worth as children of God.

Our RSE provision is rooted in the teachings and values of the Catholic Church and promotes respect, love, compassion, responsibility, self-worth and the importance of healthy relationships. Children are encouraged to understand that every person is created and loved by God and should be treated with dignity, kindness and respect.

Through a carefully sequenced programme, pupils are supported to develop the knowledge, language, skills and understanding they need to make safe, respectful and responsible choices as they grow and develop. RSE also enables children to recognise appropriate and inappropriate behaviour, understand personal boundaries, seek help when needed and develop the confidence to communicate their feelings and concerns.

We aim to work in partnership with parents and carers, recognising them as the first educators of their children, and to ensure that RSE is delivered sensitively, inclusively and in a manner that is consistent with our school's Catholic mission and values.

Consultation has taken place to ensure that all relevant stakeholders have substantiative knowledge of the curriculum, including:

- A letter to parents outlining our main aims with RSE
- A consultation video shared with parents outlining the content for each year group and the Catholic view of Relationships and Sex Education
- A dedicated meeting with all classroom based staff to introduce the statutory guidance and the Ten Ten scheme
- A consultation with school governors during the Autumn Governor's Meeting

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Autumn Term 2026 . This policy will be reviewed every year by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is September 2027.

Dissemination

The draft 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 prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's website.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that "children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships". High quality RSE does this by promoting their "moral, social, mental and physical development" and cultivating "positive characteristic including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness" It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about 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. In primary schools the focus should be on "teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."2 This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

We are involved in relationships and sex 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 RSE 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. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE 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 is

centered on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE 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. It will also prepare pupils for life in modern Britain.

VALUES 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.

AIM OF RSE 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 RSE is an integral part of this education. Furthermore, our school aims state that we will endeavor 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 and prudent sexual education"4 which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

<u>Objectives</u>

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- 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 sexual 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;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- how to keep themselves safe by 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 sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Outcomes

INCLUSION AND ADAPTIVE TEACHING AND 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 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.

BROAD CONTENT OF RSE

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.

Ten Ten: Life to the Full Scheme

Module One: Created and Loved by God

Module One explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Module Two: Created to Love Others

Module Two explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.

Module Three: Created to Live in Community

Finally, Module Three explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage.

In subsequent Unit 2 sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- discussion
- reflection
- brainstorming
- film & video
- group work
- role-play

HEALTH EDUCATION AND THE WIDER PSHE FRAMEWORK

Health Education is a statutory part of the primary curriculum and forms an integral part of our wider PSHE provision. Our approach is consistent with the Department for Education statutory guidance on Relationships Education, Relationships and Sex Education and Health Education, which came into effect on 1 September 2026. Health Education is taught in a way that is age-appropriate, inclusive, developmentally appropriate and consistent with our Catholic ethos. The detailed curriculum is sequenced through our curriculum planning and is supported by Ten Ten resources where appropriate.

Purpose of Health Education

Health Education helps pupils develop the knowledge, language, understanding and practical skills needed to look after their physical and mental health, make informed and responsible choices, recognise risk, seek help when necessary and contribute positively to the wellbeing of themselves and others. It complements Relationships Education, Science, PE, Computing, RE, safeguarding education and the wider personal development curriculum.

Mental Wellbeing and Emotional Health

- Mental wellbeing is a normal part of daily life, just as physical health is, and everyone experiences a range of emotions.
- Pupils will develop a vocabulary to recognise and talk about feelings and will learn to judge whether feelings and behaviours are appropriate and proportionate to different situations.
- Pupils will learn practical self-care strategies, including the importance of rest, sleep, time with family and friends, hobbies, interests, physical activity and time outdoors.
- Pupils will understand that isolation, loneliness, worry, sadness and other difficult feelings can affect people and that it is important to talk to a trusted adult and seek support.
- Pupils will learn about the impact of bullying, including cyberbullying, on mental wellbeing and how to seek help for themselves or others.
- Pupils will be taught that people can experience mental ill health and that seeking appropriate support early can be helpful. Teaching will avoid presenting normal emotional experiences as mental health disorders.

Internet Safety and Digital Wellbeing

- Pupils will understand that the internet can provide many benefits but can also present risks to physical and mental wellbeing.
- They will learn about balancing screen time and the benefits of spending time away from electronic devices, including the importance of sleep and real-world relationships and activities.
- Pupils will learn to behave respectfully online, protect personal information, recognise online abuse, bullying, trolling and harassment, and know how and where to report concerns.
- They will be taught why age restrictions apply to social media, computer games and online gaming and how to make sensible choices about online content and communication.
- Pupils will be encouraged to think critically about online information, including recognising that information presented by search engines and digital platforms may be selected, ranked or targeted.

Healthy Eating and Nutrition

- Pupils will learn the characteristics of a healthy, balanced diet and the importance of making healthy food and drink choices.
- They will develop an understanding of nutritional content, including the role of different food groups and the relationship between food, energy and physical health.
- Pupils will learn about planning and preparing healthy meals and the importance of developing healthy eating habits.

- They will understand the potential risks associated with an unhealthy diet, including obesity and tooth decay, and how lifestyle choices can affect health.

Drugs, Alcohol and Tobacco

- Pupils will receive age-appropriate teaching about legal and illegal harmful substances and associated risks.
- This includes age-appropriate learning about smoking, vaping where relevant, alcohol and drug-taking, including how substances can affect physical and mental health and personal safety.
- Pupils will develop skills for resisting inappropriate pressure, making safe decisions and knowing when and how to seek help.

Health Protection and Prevention

- Pupils will learn how to recognise some early signs of physical illness or changes in their body and understand when they should tell a trusted adult or seek medical advice.
- They will learn about safe and unsafe exposure to the sun and ways of reducing the risk of sun damage, including skin cancer.
- Pupils will understand the importance of sufficient, good-quality sleep for health, mood, concentration, learning and general wellbeing, together with practical ways of supporting good sleep.
- Pupils will learn about dental health, effective oral hygiene, regular tooth brushing, cleaning between teeth and regular dental checks.
- Pupils will learn about personal hygiene and germs, including how bacteria and viruses can spread and the importance of handwashing and other sensible hygiene practices.
- Age-appropriate teaching will address the facts and science relating to allergies, immunisation and vaccination, in line with the timing and developmental needs of pupils.

Physical Health, Exercise and Active Lifestyles

- Pupils will understand the importance of regular physical activity, exercise and time outdoors for physical health, mental wellbeing and overall quality of life.
- Health Education will complement PE and other opportunities for active learning, including encouraging pupils to develop positive lifelong attitudes towards movement and activity.
- Pupils will consider how healthy routines involving food, exercise, sleep, hygiene and rest contribute to wellbeing and learning.

Personal Safety, Risk Management and First Aid

- Pupils will learn how to recognise hazards and risks, including risks around roads, railways, water, fire and other everyday environments, and how to reduce those risks.
- Pupils will learn how to make a clear and efficient call to emergency services when necessary and the importance of reporting incidents rather than filming them.
- Age-appropriate basic first-aid concepts will be taught, including how to respond to common injuries and ailments and how to respond appropriately to head injuries.
- This learning will complement the school's first-aid provision, safeguarding procedures and wider safety education.

Puberty, the Changing Body and Menstrual Wellbeing

- Pupils will receive age-appropriate teaching about puberty and the physical and emotional changes associated with growing and developing.
- Teaching will help pupils understand that these changes are a normal part of human development and should be approached with dignity, sensitivity and respect.

- Pupils will learn age-appropriate information about menstrual wellbeing, including the basic facts of the menstrual cycle, personal hygiene and where to seek support.
- This learning will complement the existing Ten Ten RSE programme and the statutory elements of National Curriculum Science.

Wider PSHE and Personal Development

The wider PSHE curriculum provides opportunities for pupils to develop personal and social skills beyond the statutory RSHE content. This includes decision-making, resilience, responsible behaviour, community participation, service to others, respect for difference, personal safety and preparation for life in modern Britain. Where appropriate, wider PSHE themes such as economic wellbeing, citizenship and future aspirations will be addressed through the school's broader curriculum and personal development provision.

Teaching, Curriculum Links and Assessment

Health Education is taught through a combination of discrete PSHE/RSHE lessons, the Ten Ten Life to the Full Plus programme and cross-curricular opportunities. Relevant learning may also take place through Science, PE, Computing, RE, assemblies, pastoral provision and safeguarding education. Teaching is adapted to pupils' age, maturity, developmental stage and individual needs, including the needs of pupils with SEND.

Assessment will primarily be formative and will focus on pupils' developing knowledge, understanding, language, attitudes and ability to apply learning to real-life situations. Where Ten Ten provides assessment activities, these will continue to be used alongside teacher assessment and other appropriate evidence. Teachers will use assessment information to identify misconceptions, gaps in knowledge and areas requiring further teaching.

Parents, Withdrawal and Communication

Parents and carers will be informed about the content and organisation of the RSHE curriculum. There is no right to withdraw a child from Relationships Education or Health Education. Parents may request that their child is withdrawn from non-statutory Sex Education taught in primary school, except for those elements forming part of the National Curriculum Science programme. The school will provide clear information about the content being taught and will work in partnership with parents and carers when sensitive aspects of the curriculum are addressed.

Review and Monitoring of Health Education

The Headteacher and PSHE/RSE Co-ordinator will monitor the quality, coverage and impact of Health Education through curriculum planning, lesson visits where appropriate, pupil work, assessment information, staff feedback and pupil voice. Governors will receive appropriate information through the school's monitoring and evaluation arrangements and will consider whether the curriculum is appropriately resourced, inclusive, accessible and compliant with statutory requirements.

The existing Ten Ten assessment arrangements and the wider assessment and monitoring procedures set out below continue to apply to the RSHE programme.

ASSESSMENT IN RSE

As Relationship Education is statutory, thorough evidence of assessment is important. Within the Ten Ten scheme, each unit of work has an assessment activity associated with it. Firstly, the assessment activity is conducted as a baseline assessment before the unit has been taught. Then, after teaching the unit, the children will complete the same assessment activity as an end of unit task. This way, teachers can monitor the progress for each child in each unit taught. Teachers will use these assessments alongside formative assessments of the children to make informed termly judgements which will be inputted onto our online tracking system, Insight.

PARENTS AND CARERS

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

Parents continue to have **the right to withdraw** their children from Sex Education 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 headteacher. 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.

BALANCED CURRICULUM

Promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme resides with all teaching staff.

However, all staff will be involved in developing the attitudes and values aspect of the RSE 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 RSE. 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 'Checklist for External Speakers to 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 RSE

Governors

- draw up the RSE 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 the policy meets statutory requirements;
- 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 RSE 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, Academy Trustees (where appropriate) and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-Ordinator

The co-ordinator 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 RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

All Staff

RSE 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 RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. 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.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE 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 specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE 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 RSE. These may be a matter 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. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 for more detail)

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

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE 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 RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, 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 will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The RSE 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 biannually by means of questionnaires undertaken by pupils, staff and parents and pupil progress data. 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.