



Relationships and Sex Education Policy

Policy Reference:	RSE1 - F
Responsibility:	Curriculum and Standards Committee
Designation:	Statutory
Reviewed by:	Tonia Robertson
This Review:	January 2025
Next Review Due:	January 2026
Cycle:	Annual
Ratified by Full Governing Body on:	
Signed:	

Chair of Governors

At our school, with Jesus in our hearts, we have:

***The passion to learn;
The courage to fail; The strength to love.***

With Christ as our guide and example we celebrate the uniqueness of the individual.

***Together we will try to:
Learn from Jesus;
Love like Jesus;
Live like Jesus.***

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

Consultation Process

An initial consultation took place in January 2020. Options were shared with staff and the RE Governor in February 2020. A trial of material took place in the spring term with staff looking at the options available before selecting a scheme of work and trialling content in class. A further parental consultation took place in June and July 2020. These aim to be run every 3 years. Next consultation Autumn Term 2025.

Implementation and Review of Policy

Implementation of the policy took place after consultation with the Governors in the autumn term 2020.

This policy will be reviewed annually by the Executive Head teacher, the Head of School, the RSE Co-ordinator, the Governing Body and Staff.

The 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 in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

Defining relationship and Sex Education

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. It is about the development of the pupil's knowledge and understanding of her or himself 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 fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”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.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

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 centred 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

As illustrated through each school's mission statement, we are committed 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, we will endeavour 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"³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives of RSE

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;

³ Gravissimum Educationis 1

- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- 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.

Outcomes of RSE

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.

Equalities obligations

The governing body has wider responsibilities under the Equalities Act 2010 and will ensure that our schools strive to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, 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.

Programme of Study

Our programme of study is 'Life to the Full' published by Ten:Ten. Life to the Full is a fully resourced scheme of work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Within each learning stage (EYFS, Key Stage One, Lower Key Stage Two and Upper Key Stage Two) are three modules which are based on the Model Catholic RSE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each module is then broken down into units of work as shown below.

Module 1	Created and Loved by God
Units	Religious Understanding Me, my body, my health Emotional well-being Life cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationships Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

The programme pathway gives an overview of the lessons that will be covered within each unit at each learning stage.

As part of the parent/carer consultation in the summer of 2020 we asked for views concerning key curriculum decisions. Based on views of the various stakeholders the following decisions have been made:

In Key Stage One, the scientific names for genitalia will be introduced. 91% of parent/carer responses either strongly agreed or agreed with this proposal.

In Year Four, two sessions on puberty and changing bodies will be covered. This will be programmed for the end of the summer term. 82% of parent/carer responses either strongly agreed or agreed with this proposal.

The teaching of sexual intercourse to primary school children is not part of the statutory curriculum. This will not be covered in our programme of study. The programme of study in Upper Key Stage Two will cover how a baby grows and develops in the womb building on the life cycles learning studied in Lower Key Stage Two. 90% of parent/carer responses either strongly agreed or agreed with this proposal.

In Upper Key Stage Two, a session covering harmful images/videos (pornography) and keeping yourself safe from these types of online media will be included. 93% of parent/carer responses either strongly agreed or agreed with this proposal.

Assessment

Each Unit of work has an Assessment Activity associated with it. Not only will it be important for the schools to assess whether the outcomes of the programme are being achieved, it will also be important to demonstrate evidence of this.

One assessment activity has been assigned to each unit of sessions. The activities take into account the Learning Objectives of the sessions within the unit and provide before and after evidence that learning has taken place.

Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children.

As Catholic schools, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the schools 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. They will also be given access to the TenTen online parent portal.

The consultation regarding the specific scheme of learning occurred in June and July 2020. A second consultation period will run in the Autumn Term 2025.

Parents will be able to view the resources used by the school in the RSE programme. Our aim is that 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.

In Year One, one of the science curriculum statutory requirements is that pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

In Year Five, the statutory requirements of the science curriculum stipulate that pupils should be taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and to describe the life process of reproduction in some plants and animals. Pupils are also expected to describe the change as humans develop to old age (this should include the changes experienced in puberty).

In Year Six, the statutory requirements of the science curriculum include that pupils should be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Should parents wish to withdraw their children they are asked to notify the schools by contacting the Head of School or the Executive Head Teacher. The schools will provide support by providing material for parents to help the children with their learning.

In line with the RSE statutory guidance, there is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Balanced Curriculum

Whilst 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. 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 RSE

Responsibility for the specific relationships and sex education programme lays with the Head of School, the RE Co-ordinator and the PSHE Co-ordinator.

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 schools may 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 the CES guidance 'Checklist for External Speakers to Schools'⁴.

Health professionals should follow the schools' 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 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 Teachers takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE co-ordinator

Along with the Head Teachers, the RSE/PSHE lead in each school 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 other members of staff).

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 subject areas

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the federation's other policy documents (for example, the Safeguarding Policy).

Pupils with particular educational needs will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. 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.

⁴ CES Checklist for external speakers to schools, 2016

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 matter of maturity, personal involvement or experience of children, of disagreement with the official teaching of the Church, 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, Managing difficult questions, Page 23 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 hint 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 safeguarding lead.

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 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 of school, 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 annually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. 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.