

ST PAUL'S CATHOLIC PRIMARY SCHOOL AND NURSERY



Statutory policy for Relationship and Sex Education

Our Mission Statement

"Do everything with love."

(St Paul's first letter to the Corinthians 16:14)

This means that we will....

- Show our love for Jesus in everything we say and do
- Respect everyone by recognising that God made us all different but equally valued.
- Strive for excellence and find ways to share, develop and celebrate our talents.
- Promote a safe, happy and enjoyable environment.
- Actively support our school, parish and the wider community.

Ratified by FGB **July 2025**

Review Date **July 2026**

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.

IMPLEMENTATION AND POLICY REVIEW

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a staff working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents, Governors and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified. It was then sent to the Diocese for further approval. 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 to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". 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 fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 42.

'RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life.' CES 2015

St Paul's is a Catholic School which has Jesus Christ as the centre of all it does and our teaching reflects the church's teaching on RSE. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. In primary schools, the subject is entitled 'Relationships and Health Education'. There is no compulsory mention of the word 'sex' in the subject for primary schools. This means that 'sex education' is an optional subject

N.B. No sex education should be given without prior consultation with parents.

STATUTORY CURRICULUM REQUIREMENTS

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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. 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. (CES A Model Policy for Relationships and Sex Education 2016 Revised 2020).

Relationships and Sex education will be taught throughout the school within the context of personal relationships and marriage as part of the TEN TEN programme 'Life to the Full'. It will be delivered through PSHE, Religious Education and Science lessons. Other activities where discussion and learning may take place will be assemblies and circle time.

VALUES AND VIRTUES

OUR RSE curriculum 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: forgiveness, honesty, kindness, respectfulness, fairness, being caring and selfless.

AIMS

- To engender growth in self respect and self worth, recognising that each of us is created in the image of God
- To enable pupils to understand that love is central to the basis of meaningful relationships
- To encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves
- To prepare children for puberty and to develop the skills and self esteem to help children enter adolescence

- To be sensitive to the fact that children come from a variety of family models
- To teach children about the nature of marriage and its importance for family life and for bringing up children
- To ensure that they have the ability to accept their own and other children's sexuality in positive ways and to enjoy relationships based on mutual respect, dignity and responsibility, free from any abuse
- To correct misinformation and misunderstanding that children may have gained
- To help pupils develop their critical faculties and be aware of the values conveyed by the media in relation to self-image and sexuality
- To explore the meaning and value of life and give some appreciation of the values of family life

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum and through our TEN TEN modules.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At St Paul's Catholic Primary School, we teach RSE as set out in this policy.

Key Stage 1 Objectives for Relationships and Sex Education from Life to the Full

Children should be taught:

- I know what makes me special.
- To learn about mine and other people's needs and rights.
- To learn about the right of other creatures.
- To know that as we grow we have more responsibilities.
- To know what physical contact is and how it makes us feel.
- To know what hurts people's bodies and feelings.
- To know that people have differences and similarities.
- To celebrate people's differences.
- I know what a good and bad secret is.
- To recognise I am unique.
- To know my body and what makes me healthy (including names of body parts).
- To communicate my feelings, likes and dislikes.
- To start to recognise feelings in others, and how they might show this.
- To recognise what fair, unfair, right and wrong mean.
- To effectively listen to others and their opinions.
- To know what makes a community.
- To learn about the responsibility, I have for others.
- To learn about groups and communities that we belong to.

Key Stage 2 Objectives for Relationship and Sex Education from Life to the Full

- To know we have different relationships with different people and that there are different stereotypes
- To recognise and respect similarities and differences in people's families and there are different types of families
- To know how different types of teasing and bullying can affect others.
- To identify what hurts people's bodies and feelings.

- To know what being a part of the community means and think about the lives of people in other places.
- To know that differences can be resolved with different points of view.
- To know who helps us to stay safe online.
- To start to think of strategies to keep physically and mentally safe online.
- To know the importance of protecting personal information
- To know we have different relationships with different people
- To know how to keep my own body safe
- To identify the responsibilities that come with growing older including consent and seeking permission
- To recognise simple changes in my body as I grow older.
- To reflect on changes in feelings as I grow older.
- To think about how my friends' feelings can change too.
- To know when it is ok to keep a secret.
- To know how bullying can affect others
- To recognise and respond to others feelings.
- To identify the skills needed to maintain a positive/healthy relationship.
- To recognise signs of an unhealthy relationship and who to talk to for support.
- To learn how to deal with conflict and resolve disputes in our personal relationships.
- To reflect on how to stand up for what you believe in.
- To think about strategies to use when responding to pressure.
- To know how cyber bullying affects others including sex crimes
- To recognise 4 types of abuse: sexual, physical, emotional and neglect.
- To know who to ask for help from if I feel uncomfortable.
- To know how and when to keep something confidential.
- To recognise and respond to others feelings.
- To know when it is ok to break a confidence.
- To explore pressures, they might experience from ourselves, others and the media including pornography, LGBTQ+
- To explore strategies to manage new thoughts and feelings I have as my body changes.
- To know who to ask for help when in an uncomfortable situation.
- To set high aspirations and goals.
- To recognise talents and gifts in myself and others, thinking about self-confidence.
- To know detailed differences in girls and boys bodies.
- To know what might influence choices of a balanced diet and healthy lifestyle.
- To look at physical consequences of our changing bodies.
- To learn about new life.
- To understand terminology including menstruation, fertility, conception and childbirth.
- To reflect both individually and as a Catholic community about sex – both physical and emotional.
- To respectfully reflect on those that have a different opinion to me.

DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE). RSE is taught to all pupils sensitively and inclusively with the support of the RSE lead, PSHE coordinator and Senior Leadership team (SLT) to adapt to the needs of all our children.

PSHE is taught for at least one hour a week. Whilst there are statutory requirements for PSHE, our curriculum will be personalised to the needs of our pupils involving all stakeholders; including parents and governors. The subject leader for PSHE will meet SLT to evaluate provision in order to ensure that teaching and learning in PSHE is outstanding. Where necessary, staff will receive coaching and training in PSHE.

- Ten Ten 'Life to the full plus' provides our PSHE planning

- PSHE lead to monitor lesson plans, evidence book and high-quality teaching and learning in PSHE.
- Carefully designed schemes of learning in PSHE ensure consistency and progress of all learners.
- PSHE is taught individually but plays a key role in the achievement of the learning aims of the vehicle. For example, a focus on a healthy living produce market could involve the children producing healthy living leaflets or recipe book for children. This would involve speaking with healthcare professionals/ chefs to look at what a balanced diet looks like and support and advice on healthy recipes that appeal to children.

High quality teaching responds to the needs of children. High quality input from experts and educational resources complement the delivery of specialist learning admirably. Children understand how PSHE is used in the wider world including careers.

PUBERTY AND PERSONAL HYGIENE

Girls and boys will be taught in groups about their changing bodies and emotions, menstruation, puberty and human development in Year 4 (summer term) and Year 6.

Disposal facilities will be available to all menstruating females and all staff will deal with requests for supplies in a helpful manner without embarrassment.

LANGUAGE

Appropriate language that has been agreed by the whole staff will be used to communicate about sexual health. Pet names, swear words and slang can mystify, confuse and offend children.

The following key words may be used as and when appropriate:

KEY STAGE 1

Penis
vagina
testicles
urethra
vulva

KEY STAGE 2

penis
menstruation
reproduction
nipples
puberty
testicles
pubic hair
vagina
uterus
genitalia
genitals
breasts
fallopian tube
womb
placenta
embryo
foetus
umbilical cord

If a child asks a question relating to any of the issues not open to discussion, they will be spoken to individually adhering to the above guidelines and parents will be informed.

Contraception will not be taught as part of the curriculum but we will be sensitive to individual concerns and they will be recognised and dealt with within the context of Catholic teaching.

INCLUSION

Relationship and Sex Education is inclusive. As such a wide range of learning and teaching strategies are planned into the programme. 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.

PARENTS AND CARERS

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

'Parents have the first responsibility for the education of their children' Catechism of the Catholic Church 2223

The Catholic Church further expands on this by saying that God has given each family its own specific and unique mission, and that the role of the school is to complement the educational responsibilities that have been bestowed upon parents.

According to the Congregation for Catholic Education in Rome:

'Catholic tradition teaches that God has bestowed on the family its own specific and unique educational mission... The educational task of the family and that of the school complement one another in many concrete areas.'

So, parents are the first educators of their children. It is their right and responsibility to inform and educate their children in matters relating to human growth and development, particularly sexual development. Therefore, schools should always seek to work in partnership with parents and carers. The teaching offered by schools should complement and not replace their primary role. In doing so, we are fulfilling the mission of the Church and enacting the Home-Parish-School triangle: supporting the Church in its duty to educate on these matters, and assisting parents in their duties.

As part of Ten Ten 'Life to the Full', we have access to an Online Parent Portal. This section of the website is available to all parents whose child's school uses Life to the Full. The Online Parent Portal provides a summary of each lesson, links to specific content and suggestions for further engagement at home. Our school is given a unique username and password which they can distribute to parents to provide all-year-round access to the portal.

www.tentenresources.co.uk/parent-portal

Username: st_pauls-po6

Password: peter- friend

Parents/carers will be informed by letter and invited to a workshop 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. This is notified to teachers via the long term plan and teachers need to co-ordinate this with their parents.

Parents in England have the right to withdraw their children from lessons that teach 'Sex Education'. They can do so up to three terms before their children reach the age of 16

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.

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.

ROLES AND RESPONSIBILITIES

Responsibility for the specific relationships and sex education programme lays with the PSHE, RE and Science leaders. 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.

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.

The Governing Board

- 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.

The Headteacher

The Headteacher 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.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. All teachers will be responsible for teaching PSHE including RSE within their classrooms. The RSE coordinator is responsible for monitoring RSE and will communicate back to the Headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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 particular difficulties whether of a physical or intellectual nature 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.

TRAINING

Staff are trained on the delivery of RSE using the Catholic Education Service statutory training and is included in new staff induction training and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

CHILDREN'S QUESTIONS

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be 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. 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 / 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.