



**CORPUS CHRISTI  
CATHOLIC SCHOOL**

# Relationships and Sex Education Policy

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January 2023

**MISSION STATEMENT**

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:  
To Learn, To Live, To Love.

Discere Vivere Amare



CORPUS CHRISTI  
CATHOLIC SCHOOL

**POLICY STATEMENT:**

Date	Review Date	Subject Leader	Nominated Governor
05.01.23	05.01.24	Mr M Kelleher	Fr. M O’Gorman

**Rationale**

“... children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities... they should receive a positive and prudent education in matters relating to sex, and young people have their right to be stimulated to make sound moral judgment based on well-informed conscience and to put them into practice with a sense of personal commitment ...”

Gravissimum Educationis (para. 3) Second Vatican Council.

The Corpus Christi Relationship and Sex Education (RSE) policy is based on a combination of the Archdiocese of Southwark Education in Human Love Policy Statement for Relationship & Sex Education October 2020, Social and Emotional Aspects of Learning (SEAL) and other schemes of the Catholic Church, including ‘Ten Ten, Life to the Full’. Life to the Full has been approved by our diocese. Furthermore, Ten Ten have entered into a partnership with the Catholic Education Service and the Department for Education to provide training for teachers in Catholic schools on the subject of the new statutory curriculum.

RSE is part of the Personal, Social and Health Education (PSHE) curriculum in the school and is used to inform and guide the children in all areas of interpersonal relationships, including friendships and family relationships, and in Upper KS2 puberty and reproduction. This is carried out with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Teaching of quality RSE is essential in creating an inclusive ethos and is central to developing healthy relationships and behaviours where children can assess and manage risk.

## LEGISLATION AND GUIDANCE

We believe that this policy should be a working document fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education Act 2011
- Children and Social Act 2017

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Behaviour and Discipline in Schools (DfE 2016)
- Alternative Provision: Statutory Guidance (DfE 2013)
- Mental Health and Behaviour in Schools (DfE 2018)
- Preventing and Tackling Bullying (DfE 2017)
- Sexual Violence and Sexual Harassment between Children in Schools (DfE 2018)
- Promoting Fundamental British Values as part of SMSC in Schools (DfE 2014)
- National Citizen Service Guidance for Schools (DfE 2017)
- Parental Engagement on Relationships Education (DfE 2019)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

## CURRICULUM AIMS AND OBJECTIVES:

### Aims

Corpus Christi aims to integrate RSE into the curriculum in such a way as to meet the particular needs of children as they grow and develop. It will seek to answer questions honestly when they occur, and in a manner appropriate to the child's age. From a child's early years, the teaching of RSE aims to:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- foster self-esteem, positive self-image and confidence.
- foster respect for self, to others, and a growing appreciation of the dignity of Christian marriage and family life in line with the school's RE programme, 'Come and See'
- To ensure that RSE is delivered with a cross-curricular and integrated approach and embedded in the wider context of the school's PSHE and RE programme.
- Children in Years 5 and 6 are given appropriate facts and information about puberty and sexual development

### Objectives

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect similarities and differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To offer sex education supported by the school's wider curriculum for personal, social and health education.
- To be able to know their body, learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated with each sense. Include the introduction of genitals if agreed after consultation with parents/carers and describe the changes as humans develop to old age.
- To ensure that pupils are prepared for puberty and the opportunities, responsibilities and experiences that adult life will bring.
- To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
- To help pupils to develop a healthier, safer lifestyle.

- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

## ORGANISATION AND PLANNING

### Teaching and Learning Styles

RSE is taught in a variety of ways, including taught sessions, class and group discussion, and media including RSE and PSHE videos and computing resources. In upper KS2 during Sex and Relationship Education classes, children also have the opportunity to ask anonymous questions to address any concerns or issues not previously covered.

Parents are sent reminder letters prior to the teaching of Upper KS2 Sex and Relationship Education lessons. These lessons are delivered in separate gender groups by same-gender staff.

### Resources

The school's RSE resources are in line with Catholic teaching and the school's RSE policy. RSE is based on the QCA units issued by the government in partnership with a range of resources from the 'Ten Ten, Life to the Full' scheme, Young London Matters RSE Core Curriculum for London: A Practical Resource and also resources from the BBC and Channel 4.

### Specific issues within RSE

#### Withdrawal

RSE became a mandatory subject in September 2020. Parents/carers do have the right to withdraw their children from the parts of the RSE curriculum which teach about puberty and human reproduction. Those parents/carers wishing to exercise this right are invited to see the Headteachers and RSE lead who will explore any concerns and discuss any impact withdrawal may have on the child. Once a child has been withdrawn they cannot take part in this particular aspect of the RSE programme until the request for withdrawal has been removed.

Prior to Upper KS2 Relationship and Sex Education lessons, a letter will be sent home explaining the content and parents are invited to an information evening where any questions can be addressed.

### Confidentiality

As a general rule, children's confidentiality is maintained by the teacher or member of staff concerned. However, staff never promise absolute confidentiality as work relating to RSE may give rise to concerns or disclosures. In those cases, staff follow the school's Safeguarding and Child Protection policy.

### Child Protection

Corpus Christi has a separate Safeguarding and Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

### Controversial and Sensitive Issues

Staff are aware that views around RSE are varied. However, while pupil views are respected, all RSE issues are taught within the framework of the Catholic values. Pupils are made aware of a variety of views and beliefs so that they are able to form their own, informed opinions but also understand that others may have different opinions.

### Dealing with Questions

Both formal and informal RSE issues that arise from children's questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skills and discretion in this area.

## **Implementation of National Curriculum 2014**

RSE is taught through different aspects of the curriculum. The main teaching of RSE is through 'Ten Ten, Life to the Full' which is developmental programme for primary school children. It is also taught through PSHE and Citizenship although some RSE is taught through other subject areas (for example RE, PE, and Science) where it contributes significantly to a child's knowledge and understanding of this or her relationships with others or their own body and how it changes and develops.

CORE THEME	Created and Loved by God				Created to Love Others			Created to Live in Community	
	Religious Understanding	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World
<b>KEY STAGE ONE</b>	Story Sessions: Handmade With Love (Kester's Adventures)	Session 1: I Am Unique (Me) Session 2: Girls and Boys (My Body) Session 3: Clean & Healthy (My Health)	Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Out Session 3: Super Susie Gets Angry	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People Session 2: Treat Others Well... Session 3: ...and Say Sorry	Session 1: Being Safe Session 2: Good Secrets & Bad Secrets Session 3: Physical Contact	Session 1: Trinity House Session 2: Who Is My Neighbour?	Session 1: The Communities We Live In
<b>LOWER KEY STAGE TWO</b>	Story Sessions: Designed for a Purpose (Kester's Adventures) Session 1: Sacraments	Session 1: We Don't Have To Be The Same Session 2: Respecting Our Bodies Session 3 (Yr4+) What is Puberty? Session 4 (Yr4+) Changing Bodies Session 5 (Yr4+) Discussion Groups - optional	Session 1: What Am I Feeling? Session 2: What Am I Looking At? Session 3: I Am Thankful	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others Session 2: When Things Feel Bad Session 3: When Things Change	Session 1: Sharing Online Session 2: Chatting Online Session 3: Physical Contact	Session 1: Trinity House Session 2: What is the Church?	Session 1: How Do I Love Others?
<b>UPPER KEY STAGE TWO</b>	Story Sessions: Made to Grow (Kester's Adventures)	Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots and Sleep	Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff Online	Session 1: Making Babies (P1) Session 2: Making Babies (P2) *Optional homework session Session 3: Menstruation	Session 1: Is God Calling You?	Session 1: Under Pressure Session 2: Do You Want a Piece of Cake? Session 3: Self-Talk	Session 1: Sharing Online Session 2: Chatting Online Session 3: Physical Contact	Session 1: Trinity House Session 2: Catholic Social Teaching	Session 1: Reaching Out

### In KS1, children are taught:

- We are children of God
- The main parts of the body
- To recognize similarities and differences between themselves and others
- To identify and share their feelings with each other
- To recognize safe and unsafe situations
- To identify someone to talk to that they can trust
- Relationships within family, friendships and community
- Animals, including humans, move, feed, grow and reproduce

### In KS2 children are taught:

- Life processes (including in upper KS2 physical changes that take place at puberty, why they happen and how to manage them)
- The main stages of the human life cycle
- To express their opinions about relationships and bullying, learning to listen and to support others
- To respect other peoples' views and beliefs and celebrate differences
- To recognize their own self-worth and identify positive things about themselves

### Foundation Stage

The RSE scheme 'Ten Ten, Life to the Full' is introduced to children at Nursery where they learn about friendship and Jesus is our friend. This is further developed in Reception where children learn about 'God's Love in Our Family'. Personal, Social and Emotional Development (PSED) plays a major role in the Early Years Foundation Stage (EYFS) curriculum. Children are taught to manage their own personal needs, develop the social skills they need to build successful relationships, and to take into account and respect the ideas of others. PSED is taught as a separate subject; however, its objectives are taught throughout the other areas of learning to encourage children's own sense of self-worth and positive relationships with peers and adults.

## REMOTE LEARNING

Teachers in each year group will together develop contingency plans to deliver the RSE curriculum to pupils in the event that remote learning is required.

Contingency plans will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations (including cross-curricular links)
- Give access to high quality remote education resources
- Make use of the online tools that are consistently used across the school in order to allow interaction, assessment and feedback to pupils
- Provide printed resources, such as workbooks, for pupils who do not have suitable online access
- Be inclusive of SEND pupils and their families

## DIFFERENTIATION

During teaching we will ensure differentiation and inclusion and that RSE is sensitive to the different needs of individual pupils, respect pupils' different abilities, levels of

maturity and personal circumstances e.g. sexual orientation, family background, faith and culture.

The governing body have wider responsibilities under the Equalities Act 2010 and will

ensure that our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010.

## ASSESSMENT FOR LEARNING

### Assessment and Recording

Work in RSE is recorded in the back of Religion books, where the outcome is a non-verbal response to lessons. Children complete an assessment activity at the beginning of each topic which they revisit at the end of the topic to evidence learning. Elements of RSE in the science curriculum are assessed formally. Some aspects of Relationships and Sex Education are recorded during PSHE lessons also. Children are given the opportunity for self-assessment at the end of each unit.

## MONITORING ARRANGEMENTS

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Co-Headteachers and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils' work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

## INCLUSION

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;

- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who can do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

## EQUALITY IMPACT ASSESSMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## TRAINING

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - National Curriculum programmes of study and attainment targets for all subjects
  - Curriculum
  - Teaching and learning
  - Planning
  - Differentiation
  - Assessment
  - Monitoring and Evaluation
  - Special Educational Needs
  - Academically More Able, Gifted and Talented Pupils
  - Key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

## ROLES AND RESPONSIBILITY FOR THE POLICY

### Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of RSE
- delegated powers and responsibilities to the Co-headteachers to ensure all school personnel and stakeholders are aware of and comply with this policy
- responsibility for ensuring compliance with the legal requirements of the National Curriculum
- responsibility for ensuring that the school complies with all equalities legislation
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents

- reviewing the effectiveness of this policy with the Governing Body nominated a link governor to:
  - visit the school regularly
  - work closely with the Co-Headteachers and the coordinator
  - ensure this policy and other linked policies are up to date
  - ensure that everyone connected with the school is aware of this policy
  - attend training related to this policy
  - report to the Governing Body every term
  - annually report to the Governing Body on the success and development of this policy

### Role of the Co-Headteachers

The Co-Headteachers will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy; ensure teachers:
  - ‘have good knowledge of the subject(s) and courses they teach
  - have effective support for those teaching outside their main areas of expertise
  - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching
  - check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
  - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
  - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching
  - create an environment that allows the learner to focus on learning
  - develop a rigorous approach to the teaching of reading in order to develop learners’ confidence and enjoyment in reading
  - use reading materials at the early stages of learning to read that are closely matched to learners’ phonics knowledge’. (Amended from the ‘Education Inspection Framework’ (Ofsted 2019)
- work closely with the curriculum leader, subject leaders and the link governor
- ensure compliance with the legal requirements of the National Curriculum
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child
- encourage parents to take an active role in curriculum development
- provide leadership and vision in respect of equality

- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by:
  - observing teaching and learning
  - planning scrutinies and work
  - discussions with pupils and members of the school council
  - annually report to the Governing Body on the success and development of this policy

### Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school
- work closely with the Co-Headteachers, the nominated governor and SENCO
- promote the teaching of numeracy and literacy within all subjects
- be accountable for standards in this subject area

monitor standards by:

- auditing the subject area
- review of the scheme of work
- monitoring teachers planning
- lesson observations
- scrutinising children's work
- discussions with pupils

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

- ensure continuity and progression throughout the school
- devise a subject improvement plan
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises regarding
- attend appropriate and relevant INSET
- keep up to date with new developments
- undertake an annual audit and stock take of resources
- purchase new resources when required and in preparation for the new academic year
- manage the subject budget effectively
- undertake risk assessments when required
- review and monitor
- annually report to the Governing Body on the success and development of this policy

### Role of Teachers

Teachers will:

- comply with all aspects of this policy
- work closely with the subject leader to develop this policy
- devise medium and short term planning
- plan and deliver good to outstanding lessons

- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure
- have high expectations for all children and will provide work that will extend them
- assess, record and report on the development, progress and attainment of pupils
- achieve high standards
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the school community

### Role of Pupils

Pupils will:

- be aware of and comply with this policy (in an age appropriate form)
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme
- listen carefully to all instructions given by the teacher
- ask for further help if they do not understand
- participate fully in all lessons
- participate in discussions concerning progress and attainment
- treat others, their work and equipment with respect
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school
- liaise with the school council
- take part in questionnaires and surveys

### Role of Parents/Carers

"Sex education, which is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centres chosen and controlled by them. In this regard, the Church reaffirms the law of subsidiarity, which the school is bound to observe when it co-operates in sex education, by entering into the same spirit that animates the parents".

The Church recognises that parents are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development. Catholic schools help parents in this task and seek to work in partnership with them. To meet this expectation school leaders and governors seek to work in partnership with them by following these principles:

Parents/carers will:

- be aware of and comply with this policy as it applies to them
- be encouraged to take an active role in the life of the school by attending:

- Parent information and open evenings
- parent-teacher consultations
- be encouraged to respond to curriculum information on our school website via a Parent Survey
- be informed via the school website of their child's topics
- asked to provide feedback and given the opportunity to ask questions
- encourage effort and achievement
- encourage completion of homework and return it to school
- join the school in celebrating success of their child's learning

## MONITORING THE EFFECTIVENESS OF THIS POLICY

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing board for further discussion and endorsement.

## LINKS TO OTHER POLICIES

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum (RE, PSHE, Science, English, PE)
- Curriculum Intent, Implementation and Impact
- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning

**Confirmation of policy:**

**Corpus Christi School**

Subject Lead: Mr M Kelleher

Link Governor: Fr. M O'Gorman

Date to be reviewed: January 2024