

St Ignatius Catholic Primary School



A framework for Catholic Primary HRSE

'Rooted in love, respect, care, and a commitment to working hard.'

Updated Summer 2026 (based on the model CES RSE curriculum)

Agreed by Governors Summer 2026

Consultation to parents Summer 2026

Agreed End of Summer 2026 to review Summer 2029

Introduction

At St Ignatius Catholic Primary School, any teaching about love and sexual relationships is firmly rooted in the teaching of the Catholic Church. Our approach reflects what it means to be truly human in Christ, created in the image and likeness of God, and called to live well in loving relationship with others. All teaching is presented within a positive framework of Christian virtue, shaped by the Gospel values and the example of Jesus Christ.

For this reason, we refer to Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE). This reflects our belief that healthy, respectful relationships are fundamental to human dignity and well-being, and that understanding relationships is at the heart of authentic Catholic education.

Pedagogical Principles

At St Ignatius Catholic Primary School, we are committed to delivering an RSE programme that is not only faithful to Church teaching but also represents high-quality education. Our RSE programme is shaped by the following pedagogical principles:

Progressive & Developmental

RSE at St Ignatius is carefully planned and sequenced to match the age, stage and maturity of each pupil. Learning is continuous and developmental, beginning in the Early Years and building year on year throughout primary education.

Pupils are gradually led towards a deeper understanding of relationships, personal dignity and human development, at a pace appropriate to their growing emotional, cognitive and spiritual maturity. Each phase of education informs the next, ensuring coherence and progression across the school.

Adaptive

We recognise that children develop at different rates and come from a variety of backgrounds and experiences. Teaching at St Ignatius is therefore sensitive, inclusive and adaptive, ensuring all pupils can access learning meaningfully.

Where necessary, teaching approaches, resources and support are adapted to meet the needs of pupils with special educational needs and disabilities. No child is withdrawn from RSE because of additional needs or to prioritise other curriculum areas.

Cross-curricular

As a Catholic school committed to the education of the whole person, RSE at St Ignatius is embedded thoughtfully across the wider curriculum.

Religious Education provides the foundation of meaning, virtue and belief

Science supports pupils' understanding of the human body and development

PSHE promotes emotional well-being, safety and respectful relationships

All subjects speak with one consistent Catholic voice, ensuring pupils receive clear, coherent messages about human love, dignity and responsibility.

Integrated

At St Ignatius, we recognise parents as the first educators of their children. Our RSE programme is designed to work in partnership with families, the parish and the wider school community.

We seek to ensure that pupils encounter a consistent and supportive message about relationships and sexuality at home, at school and in parish life. Parents are informed, consulted and supported, enabling education in relationships to be shared, trusted and effective.

Inspired by our school's patron, St Ignatius of Loyola, our RSE programme encourages pupils to:

Develop self-awareness and reflection

Grow in love, respect and service of others

Make thoughtful, morally informed choices

Recognise God's presence in their relationships and daily lives

Through RSE at St Ignatius Catholic Primary School, children are nurtured to become compassionate, confident and virtuous individuals, ready to live out their faith with integrity and love.

Co-ordinated

At St Ignatius Catholic Primary School, we recognise that the aims of Relationship and Sex Education can only be achieved when RSE is given the time, priority and leadership it deserves. RSE is therefore taken seriously by school leaders and is understood as a core part of our mission to educate the whole person.

Responsibility for RSE is clearly defined and appropriately led, ensuring the subject is carefully planned, coherently delivered and regularly reviewed. Staff involved in the delivery of RSE are supported through training and guidance so that they are confident, knowledgeable and faithful to the teaching of the Church.

RSE at St Ignatius is delivered as part of a whole-school approach, where staff not only teach Catholic teaching on love and human sexuality, but witness to it through their words, relationships and conduct. Our school community seeks to celebrate, not merely tolerate, the Church's vision of human love, dignity and moral responsibility.

Balanced

Promoting Catholic virtues and Gospel values, St Ignatius Catholic Primary School is committed to a broad and balanced RSE programme that meets the needs of all pupils.

Our RSE curriculum:

Is faithful to the teaching of the Catholic Church

Provides clear, accurate and age-appropriate factual information where relevant

Meets statutory requirements placed upon primary schools

Supports pupils' physical, emotional, social and spiritual development

Scientific knowledge is taught clearly and appropriately, always within a moral and theological framework that respects the dignity of the human person and the values of our Catholic faith.

The structure of this model framework.

The RSE curriculum at St Ignatius Catholic Primary School follows the Catholic Primary RSE Model Framework and is delivered across EYFS, Key Stage 1 and Key Stage 2. It is carefully adapted to reflect the age, maturity and individual needs of our pupils. The programme is organised around three interconnected themes, which allow learning to be revisited and deepened over time:

- **Created and loved by God** (this explores the individual)
The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others** (this explores an individual's relationships with others)
God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- **Created to live in community – local, national & global** (this explores the individual's relationships with the wider world)
Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian Virtue and RSE

At St Ignatius Catholic Primary School, virtues are at the heart of our RSE curriculum. Each theme begins by identifying the virtues needed to live well in relationship with others, and these virtues underpin all teaching and learning.

Virtues are understood as habits of character, developed gradually through:

Experience

Reflection

Imitation of good role models

Staff endeavour to model these virtues in daily school life so that pupils can see them lived out authentically within the school community.

These virtues reflect the rich tradition of the Church and are also fundamental human virtues, equipping pupils to live well both within and beyond the Catholic community.

Theme 1: Created and Loved by God

EYFS & KS1

KS2

Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God (RED- Branch 1 (EYFS/Y1)) 1.1.1.4. Patient when they do not always get what they want 	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God (RED- Branch 1 (KS2)) 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears
Religious understanding of the human person: loving myself	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 1.1.2.1. We are made by God and are special (RED- Branch 1 (EYFS/Y1)) 1.1.2.2. We are all God's children (RED- Branch 1 (EYFS/Y1)) 1.1.2.3. Ways of expressing gratitude to God (RED- Branch 1 (EYFS/Y1)) 1.1.2.4. About the sacrament of Baptism (RED- Branch 1 (Y2)) 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 2.1.2.1. We are special people made in the image and likeness of God (RED- Branch 1 (KS2)) 2.1.2.2. We are children of God with an innate dignity (RED- Branch 1 (KS2)) 2.1.2.3. God has created us for a purpose (vocation) (RED- Branch 1 (KS2)) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God (RED- Branch 1 (KS2)) 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

Me, my body and my health	<p>Pupils should be taught:</p> <p>Me</p> <p>1.1.3.1. We are all unique individuals</p> <p>1.1.3.2. We all have individual gifts, talents and abilities</p> <p>My body</p> <p>1.1.3.3. The names of the external parts of the body</p> <p>1.1.3.4. The similarities and differences between girls and boys</p> <p>My Health</p> <p>1.1.3.5. How to maintain personal hygiene</p> <p>1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</p> <p>1.1.3.7. To understand the harm that excessive time spent online can have physical and mental wellbeing.</p>	<p>Pupils should be taught:</p> <p>Me</p> <p>2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy</p> <p>2.1.3.2. Strategies to develop self-confidence and self-esteem</p> <p>2.1.3.3. Each person has a purpose in the world</p> <p>2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>My body</p> <p>2.1.3.5. Their body will change and develop as they grow</p> <p>2.1.3.6. About the growth and development of humans and the changes experienced during puberty, including the menstrual cycle</p> <p>2.1.3.7. The names of the main parts of the body, including identifying and correctly naming: penis, vulva, vagina, testicles, scrotum, nipples</p> <p>My health</p> <p>2.1.3.8. How to make informed choices that have an impact on their health and what constitutes a healthy life-style, including physical activity, dental health and healthy eating</p> <p>2.1.3.9. The facts about legal and illegal harmful substances, including smoking, nicotine products, vaping, alcohol use and drug-taking.</p> <p>2.1.3.10. To understand the harm that excessive time spent online can have physical and mental wellbeing.</p>
---------------------------	---	---

Emotional well-being and attitudes	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>1.1.4.1. That we all have different likes and dislikes</p> <p>1.1.4.2. A language to describe feelings</p> <p>Attitudes</p> <p>1.1.4.3. A basic understanding that feelings and actions are two different things</p> <p>1.1.4.4. Simple strategies for managing feelings and behaviour</p> <p>1.1.4.5. That choices have consequences</p>	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty</p> <p>2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings and know when to seek help when emotions become overwhelming</p> <p>2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media and changing friendships)</p> <p>2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves and others</p> <p>Attitudes</p> <p>2.1.4.5. That some behaviour is unacceptable, unhealthy or risky</p> <p>2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p>
------------------------------------	---	--

EYFS & KS1

KS2

Life cycles and fertility	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>1.1.5.1. That there are life stages from birth to death</p>	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>2.1.5.1. How a baby grows and develops in its mother's womb</p> <p>2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)</p> <p>Fertility</p> <p>2.1.5.3. The nature and role of menstruation in the fertility cycle</p> <p>2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</p>
---------------------------	---	---

Theme 2: Created to love others

EYFS & KS1

KS2

Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, “please” and “thank you” 1.2.1.6. Honest, able to tell the difference between truth and lies 	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> 2.2.1.1. Loyal, able to develop and sustain caring friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 1.2.2.1. We are part of God’s family (RED Branch 3 (EYFS & KS1)) 1.2.2.2. All families and people who care for me are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others (RED Branch 3 (EYFS & KS1)) 1.2.2.5. That we should love other people in the same way Jesus loves us (RED Branch 3 (EYFS & KS1)) 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese (RED – Branch 3 & 5 (KS2)) 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness (RED – Branch 3 & 5 (KS2)) 2.2.2.4. The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment (RED- Branch 1 (Y5 & Y6))

Personal Relationships	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Family units should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. Marriage represents a formal and legally recognised commitment 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments 2.2.3.5. The characteristics of a healthy family life. 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.7. How to respond appropriately to bullying (including cyber-bullying) and an awareness of responsible use of technology 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised 2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes
------------------------	---	--

Keeping safe and people who can help me	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly name their “private parts” for the purposes of safeguarding them from sexual exploitation</p> <p>1.2.4.5. Importance of seeking and giving permission in relationships.</p> <p>People who can help me</p> <p>1.2.4.6. Who to go to if they are worried or need help</p> <p>1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behaviour are appropriate</p> <p>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>2.2.4.5. Importance of seeking and giving permission in relationships</p> <p>People who can help me</p> <p>2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>2.2.4.7. How to report and get help if they encounter inappropriate materials or messages</p> <p>2.2.4.8. To keep asking for help until they are heard</p>
---	---	--

Theme 3: Created to live in community (local, national and global)

EYFS & KS1

KS2

Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>
Religious understanding of the importance of human communities	<p>Pupils should be taught:</p> <p>1.3.2.1. That God is Father, Son and Holy Spirit (RED- Branch 1 (EYFS, KS1))</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on who is my neighbour (RED- Branch 3 (EYFS, KS1))</p>	<p>Pupils should be taught:</p> <p>1.3.2.4. God is Trinity – a communion of persons (RED- Branch 1 (KS2))</p> <p>2.3.2.1. The key principles of Catholic Social Teaching</p> <p>1.3.2.5. The Church is the Body of Christ (RED- Branch 5 (KS2))</p> <p>2.3.2.2.</p>
Living in the wider world	<p>Pupils should be taught:</p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behaviour has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p>Pupils should be taught:</p> <p>2.3.3.1. That there are some practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>