

St Mary's Catholic Primary School
'Learning Together in Faith and Love'

ST MARY'S CATHOLIC PRIMARY SCHOOL



Policy for Relationship and Sex Education (RSE)

Designated Teacher: Christian Larke
Date Policy to be reviewed: Spring 2026

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Mission Statement

St Mary's is a vibrant one form entry Catholic Primary School in North Kensington with a strong sense of community. We are a school that welcomes all children from the ages of 3 to 11 years. Our school serves the Roman Catholic Parish of Our Lady of the Holy Souls, Kensal New Town and other local parishes.

The aims of our school are:

- To promote Christian values where children live, learn and celebrate the teaching of Christ.
- To provide a curriculum which is broad, balanced and meaningful and where children can experience enjoyment and fulfilment.
- To promote the highest standards of teaching and learning within the framework of the National Curriculum.
- To develop in each child a sense of achievement, value and self-worth and to achieve the standards of which they are capable.
- To help our children acquire the skills of independent learning and make sufficiently rapid progress.
- To provide a safe and secure environment where children feel valued and where they respect help and care for each other.
- To involve parents in all aspects of their child's education and promote good home/school partnerships.
- To develop in our children awareness and respect for the different cultures and religions represented in society and their responsibility to the wider community.
- To foster the continuing development of staff, parents and Governors in serving the community.

St Mary's School Values

These are the values which will be explicitly taught, modelled and rewarded at St Mary's:

- **Kindness**
- **Respect**
- **Tolerance**
- **Honesty**
- **Responsibility (for ourselves and our world)**

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- **Co-operation**

Introduction

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

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors and parents in the Spring Term 2024. This policy will be reviewed every 2 years by the Executive Head Teacher, Head of School, RE/RSE Lead, the Governing Body and Staff. The next review date is the Spring Term 2026.

Dissemination

Details of the content of the RSE Curriculum will be published on the school's website. All parents will be given a code to access the online curriculum portal.

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 him as a sexual being, about what it means to be fully human, called to live in right relationship with self and other and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building block and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."²This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy, relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not to apply pressure)."³

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

³ Relationship Education, Relationship and Sex Education (RSE) and Health education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

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Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of the National Curriculum Science (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies).

However, our inclusion for RSE goes no 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 a loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is 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.

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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 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.

Aims of RSE and the Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will 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"⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and human person.

Objectives

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.

⁴ *Gravissimum Educationis* 1

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To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity and are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risk and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

Outcomes

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

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(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 school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Broad Content of RSE

Three aspects of RSE-attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school/ethos dimension; a cross-curricular dimension and a specific relationships and sex education curriculum.

At St. Mary's, we will use Ten Ten's new programme for Catholic primary schools, **Life to the Full (LTF)**, which will teach Relationships Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

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 spiritual 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 well being, 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.

The programme has three modules for each year:

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Module One: Created and loved by God

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

Module Two: Created to Love Others

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

Module Three: Created to live in the Community

This module explores the individual's relationship with the wider world. The children will explore how human beings are rational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

Programme and Resources

Appendices to this policy provide further information about the RSE Curriculum and the Life to the Full programme and parent resources.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role play
- trigger drawing
- values clarification

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It is important to assess if the outcomes of the RSE curriculum are being achieved the **Life to the Full** Programme, there is an assessment at the end of each unit of sessions. The assessment activity takes into account the learning objectives of the sessions within the unit and provides 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 a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their child's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have the **right to withdraw** their children from Sex Education except in those elements, which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the head teacher. 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 the 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

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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 the Programme.

Responsibility for the specific relationships and sex education programme lies with the Executive Head teacher, Head of School, RE Lead, PSHE Lead, Science Lead and Chair of Governors and Year Six Teachers.

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 with our school policy for external visitors, developed in line with CES guidance 'Checklist for External Speakers to Schools'⁵

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities Regarding RSE

Governors

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure the policy is in accordance with other school policies, e.g. SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their rights to withdraw their children;

⁵ CES Checklist for External Speakers to the School, 2016

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- establish a link governor to share 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.

Executive Head Teacher

The Executive Head Teacher 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 Authority, also appropriate agencies.

PSHE/RSE Lead

The PSHE and RSE Leads with the Executive Head Teacher and Head of School have 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.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Relationship to Other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the schools' other policy documents (including our Positive Behaviour Management Policy, Safeguarding policy and Child Protection Policy)

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.

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

Children's' Questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive Issues

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other 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 of discussion. (See also Relationship Education, Relationship 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 young 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 at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

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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 always have to inform others, e.g. parents, Executive Head Teacher/Head of School, but that the pupils would always be informed first that such action was going to take part.

Monitoring and Evaluation

The RSE Lead 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 a questionnaire/response sheets/needs assessments 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.

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Appendix A

Life to the Full (LTF) - Programme Structure

In Life to the Full programme, we will follow a three stage structure which is repeated across four different learning stages:

- EYFS is aimed at Nursery and Reception
- Key Stage One is aimed at Year 1 & 2
- Lower Key Stage Two is aimed at Years 3 & 4
- Upper Key Stage Two is aimed at Year 5 & 6

Within each learning stage, there 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:

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 Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

Appendix B

A Model Catholic RSE Curriculum Link:

<https://education.rcdow.org.uk/re-catholic-life/relationships-and-sex-education/>

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Appendix C

Link to Life to the Full Parent Portal:

<https://www.tentenresources.co.uk/online-parent-portal-primary/>

Password access form St. Mary's Staff on request for parents, staff and governors.

This Policy has been approved by the Full Governing Body in the Spring Term 2024 and will be reviewed in the Spring Term 2026.