

Relationships and Sex Education (RSE) Policy



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Policy Created by;	Lucy Ball (RSE lead)
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UNCRC (United Nation Convention of the Rights of a Child) Articles included in this policy;	1, 2, 3, 4, 5, 6, 12, 15, 16, 17, 23, 24, 28, 34, 36 and 39

Our Mission Statement

Together we grow in faith, knowledge and love.

Together we show respect, kindness and confidence.

Together our community shines.

Our Mission Statement highlights the power of unity and shared values in fostering growth and positive relationships within a community. At St Anne's we work together with respect, kindness and confidence to truly make a difference. We aim to meet the needs of every child through a challenging, enriched curriculum. Providing a safe, secure and stimulating learning environment. We know when we come together our community thrives and shines

Context

This policy document should be considered in the light of our School Mission Statement.

Here at St Anne's RC, we strive to embrace the challenges of creating a happy and successful adult life, by giving our pupils the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. This policy focuses on how we teach the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and adults; peers and teachers.

Rationale

'I have come that you might have life and have it to the full' (Jn.10.10)

Here at St Anne's RC we recognise that RSE is an important part of education, this is 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 all our teaching. At St Anne's, we see all people and all creation as unique. Our RSE teaching is in alignment with the Church's moral teachings and the Diocese of Salford guidance. We emphasise the importance of marriage and family, whilst acknowledging that all pupils have a fundamental right to have their life respected - whatever their choices or background.

Definitions and Terminology

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". Furthermore, "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 the right relationships with their self and others and being enabled to make moral decisions in conscience."

At St Anne's, we understand that RSE is the lifelong learning about physical, moral, social and emotional development. It is the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. Working collaboratively, we have devised an RSE curriculum which fulfills our statutory obligations as well as developing our children as a whole person, ready for the challenges of the outside world.

Statutory Curriculum Requirements

We guided to teach RSE as stated in the Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025. *"This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996"* The RSE content taught here at St Anne's also forms part of the Science National Curriculum.

However, here at St Anne's the reasons for our inclusion of RSE go further. 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.

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.

Parents **only** have the right to request that their child be excused from sex education within RSE only. The programme we have chosen to use is called 'Life to the Full' and within this programme, we have chosen to include the teaching of sexual intercourse during year 6. Therefore, children can be withdrawn from this individual lesson on a parents request (See appendix for withdrawal form). All other lessons being delivered from the programme covers the statutory elements of the National Curriculum, therefore children cannot be withdrawn from the lessons. Any parent who wishes to discuss this, is welcome to speak to the Headteacher, *'as withdrawing children from any part of the non-statutory curriculum has detrimental effects on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher'* (DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019).

● Aims and Objectives

This RSE policy has been developed alongside our PSHE Policy. We work in partnerships with parents/carers, Ten:Ten and other external providers such as our Caritas social worker and school nurse, to provide our pupils with a positive and thought-out RSE curriculum, which is in line *'with their physical, cognitive, psychological and spiritual maturity, which is rooted in a Catholic vision of education and human person.'*

Here are St Anne's we:

- Endeavour to help our pupils grow in self-respect and self-worth, recognising that each of us is created in the image and likeness of God
- Appreciate and understand the role of God as creator of our world and the founder of productive and purposeful relationships.
- Enable our pupils to have an understanding that love, trust and faith is central to relationships, free from exploitation, abuse and bullying.
- Promote an appreciation of the nature, purposes and value of marriage and the family
- Enable our pupils to understand themselves and their bodies emotional development; self-esteem, confidence, self-respect and empathy and physical and psychological development; growth and puberty.
- Enable our pupils to reflect and recognise the qualities that are needed in order to grow, develop and sustain positive and effective relationships; friends, family and other adults.
- Help build resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups, developing their ability to assess pressures and respond appropriately
- Enable our pupils to build patience, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love one another.
- Help our pupils to assess risk taking and managing behaviours in order to minimise the risk to health and personal integrity.
- Help our pupils to prepare for life in modern Britain.

- **Inclusion**

We will ensure that our RSE curriculum meets the needs of all our pupils irrespective of their ability, level of maturity and personal circumstance; this includes faith, culture, family background and sexual orientation. Our teaching will also educate pupils about discrimination, teasing, bullying and aggressive behaviours, this includes cyber-bullying and use of prejudice language: most importantly, how to respond and ask for help. These values are also included in our PSHE policy.

At St Anne's we value the obligations and responsibilities stated in the Equality Act 2010 and will ensure that our school strives to do the best for all pupils. We embed the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) into our curriculum allowing us to promote equality for all whilst celebrating living in a community full of difference and diversity.

- **Delivery of RSE**

Approaches and Schemes

High quality, evidence-based and age-appropriate teaching of RSE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. At St Anne's we promote the spiritual, moral, social, cultural, mental and physical development of all our pupils both at school and within society.

RSE is delivered at St Anne's, through the scheme '*Ten: Ten – Life to the Full*'. The programme embraces and fulfils the statutory curriculum.

Life to the Full adopts the spiral approach to learning whereby children will revisit topics at an age-appropriate stage through their school life. Contents of the scheme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with our Catholic beliefs and incorporates both scripture and prayer in each related unit of work. The programme is fully inclusive of all pupils and their families.

Delivery of RSE is the responsibility of the class teacher, however outside agencies, e.g. the school nurse, Caritas Social worker, Family Support worker may also have an input, although always in-line with our school ethos and the Church's teaching.

Resources and Opportunities

A comprehensive PSHE and RSE curriculum is essential to provide the children with opportunities to develop effective communication and social skills in an easy to understand, relevant, age and ability appropriate manner.

We currently use the following resources and opportunities at St Anne's:

- Ten: Ten, Life to the Full
- Guidance from the CES and the DfE
- RE curriculum
- Science National Curriculum
- Visits from the School Nurse

- Assembly time
- CARITAS support
- External agencies – E- safety session , Chameleon- crime and law education

Teaching strategies

To accommodate the various ways a child learns, we use a wide array of teaching strategies to go alongside our resources to deliver a multifaceted RSE curriculum:

- recapping values and morals
- establishing ground rule
- distancing techniques
- discussion (circle time)
- project learning and research tasks (where appropriate)
- reflections (collective worship and circle time)
- group work
- role play

Pupils are taught to develop personal attributes and values including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Whilst promoting Catholic values 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.

Life to the Full (EYFS)

With all EYFS sessions, the sessions themselves are fairly short with the expectation that the Extended Activities will be utilised to build on and consolidate learning.

Each session consists of teaching slides, detailed session notes, relevant appendices, extended activities, SEND differentiation and a prayer.

Nursery	Who's who?	To identify special people (e.g. parents, carers, friends) and what makes them special
	You've got a friend in me	To learn how their behaviour affects other people and that there is appropriate and inappropriate behaviour
	Forever Friends	To recognise when they have been unkind to others and say sorry.
	Safe Inside and Out	To learn about safe and unsafe situations indoors and outdoors, including online.
	Me, You, Us	To learn that they belong to various communities, such as home, school, parish, the wider local area, nation and the global community.
Reception	Head, Shoulders, Knees and Toes	To learn that their bodies are good and made by God -The names of the parts of the body (non-genitalia)
	Ready Teddy?	Children will learn what constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene
	I like, you like, we all like	To learn that we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)
	Good Feelings, Bad Feelings	To develop language to describe their feelings

		To learn that there are natural life stages from birth to death, and what these are
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Life to the Full (Year 1 – Year 6)

Year 1	I am unique	To learn that we are unique, with individual gifts, talents and skills
	Feeling Inside Out	To understand that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character.
	Being Safe	To understand safe and unsafe situations, including online (E-safety)
	Special people	To identify special people (their parents, carers, friends, parish priest) and what makes them special.
	Physical contact	To know that they are entitled to bodily privacy; NSPCC – PANTS session
Year 2	Feelings, Likes and dislikes	To understand that we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)
	The cycle of life	Children will know and appreciate that there are natural life stages from birth to death, and what these are.
	Clean and Healthy	To know our bodies are good and we need to look after them and how to maintain personal hygiene.
	Physical contact	To know that they are entitled to bodily privacy; NSPCC –

		PANTS session.
	Girls and Boys (My body) - <i>(genitalia version)</i>	To understand that girls and boys have been created by God to be both similar and different and together make up the richness of the human family.
Year 3	Friends, Families and Others	That there are different types of relationships including those between acquaintances, friends, relatives and family.
	What am I feeling?	To understand that emotions change as they grow up (including hormonal effects);
	Physical contact	To know that they are entitled to bodily privacy; NSPCC – PANTS session.
	Safe in my body	To judge well what kind of physical contact is acceptable or unacceptable and how to respond
Year 4	Physical contact	To know that they are entitled to bodily privacy; NSPCC – PANTS session.
	What is puberty?	Learn what the term puberty means. Learn when they can expect puberty to take place;
	Changing Bodies	Learn correct naming of genitalia. Learn what changes will happen during puberty
	Boy/Girl discussion groups	The aim of this session is to provide a safe space for discussion about changes they will face throughout puberty and how these changes might make them feel.
	Life Cycles	To understand how conception and life in the womb fits into the cycle of life
Year 5		Understand what consent and bodily autonomy means

	Physical contact	To know that they are entitled to bodily privacy; NSPCC – PANTS session.
	Types of Abuse	Children will be introduced to the term ‘abuse’ and discuss the different kinds of abuse, including sexual. Children will be asked to think of trusted adults that they can talk to about any issues they may face.
	Girls Bodies <i>These sessions are to be run in tandem to one another.</i>	<p>About the unique growth and development of humans, and the changes that girls will experience during puberty.</p> <p>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life.</p>
		About the unique growth and development of humans, and the changes that boys will experience during puberty.
Year 6	Peculiar/Funny feelings	To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action. To understand that some behaviour is wrong, unacceptable, unhealthy or risky.
	Body Image	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. To understand that thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media
	Emotional Changes	To learn how to manage feelings that can seem uncontrollable.

		Pupils will develop a greater understanding of things that help their emotional well-being
	Menstruation (girls only session)	About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life. Practical help will also be used to demonstrate how to manage the onset of menstruation.
	Making Babies - Statutory (part one)	How a baby grows and develops in its mother's womb.
	Making Babies (part two)	<p>Basic scientific facts about sexual intercourse between a man and woman</p> <p>The physical, emotional, moral and spiritual implications of sexual intercourse</p> <p>The Christian viewpoint that sexual intercourse should be saved for marriage</p>

- **Teaching Sensitive Issues in School**

Life to the Full is inclusive of all children, families and teaching staff;

- From the very start, the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers, etc) and it celebrates the family unit in whatever form it takes; our school will build on this teaching, depending on the cohort, to ensure that every child is assured, and their family background is affirmed;
- In Upper Key Stage Two, the presenters on film say that some children have 'two mums and two dads' as part of a list of different family set-ups – this is the only explicit reference to same-sex relationships in the programme;
- The programme does not explicitly refer to transgenderism;
- The programme emphasises very strongly the dignity of every person as being created and loved by God - it examines difference and bullying, but does not explicitly highlight the LGBTQ + community within this context.
- Conception and developments in the womb is covered in the Year 6 session 'Making Babies: Part 1'. This session explores how a baby grows in the womb, building on and developing the teaching at Lower Key Stage Two. The Catholic-Christian point of view is clearly stated. This teaching is in line with the statutory guidance from the Department of Education.
- 'Making babies: part two' is the non-statutory session that we deliver in year 6. This comes under 'sex education' and families do have a right to withdraw their child from the session. In this session, pupils will learn some key information

and facts about sexual intercourse; the teaching is underpinned with the religious understanding that sexual intercourse is intended for married couples and has been designed by God.

We also use the 'No Outsiders' PSHE programme alongside Life to the Full resources and PSHE curriculum aims to develop the ethos of the school into one where every member of the school community feels welcome.

- **Confidentiality and Safeguarding**

All pupils at St Anne's have a right 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 including: parents, carers, friends, other family members, teachers and anyone else who has contact with that pupil. 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, even the smallest of worries should be recorded on CPOMs.

We have a role to play in identifying pupils, who may be at risk, or which they have safety and welfare concerns about. The school recognises that early intervention is the best strategy and is aware of a range of agencies which complement the pastoral role of the school such as Family Support Workers and Caritas.

All our staff know what to do if they identify a safeguarding issue whilst teaching RSE. They know how to remain professional and keep an appropriate level of confidentiality whilst liaising with the appropriate internal and external relevant professionals. All teachers will use CPOMS to record any welfare or safety concerns they have about a child.

All staff in school should have read and be up to date with Keeping Children Safe in Education 2021 and completed the relevant assessment online. All staff have also completed Level 1 and 2 in Safeguarding Training.

- **Parents and Carers**

St Anne's understands that parental involvement is key for the progress and success of a child. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- liaise with parents/carers before the delivery of the RSE curriculum each year. They are invited to attend a parent workshop or asked to view resources, policy and discuss the content of the curriculum.
- communicate with parents and carers through letters, at drop off/collection and through the consultation process.
- offer support by utilising devices such as the online portal (Life to the Full) which allows parents to access the resources and materials we use with the children and answer any questions they may have about the RSE curriculum.
- meet 1:1 with parents if they feel they would like to discuss content that their child is covering in more detail.

We recognise that parents and carers may have reservations about aspects of the RSE curriculum. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in our RSE curriculum and meet their child's needs.

Parents continue to have the right to withdraw their children from RSE except in those elements which are required by the National Curriculum. Should parents wish to withdraw their children they are asked to notify the school by contacting the main office & speak to the RSE lead Mrs Ball.

- **Monitoring and Assessment**

The teaching of the Life to the Full scheme will be monitored, assessed and reviewed by examining plans, schemes of work, samples of pupils' work and both pupil and teacher voice every year. This information will be used to help develop the programme and teaching further, doing this will keep the teaching of RSE current, up-to-date and in line with any new guidance.

- **Monitoring arrangements**

This policy will be evaluated and reviewed annually.

Last updated: September 2025

- **Links with other policies**

This policy links to the following policies and procedures:

- PSHE policy
- Online Safety policy
- Marking and Feedback policy
- Child Protection and Safeguarding policy
- SEND policy

Appendix:

Appendix 1:

Parent consent form: Withdrawal from Sex Education within RSE

Parent/carer request to withdraw their child from non-statutory sex education aspect of the curriculum. This form is to be completed as part of a meeting with RSE curriculum Lead- Mrs Ball

Name of child:	
class:	
Name of parent/carer:	
Date:	
Please state which lesson you wish your child to be withdrawn from:	
Reason for withdrawing from sex education within relationships and sex education (RSE)	
Any additional information you would like school to consider:	
Parental signature:	

To be completed by school	
Agreed actions with parents/carer during meeting:	
Date of meeting:	
School signature:	