The Rosary Catholic Primary School

Aspire, Believe, Achieve: Together in Christ

RELATIONSHIPS AND SEX EDUCATION POLICY: DRAFT

Policy Approved by:	
Date of Approval:	
Date of next Review:	

The Rosary Mission Statement

'Together, as God's children,
We realise our dreams,
Inspiring and encouraging one another to reach our true potential,
Transforming our world through our unique gifts.

Consultation

This policy has been developed in consultation with staff, parents and governors.
All parties have been given access to the policy and have been given the opportunity to comment.

Parents have the on-going right to voice any concerns regarding this policy and the teaching of Relationships and Sex Education (RSE) at The Rosary Catholic Primary School. The school will always endeavour to work with parents in a supportive and collaborative capacity.

Implementation and Review of Policy

Implementation of the policy will take place in the Autumn term 2026.
The next review date is Autumn 2028.

Dissemination

This draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. This draft document has been made available to all parents via Parent Hub and a copy is available in the school office. There is also a copy of this draft policy on the school's website.
Details of the content of the RSE curriculum are available via the log in details shared with all parents.

Defining RSE

The DfE guidance states that 'children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships'.
It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.
In primary schools we teach the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. This includes the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

Statutory guidance published from the DfE (July 2025) states that:
'Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness,

and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.' *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, July 2025*

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 Christian life is the Trinity: Father, Son and Spirit in communion, united in a loving relationship and embracing all people and all creation in this love. We teach Relationships, Sex Education (RSE) because of our Christian belief about God's relationship with humanity, that each person is formed in His image and likeness and therefore has infinite value. This value is not earned but is a gift that demands absolute respect and must underpin all the relationships that we form. These relationships must reflect God's beauty and it is from these relationships that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and the guidance provided by the DfE (*Relationships Education, Relationships and Sex Education and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, July 2025*), Relationships and Sex Education (RSE) is firmly embedded in our school's PSHRE and RSE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of our pupils. At The Rosary Catholic Primary School, we consider an understanding of healthy relationships to be an integral part of the growing process as our children develop and flourish in Christ, and to be reflective of our school motto:

'Together in Christ, we aspire, we believe and we achieve.'

Our Relationships, Sex Education (RSE) also prepares our pupils for life in modern Britain; an embedded understanding of what it means for our pupils to keep themselves safe and to keep others safe.

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 the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

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. In partnership with parents, we aim to provide children and young people with a "positive and prudent sexual education"[1] compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Aims of RSE

We abide by the guiding principles outlined in *Relationships Education, Relationships and Sex Education and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, July 2025*.

We aim to ensure:
· full engagement with pupils
· engagement and transparency with parents
· the development of positive attitudes and skills
· careful sequencing of topics
· skilled delivery by school staff
· that our curriculum is relevant, age-appropriate and responsive
· that we adopt a whole school approach

We also aim to ensure:

To develop the following **attitudes and virtues**:

- reverence for the gift of human relationships and life
- respect for the dignity of every human being – in their own person and in the person of others
- joy, awe and wonder 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 identity and that of others
- celebrating the gift of life-long, self-giving love
- recognising the importance of marriage and family life
- building and maintaining positive relationships

We aim to develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying
- managing emotions within relationships, with confidence, sensitivity and dignity, including when relationships break down
- managing conflict positively, recognising the value of difference
- cultivating humility, mercy and compassion, learning to forgive and be forgiven

[1] *Gravissimum Educationis*

- developing self-esteem and confidence, demonstrating self-respect and empathy for others so that they are well-informed and that changes to their bodies are understood as part of their body's natural development and a God-given process of human flourishing
- 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
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity

We aim for pupils to **know and understand**:

- the Catholic Church's teaching on relationships
- the Catholic 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

In addition, we aim to:

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an understanding of the development of their bodies and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a culture of understanding of what healthy relationships look like
- equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, and to keep themselves and others safe
- understand the correct terms for different parts of the body and to be able to confidently use these terms
- include topics related to preventing sexual abuse e.g PANTS
- teach children about not sharing inappropriate material online

The three aspects of RSE - **attitudes and virtues, personal and social skills** and **knowledge and understanding** will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and our specific relationships and sex curriculum (Ten Ten).

Inclusion and Adaptive Teaching

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. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help in-line with our approach to inclusion.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, gender identity, religion or sexual orientation or whether they are looked-after children.

Curriculum

Our curriculum also abides by the Content to be Covered by the end of Primary section of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, July 2025.

We use the Ten Ten programme for the delivery of our RSE curriculum. This curriculum is characterised by an understanding of ourselves and others as made in God's image and likeness. It is in accordance with the Catholic Church's teaching. It also emphasises the central importance of marriage (as this reflects the relationship between Christ and His church) and the family, whilst acknowledging that all pupils have a fundamental right to have their life and personal circumstances respected. 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, integrity, prudence.

'All schools may teach about faith perspectives ... In particular, schools with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. Schools should be clear when they are delivering content that reflects religious belief.' *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, July 2025*

Class teachers are responsible for delivery of the Relationships and Health Education programme.

We aim to enable our pupils to:

- recognise and foster positive relationships with themselves (through a sense of purpose and self-esteem; understanding that making mistakes is part of life; understanding and harnessing their potential, by being both reflective and resilient)
- foster positive, fruitful relationships with others in all areas of their life and to know what happy, well-adjusted relationships look like and feel like
- make good decisions about their own health and wellbeing
- to understand the links between physical and mental health
- to recognise when things are not right in their own health or the health of others and to seek support when needed.

We enable our pupils to explore questions that they may have, especially those that are of concern to them. We do this because pupils may feel uneasy, on occasion, about asking questions at home. Our belief is that pupils should be able to ask questions in a safe, controlled environment led by school staff where they will receive answers in line with Catholic teaching. Allowing children to ask questions prompted by life in modern society and to explore differing viewpoints or 'un-truths'

is not the same as promoting viewpoints or moulding opinions incompatible with Catholic teaching. Whilst embedding our curriculum in Catholic values, we believe it to be imperative that pupils have access to the learning they need to stay safe, healthy, to understand their rights as individuals.

Relationship and health education is important in primary school and starts with the benefits and importance of positive relationships, physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. We emphasise the relationships between physical health and mental wellbeing, health protection and prevention.

Our curriculum includes:

- Families and People who Care for Me
- Caring Friendships
- respectful, kind relationships
- online safety and awareness
- being safe

(Our wider PSHRE curriculum also includes:

- general wellbeing
- wellbeing online
- physical health and fitness
- healthy eating
- drugs, alcohol and vaping
- personal safety
- basic first aid
- developing bodies)

Teaching strategies include:

- establishing ground rules
- discussion
- project learning
- reflection
- active
- brainstorming
- group work
- role-play

For detail of the content delivered, please log in to the Ten Ten content overview.

Assessment

At the beginning of each RSE topic, children complete an independent baseline assessment to identify their existing knowledge, understanding and awareness. Teachers use the outcomes of these assessments to inform planning and adapt teaching to meet the needs of the class. At the end of each topic, children revisit their original assessment and add to their responses using a

different colour. This allows children and teachers to clearly identify and celebrate progress in knowledge and understanding throughout the topic.

Parents and Carers

We aim to pro-actively engage with parents and to make sure that they are aware of what is being taught in Relationship and Sex Education (RSE). These steps include explaining content to parents at curriculum meetings held at the beginning of the academic year and enabling parents to view the content online. As the overall importance of RSE for children's wellbeing and safety cannot be over-emphasised, we invite parents to discuss any concerns and support them in managing conversations with their children about sensitive topics.

Parents' and Carers' right to request withdrawal from Relationships and Sex Education (RSE)

Our Mission as a Catholic school - centred in the teaching of Christ and His church - commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) as a child of God. We believe that RSE is an integral part of this education. We teach RSE in the context of our bodies as formed in the image of God and His likeness, and in the respect that we must have for our bodies as precious God-given gifts. We commit ourselves, in partnership with parents, to provide children and young people with a "positive and prudent sexual education"[2] which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person. We recognise that parents (and other carers who stand in their place) are the primary educators of their children and we provide the principal means by which the Church assists parents in educating their children. The school will support parents by sharing content material and by providing advice on how to answer their child's questions.

Parents do have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education (RSE). The Executive Head Teacher or Head of School must automatically grant a request to withdraw a pupil from Relationships and Sex Education (RSE), **other than content that is taught as part of the science curriculum.** We will ensure that withdrawn pupils receive appropriate, purposeful education during the period of withdrawal. However we believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Parents do not have the right to withdraw their pupils from Relationships and Health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. This is stipulated in the DfE guidance (*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, July 2025).*

External Visitors

Our school may 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

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their role and responsibility whilst they are in school delivering a session and this will be made clear upon their arrival. Any visitor must adhere to our code of practice for Child Protection and Safeguarding.

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.

Pupils with special educational needs and disabilities (SEND)

We are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities. We ensure that our curriculum for **Relationships and Sex Education** (and Relationship Education and Health Education) is adapted to enable pupils with SEND to participate fully in respect of different abilities, levels of maturity and personal circumstances, and is taught in a way that does not subject pupils to discrimination.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. Pupils with identified difficulties 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.

Equalities Act 2010

The governing body has wider responsibilities under the Equalities Act 2010 to ensure that our school strives to do the best for all of the pupils, to actively promote equality, prevent discrimination, and foster good relations by eliminating unlawful discrimination, advancing opportunities, and encouraging positive relationships, including those with disabilities, different protected characteristics (race, sex, religion, sexual orientation, etc.) or whether they are looked-after children.

Safeguarding

Discussions about sensitive topics in RSE can lead to increased safeguarding reports. Our staff are fully trained to know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse. Staff are aware of their mandatory reporting duties, including relating to FGM. Where lessons are delivered by external agencies, we agree in advance of the session that any safeguarding concern is referred by the external visitor to school staff who will act promptly in line with the school's Child Protection and Safeguarding policy.

Roles and Responsibilities regarding Relationships Sex and Health Education

Governors will:

- ensure that this **Relationships Sex and Health Education policy** is available to parents
- ensure that the policy is in accordance with other whole school policies e.g. SEND

- ensure that parents know of their right to withdraw their children from **Relationships and Sex Education**
- name a governor to share in the monitoring and evaluation of the RSHE/RSE programme, including resources used
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science and Health Education topics and the setting of RSHE

Executive Headteacher

The Executive Headteacher takes overall delegated responsibility for the implementation of this policy.

RSE Lead

The Relationships Sex and Health Education co-ordinator, with the Executive Headteacher and Head of School, has a general responsibility for supporting other members of staff in the implementation of this policy and provides the lead in the dissemination of information relating to Relationships and Sex Education including in-service training, to ensure that staff are skilled, knowledgeable and confident.

All Staff

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

Relationship to Other Policies and Curriculum Subjects

This RSE policy is compatible with the school's other policy documents, for example: Anti-Bullying policy, Child Protection and Safeguarding Policy, SEND policy etc.

Children's Questions

The school will promote a healthy, positive atmosphere in which Relationships Sex and Health Education can take place. We will ensure that pupils can ask questions freely, be confident that their questions will be addressed, and be sure that they will be free from bullying or harassment from other children. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time. Pupils' questions will be answered according to the age and maturity of the pupil(s) concerned. If inappropriate, questions may not be answered directly, and some may be addressed individually later or with a child's parents/carer. We believe that individual teachers must use their professional skill and discretion in this area.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of Relationships and Sex Education. We believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for appropriate discussion.

Confidentiality and Advice

All governors, teachers, support staff and parents are aware of this policy, particularly as it relates to issues of advice and confidentiality.

Pupils are 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 practices.

Monitoring and Evaluation

The Relationships and Sex Education Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be reviewed biannually and results fed back to Governors. Governors remain ultimately responsible for this policy.