Our Lady and St John's Catholic Primary School
Boston Park Road, Brentford, Middlesex, TW8 9JF
www.ourladyandstjohns.org.uk

Relationships and Sex Education Policy

Policy Start Date	Policy Review Date	Frequency
Summer 2025	**Summer 2027**	**Every 2 years**

SCHOOL MISSION STATEMENT

"We live, learn and love with Jesus."

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

Consultation that has taken place includes:

- meetings/letters/website information to parents /carers
- review of RSE curriculum content with staff and pupils
- School Governing Body

Review of Policy

This policy will be reviewed every 2 years, by the Head teacher, RE Leader, the Governing Body and Staff.

Dissemination

Details of the content of the RSE curriculum are on the school's website.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health" (Sex and Relationship Education Guidance, DfE, 2000.) It is about the development of the pupil's knowledge and understanding of what it means to be fully human, called to live in right relationships with self and others, of themselves as a sexual being, and being enabled to make moral decisions in conscience. The DfE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding"

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE, which are statutory parts of National Curriculum Science. The teaching of RSE will accord fully with the teachings of the Catholic church and take into account statutory requirements. Sensitive issues in RSE include female genital mutilation (FGM), online safety and sexting, and child sexual exploitation are taught at the appropriate age and with parental knowledge. At the heart of effective age-appropriate RSE is the teaching about healthy relationships, consent and making risks minimal, so that pupils leave school resilient to factors that lead to unhealthy relationships and situations. This policy is in line with recommendations from: "Keeping Children Safe in Education" and "Briefing Paper: Sex and Relationship Education in Schools: England" (House of Commons: July 2016). This policy will work alongside the PSHE Curriculum.

RATIONALE

'I have come that you might have life and live it to the full' – John 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 Holy Spirit in communion, united in 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, RSE will be firmly embedded in the PSHE (Personal, Social, Health and Education) 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 and support will be provided to help pupils deal with different sets of values.

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.

AIM 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.

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.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which 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 risks 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 (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

EQUALITY

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, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

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 curriculum.

As a school we are using the Ten Ten materials **"Life to the Full"** RSE Programme**.**

"Life to the Full" is a Catholic RSE curriculum. It covers all aspects of the 'Model Catholic RSE Curriculum' by the Catholic Education Service, which has been highlighted as a work of good practice by the Department of Education.

'Life to the full' goes beyond a series of lessons - it is an entire platform of creative resources that engage, inform and inspires pupils, parents and staff. It includes interactive video content, story-based activities, employs a wide range of teaching tools, original worship music and an accompanying programme of classroom prayers.

The programme is founded on:

- The belief that every human life has an intrinsic and absolute value through being created by God and in the image of God.
- This value derives from the simple fact of existing and is not dependent on an individual's age, abilities, social acceptability or any other characteristic.
- Self-respect and respect for each other must underlie all human relationships.
- Recognising own self-worth and identifying positive things about themselves

ASSESSMENT IN RSE

Pupils' progress and learning in RSE will be tracked through formative assessment.

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.
'Life to the Full' is a partnership between home, school and church.

Parents receive a detailed letter outlining the programme. Parents are consulted about the scheme and following the pilot this has now been adopted. There is an online portal, which parents have access to, which shows all the materials/videos that the pupils will be studying during the programme.

Parents have ***the right to withdraw*** their children from RSE except in those elements which are required by the national curriculum science. There are only two lessons in the scheme that a parent could withdraw their child from. 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.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the Headteacher, RE Leader and Chair of Governors.

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.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Head teacher

The 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 Education Authority.

PSHE/RSE Leaders

The PSHE/RSE Leader's, with the head teacher, 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

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 school's other policy documents (for example, Behaviour Policy, Child Protection & Safeguarding 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.

PUPIL QUESTIONS

We want to promote a healthy, positive atmosphere in which RSE can take place. We 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 doubtful, 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 for discussion. Some questions may be referred to parents.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. These will be referred to the DSL or parents as appropriate.

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 is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

MONITORING AND EVALUATION

The RSE/PSHE Leader 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 annually by assessment 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.

Headteacher:		**Date:**	**Summer 2025**
Chair of Governing Body:		**Date:**	**Summer 2025**