Our Lady and St John's Catholic Primary School

"We Live, Learn and Love with Jesus"

Relationship and Sex Education Policy

Reviewed Autumn 2026

DEANERY STATEMENT

This policy sets out the rationale for, and approach to relationships and sex education in the primary schools of the Hillingdon Deanery.

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

- *Emails, questionnaires to parents / carers, any meetings etc.*
- *review of RSE curriculum content with staff*
- *consultation with school governors*

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors.
This policy will be reviewed annually by the Head teacher, RSE Lead, the Governing Body and Staff.
The next review date is Autumn 2027.

Dissemination

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's website.

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 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 the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."[2]

This would include the topics of families and the people 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 Health Education (Mental wellbeing; Internet safety and harms; Physical health and fitness; Healthy eating; Drugs, alcohol and tobacco; Health and prevention; Basic first aid; Changing adolescent body) and National Curriculum Science.

However, the reasons for our inclusion of RSE go 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 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.

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, integrity, prudence, mercy and compassion.

AIM OF RSE AND THE MISSION STATEMENT

We are committed 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, 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 the human person.

Objectives:

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 in the goodness of the created world and their own bodies;*
- *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.*

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, including when relationships break down,;*
- *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;*
- *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 (taught specifically in year 6)*

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.

EQUALITIES OBLIGATIONS

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.

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 curriculum.

PROGRAMME / RESOURCES

A range of resources will be used to support the teaching of the curriculum across the key stages, including using TenTen's Life to the Full programme.

Teaching strategies will include:

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

RSE will be assessed in line with the school's assessment policy and procedures.

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 have access to the Parent Portal on the Life to the Full website so that they can see when different aspects of RSE will be covered.

Parents/carers will be informed when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children'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.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Parents continue to have ***the right to withdraw*** *their children from Sex Education except in those elements which are required by the Statutory Health Education and National Curriculum science orders, as referred to earlier. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.*

Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 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 Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints

Pupils will also receive clear scientific information as well as covering the aspects of the law 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

All staff will be involved in developing the attitudes and values aspect of the RSE programme. Class teachers are responsible for delivery of the programme. They will be positive role models for pupils of healthy, respectful relationships. 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 to our code of practice for Child Protection and Safeguarding and adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools .

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

- *ensure that the policy is available to parents and teachers;*
- *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 meets statutory requirements;*
- *name a governor to share in the monitoring and evaluation of the 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 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, also appropriate agencies.

PSHE/RSE Lead

The Lead has 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 school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity.
Teaching methods will be adapted to meet the varying needs of this group of pupils.
Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

CHILDREN'S QUESTIONS

The school will promote a healthy, positive atmosphere in which RSE 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.

Controversial or Sensitive issues:

There will always be sensitive or controversial issues in the field of RSE. These may be 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. 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.*
(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 for more detail)

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. 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.

SUPPORTING CHILDREN 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 safeguarding lead.

CONFIDENTIALITY AND ADVICE

All governors, teachers, support staff, parents and 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, in accordance with Safeguarding policies.

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 reviewed biannually and results fed back to Governors. Governors remain ultimately responsible for the policy.