

St. Ethelbert's Catholic Primary and Nursery School and Nursery



Relationship and Sex Education Policy

Date of Policy/Review	September 2024/September 2026
Name of Responsible Person	Mr S. Marshall
Role of Responsible Person	Headteacher
Signature of Responsible Person	
Signature of Headteacher	

Signature of Chair of Governors	
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Mission Statement

‘Every child at St Ethelbert’s is to fulfil their academic, social, behavioural and emotional potential in the surroundings of a Catholic community, and in which each individual shares or respects the Catholic Church and Christian way of Life.’

As a Catholic school we endeavour to create a living and caring Christian community, where we aspire to ignite within everyone the light of Christ.

We strive to:

- i) Educate the whole person to their full potential: spiritually, morally, academically, emotionally, socially, culturally and physically. ii) Respect, love and value ourselves and others as unique individuals and children of God.
- iii) Encourage everyone to pray and develop a deeper personal relationship with God. iv) Support parents and carers as the first educators of the child.
- v) Enhance the essential relationship between the school, family and parish.

Our School Values

Thoughtfulness – we reflect to become a better person and think about other people in our world.

Knowledge – we never stop learning.

Inclusion – everyone is welcome in the St Ethelbert’s family.

Vision

Our vision for St Ethelbert’s Catholic Primary School is to be a school with ‘high expectations for all, in the light of Christ’. All pupils will be given every opportunity to achieve their potential and encouraged to learn about and develop their hidden talents in order to reach high levels of achievement. All members of our school community will be fully equipped to meet all pupils’ needs through appropriate professional development. St Ethelbert’s will be an outstanding school.

Implementation and Review of Policy

This policy will be reviewed every two years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is January 2024.

1. Definition

The DFE guidance defines Relationships and Sex Education (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 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. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales 2012

2. Statutory Requirements

We are legally required to teach those aspects of RSE which are statutory parts of the National Curriculum in Science. However, the reasons for our inclusion of RSE go further.

3. Rationale

“I have come that you might have life and have it to the full.” John 10:10

At St. Ethelbert’s Catholic Primary School and Nursery, 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 our 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 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, is 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 is also 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 is positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE is therefore in accordance with the Church's moral teaching. It emphasises 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.

4. Values and Virtues

At St. Ethelbert's, 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.

5. Aims

Our Mission Statement commits us to the education of the whole child, 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" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

6. Objectives

To develop the following attitudes and virtues:

- 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

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

- 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
- 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

7. Inclusion and Differentiated Learning

At St. Ethelbert’s, we 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 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.

8. Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and 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, sex, gender identity, religion or sexual orientation or whether they are looked after children.

9. Broad Content

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

Our programme is delivered through TenTen Live Life to the Full programme.

The appendix to this policy provides further information about the programme content for each year group.

Teaching strategies in delivering the programme include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential learning
- active learning
- brainstorming
- film & video
- group work

- role-play
- trigger drawings
- values clarification

As part of the “TenTen, Live Life to the Full” programme, children will be assessed at the start and end of taught units using short, relevant tasks.

10. Parents and Carers

In our school we recognise that parents and carers 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 supports 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 are informed by letter when the more sensitive aspects of RSE are covered in order that they can be prepared to talk and answer questions about their children’s learning.

Parents have the ***right to withdraw*** their children from RSE 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 Headteacher. 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.

11. 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 on issues. 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 ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

12. Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with the individual class teachers.

However, all staff are involved in developing the attitudes and values aspect of the RSE programme. They are role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They also contribute to the development of pupils’ personal and social skills.

13. External Visitors

Our school will infrequently call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits 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 developed in line with CES guidance 'Protocol for Visitors to Catholic 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.

14. 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 that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs
- Ensure that parents know of their right to withdraw their children
- Establish a link 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 topics and the setting of RSE within PSHE

Headteacher

The Headteacher 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, as well as other appropriate agencies.

RSE Lead

The RSE Lead with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

All Staff

RSE is a whole school issue. All teachers 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 their pupils. Teachers are 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 are aware of the policy and how it relates to them.

15. 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 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, helps to create a supportive climate for discussion.

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.

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 provides 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.

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 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 policy. Teachers also 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 have to inform others, e.g., parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken.

16. Monitoring and Evaluation

The RSE 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 biannually by means of questionnaires/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.

17. Review

This policy will be reviewed by the Subject Leader for Religious Education, following discussions with the Headteacher, governors and other colleagues. Any amendments will be presented to the whole staff.

Appendix: TenTen 'Live Life to the Full' Overview

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
TOPIC	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS ... NEW for 2020 ...	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Story Sessions: Handmade with Love "NEW"	Session 1 I Am Me "NEW" Session 2 Heads, Shoulders, Knees and Toes "NEW" Session 3 Ready, Teddy? "NEW"	Session 1 I Like You Like We All Like! "NEW" Session 2 Good Feelings, Bad Feelings "NEW" Session 3 Let's Get Real "NEW"	Session 1 Growing Up "NEW"	Session 1 Role Model "NEW"	Session 1 Who's Who? "NEW" Session 2 You've Got a Friend in Me "NEW" Session 3 Forever Friends "NEW"	Session 1 Safe Inside and Out "NEW" Session 2 My Body, My Rules "NEW" Session 3 Feeling Poorly "NEW" Session 4: People Who Help Us "NEW"	Session 1 God Is Love "NEW" Session 2 Loving God, Loving Others "NEW"	Session 1 Me, You, Us "NEW"
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
KEY STAGE ONE	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Story Sessions: Let the Children Come "NEW"	Session 1: I Am Unique Session 2: Girls and Boys Session 3 & 4 (two sessions): Clean & Healthy "Updated"	Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Out Session 3: Super Susie Gets Angry	Session 1: The Cycle of Life "Updated"	Session 1: God Loves You	Session 1: Special People Session 2: Treat Others Well... Session 3: ...and Say Sorry	Session 1: Being Safe Session 2: Good Secrets & Bad Secrets Session 3: Physical Contact Session 4: Harmful Substances "NEW" Session 5: Can You Help Me? (can be split into 2) "NEW"	Session 1: Three in One "Updated" Session 2: Who is My Neighbour?	Session 1: The Communities We Live In
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
LOWER KEY STAGE TWO	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Session 1: Get Up! "NEW" Session 2: The Sacraments "Updated"	Session 1: We Don't Have To Be The Same Session 2: Respecting Our Bodies Session 3 (Yr4+) What is Puberty? Session 4 (Yr4+) Changing Bodies Session 5 (Yr4+) Discussion Groups - optional	Session 1: What Am I Feeling? Session 2: What Am I Looking At? Session 3: I Am Thankful!	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others Session 2: When Things Feel Bad	Session 1: Sharing Online Session 2: Chatting Online Session 3: Safe in My Body Session 4: Drugs, Alcohol and Tobacco "NEW" Session 5: First Aid Heroes "NEW"	Session 1: A Community of Love "Updated" Session 2: What is the Church?	Session 1: How Do I Love Others?
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
UPPER KEY STAGE TWO	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity		Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Assessment Activity	Assessment Activity
	Story Sessions: Calming the Storm "NEW"	Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots and Sleep	Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff Online	Session 1: Making Babies (P1) Session 2: Making Babies (P2) *Optional. See your Programme Coordinator Session 3: Menstruation	Session 1: Is God Calling You?	Session 1: Under Pressure Session 2: Do You Want a Piece of Cake? Session 3: Self-Talk	Session 1: Sharing Isn't Always Caring Session 2: Cyberbullying Session 3: Types of Abuse Session 4: Impacted Lifestyles Session 5: Making Good Choices "NEW" Session 6: Giving Assistance "NEW"	Session 1: The Trinity "Updated" Session 2: Catholic Social Teaching	Session 1: Reaching Out