

Holy Cross Catholic Primary

One School Family, Achieving Together, Anchored in the Love of Christ.




RSE Policy

Policy Review

This policy was adopted and agreed by the Governing Body on 23rd January 2025 and will be reviewed in full by the Governing Body every year.

It is due for review in the Spring term 2026.

Signature  Headteacher Date: 23rd January 2025

Signature  Chair of Governors Date: 23rd January 2025

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	14.11.2022	LB	FGB	CES Policy cross-checked against The Key model policy
2	25.1.2024	LB	FGB	CES Policy cross-checked against The Key model policy, Interim Executive Headteacher changed to Acting Headteacher. Curriculum map updated to reflect refinement of the curriculum.
3	23.1.2025	LB	FGB	CES Policy cross-checked against The Key model policy, Acting Headteacher changed to Headteacher. 2019 CES still latest version

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Contents

1. Aims.....	2
2. Statutory requirements.....	3
3. Policy development	3
4. Definition.....	4
5. Curriculum.....	4
6. Delivery of RSE	4
7. Use of external organisations and materials	6
8. Roles and responsibilities.....	7
9. Parents’ right to withdraw.....	8
10. Training.....	8
11. Monitoring arrangements.....	8
Appendix 1: Curriculum map.....	9
Appendix 2: Parent form: withdrawal from sex education within RSE.....	12

1. Aims

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:

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.

The aims of relationships and sex education (RSE) at our school are to:

- › Help pupils develop reverence for the gift of human sexuality and fertility
- › Encourage pupils to have respect for the dignity of every human being – in their own person and in the person of others
- › Help pupils develop joy in the goodness of the created world and their own bodily natures
- › Encourage pupils to take responsibility for their own actions and a recognition of the impact of these on others
- › Support pupils in recognizing and valuing their own sexual identify and that of others
- › Help pupils to recognise the importance of marriage and family life
- › Support the celebration of the gift of life-long, self-giving love
- › Instill in pupils the understanding of fidelity in relationships
- › Support pupils to make sound judgements and good choices which have integrity, and which are respectful of the individual’s commitments
- › Explain to pupils the idea of loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying

- › Help pupils manage emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity
- › Support pupils in managing conflict positively, recognising the value of difference
- › Support pupils in cultivating humility, mercy and compassion, learning to forgive and be forgiven
- › Help pupils to develop self-esteem and confidence, demonstrating self-respect and empathy for others
- › Help pupils to build 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
- › Support pupils in being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely
- › Support pupils in assessing risks and managing behaviours in order to minimise the risk to health and personal integrity
- › Help pupils understand the Church's teaching on relationships
- › Help pupils understand the Church's teaching on marriage and the importance of marriage and family life
- › Help pupils understand the centrality and importance of virtue in guiding human living and loving
- › Help pupils understand the physical and psychological changes that accompany puberty
- › Share with pupils the facts about human reproduction

2. Statutory requirements

As a voluntarily aided primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Holy Cross Catholic Primary School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and make recommendations
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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”. 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 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 Relationships Education, Relationships and Sex Education (RSE) and Health Education.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but it may be adapted to suit the needs of our pupils.

We have developed the curriculum in consultation with parents, governors and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don’t seek answers online.

Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

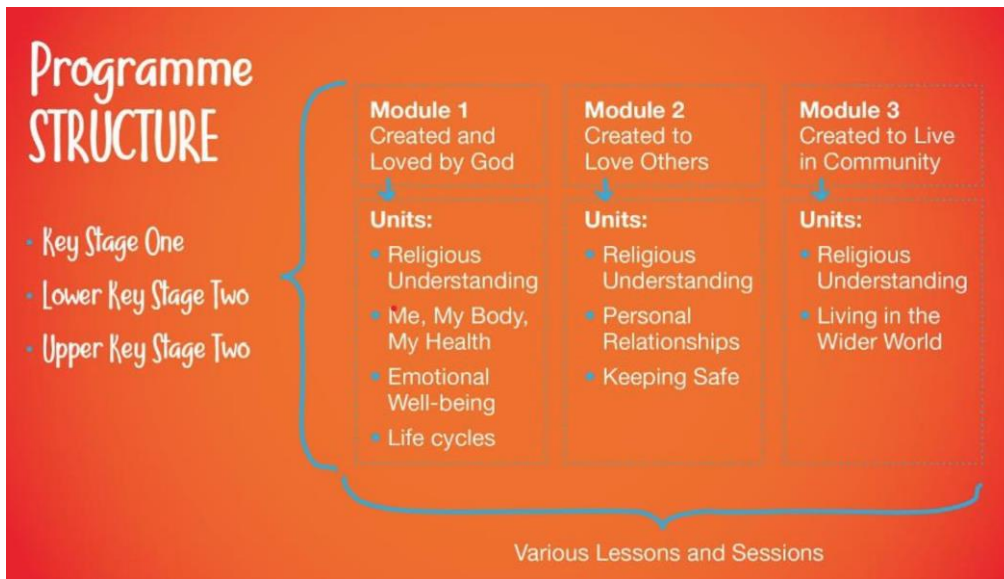
For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery 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.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Our programme will cover:



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.

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 pupils 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 looking at these questions, it is important to draw links to the school's inclusion policy).

Pupils with Special Educational Needs 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.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

The programme content entitled 'Making Babies' will be taught to Year 6 pupils only.

For more information about our RSE curriculum, see Appendices 1 and 2.

6.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- › Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

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 staff Code of Conduct Policy.

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.

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We **will**:

- › Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)

- The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing body

The governing body will approve the RSE policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/ non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, as necessary.

11. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher and PSHE/RSE Lead through:

- Planning scrutinies
- Learning walks
- Pupil conferencing
- Work scrutinies

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map

RSE Curriculum Map

		EYFS - Reception	KS1 - Year 1 & 2	LKS2 - Year 3 & 4	UKS2 - Year 5 & 6
Autumn	Created and Loved by God	<u>Unit 1: Religious Understanding:</u> 1. Handmade with Love	<u>Unit 1: Religious Understanding:</u> 1. Let the Children Come	<u>Unit 1: Religious Understanding:</u> 1. Get Up! 2. The Sacraments	<u>Unit 1: Religious Understanding:</u> 1. Calming the Storm
		<u>Unit 2: Me, My Body, My Health:</u> 1. I Am Me 2. Head, Shoulders, Knees and Toes 3. Ready Teddy	<u>Unit 2: Me, My Body, My Health:</u> 1. I Am Unique 2. Girls and Boys 3. Clean and Healthy Key Decision: Girls and Boys unit - vocabulary for genitalia is taught in Year 3.	<u>Unit 2: Me, My Body, My Health:</u> 1. We Don't Have to be the Same 2. Respecting Our Bodies 3. What is Puberty? 4. Changing Bodies Key Decision: What is Puberty? unit and Changing Bodies unit are taught in Year 4.	<u>Unit 2: Me, My Body, My Health:</u> 1. Gifts and Talents 2. Girls' Bodies 3. Boys' Bodies 4. Spots and Sleep
		<u>Unit 3: Emotional Well-being:</u> 1. I Like, You Like, We All Like! 2. All the Feelings! 3. Let's Get Real	<u>Unit 3: Emotional Well-being:</u> 1. Feelings, Likes and Dislikes 2. Feeling Inside Out 3. Super Susie Gets Angry	<u>Unit 3: Emotional Well-being:</u> 1. What Am I Feeling? 2. What Am I Looking At? 3. I Am Thankful! Additional sessions to supplement this unit: Lurking Trolls: Self-Image Lurking Trolls: Anxiety	<u>Unit 3: Emotional well-being:</u> 1. Body Image Lurking Trolls: Self-Image Lurking Trolls: Anxiety 2. Peculiar Feelings 3. Emotional Changes 4. Seeing Stuff Online Key Decision: Seeing Stuff Online is not part of the statutory curriculum, and is not taught in school
		<u>Unit 4: Life Cycles:</u> 1. Growing Up	<u>Unit 4: Life Cycles:</u> 1. The Cycle of Life	<u>Unit 4: Life Cycles:</u> 1. Life Cycles 2. A Time for Everything Sexual intercourse is not discussed in the Life Cycles unit.	<u>Unit 4: Life cycles:</u> 1. Making babies part 1 2. Making babies part 2 Key Decision: Making Babies part 2 is not part of the statutory curriculum, and is not taught in school 3. Menstruation

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Spring	Created to Love Others	<u>Unit 1: Religious Understanding:</u> 1. Role Model	<u>Unit 1: Religious Understanding:</u> 1. God Loves You	<u>Unit 1: Religious Understanding:</u> 1. Jesus, My Friend	<u>Unit 1: Religious Understanding:</u> 1. Is God Calling You?
		<u>Unit 2: Personal Relationships:</u> 1. Who's Who? 2. You've Got a Friend in Me 3. Forever Friends	<u>Unit 2: Personal Relationships:</u> 1. Special People 2. Treat Others Well... 3. ... and Say Sorry!	<u>Unit 2: Personal Relationships:</u> 1. Friends, Family & Others 2. When Things Feel Bad	<u>Unit 2: Personal Relationships:</u> 1. Under Pressure 2. Do You Want a Piece of Cake? 3. Self-talk
		<u>Unit 3: Keeping Safe:</u> 1. Safe Inside and Out 2. My Body, My Rules 3. Feeling Poorly 4. People Who Help Us	<u>Unit 3: Keeping Safe:</u> 1. Being Safe 2. Good Secrets/ Bad Secrets 3. Physical Contact 4. Harmful Substances	<u>Unit 3: Keeping Safe:</u> 1. Sharing Online 2. Chatting Online Lurking Trolls: Online Bullying 3. Physical Contact 4. Drugs, Alcohol and Tobacco	<u>Unit 3: Keeping Safe:</u> 1. Sharing Isn't Always Caring 2. Cyber Bullying Lurking Trolls: Online Bullying 3. Types of Abuse Key Decision: 'Types of Abuse' unit to be taught more generically through other resources. 4. Impacted Lifestyles 5. Making Good Choices 6. Giving assistance Lurking Trolls: Exploitation Lurking Trolls: Radicalisation

Summer	Created to Live in the Community	<u>Unit 1: Religious Understanding:</u> 1. God's Love 2. Loving God and Loving Others	<u>Unit 1: Religious Understanding:</u> 1. Three in One 2. Who is My Neighbour?	<u>Unit 1: Religious Understanding:</u> 1. Trinity House 2. What is the Church	<u>Unit 1: Religious Understanding:</u> 1. The Trinity 2. Catholic Social Teaching
		<u>Unit 2: Living in the Wider World:</u> 1. Me, You, Us Twinkl – My Family and Community: British Values and We are All Different Own lesson and resources: Aspirations	<u>Unit 2: Living in the Wider World:</u> 1. The Communities We Live In Twinkl - Money Matters Twinkl - British Values and Diverse Britain Twinkl – Aspirations, Goals and Careers	<u>Unit 2: Living in the Wider World:</u> 1. How Do I Love Others? Twinkl – Money Matters Twinkl - British Values and Diverse Britain Twinkl – One World Twinkl – Aiming High, Aspirations	<u>Unit 2: Living in the Wider World:</u> 1. Reaching Out Twinkl – Money Matters Twinkl - British Values and Diverse Britain Twinkl – Prejudice and Discrimination Twinkl – One World Twinkl – Aiming High, Aspirations

Yellow highlighted information shows where our 'Key Decisions' have been made about what to include in our PSHE/ RSE curriculum, and when to teach it.

Green high-lighted information shows additional sessions using the 'Beware of Lurking Trolls' The campaign is backed by the Safeguarding Children Partnerships in Portsmouth, Southampton, Isle of Wight and Hampshire and has been developed with support from schools, child and adolescent mental health services (CAMHS), the police, local authority children and education services, public health and library services.

Pink highlights show additional supplementary PSHE sessions.

Online safety and digital resilience and awareness is also taught through Internet Safety week, and referred to throughout the year.

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents	<i>(Include alternate place of work, and task given e.g. working independently on a PSHE project in the Year 5 classroom)</i>		