

Our Lady of the Rosary Catholic **Primary School**



RSE Policy **2026**

This policy is guided by the Catholic mission of Our Lady of the Rosary School. It aims to ensure that our actions and decisions are shaped by Gospel values and reflect our shared responsibility to care for one another as a community of faith and learning.

Our Lady of the Rosary RC Primary School
Relationship & Sex Education Policy
(adapted from model provided by Catholic Education Service)

Mission Statement

With joy in our hearts, we aspire to excellence and offer ourselves to God and neighbour.

In this policy, the Governors and staff of Our Lady of the Rosary Catholic Primary School, in partnership with the Diocesan Schools' Service, pupils, parents and carers, and Ascension Catholic Academy Trust, set out our intentions about Relationships and Sex Education (RSE). We set out our rationale for, and approach to, RSE within our school.

Implementation and Review of Policy

This policy and our RSE provision have been developed in consultation with staff, governors, parents and carers, and pupils, with due regard to guidance from the Catholic Education Service, the Diocese of Westminster and the Department for Education.

This policy will be reviewed every year by the Head teacher, RSE Lead, the Governing Body and Staff.

Dissemination

The policy will be shared with all members of the Governing Body, 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 knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High-quality RSE supports their moral, social, mental and physical development and promotes positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness.

RSE is about the development of pupils' knowledge and understanding of themselves as human beings, called to live in right relationships with themselves and others and enabled to make moral decisions in conscience.

In primary school, the focus is on teaching the skills and knowledge that form the building blocks of positive relationships, supporting children from the beginning of their education to grow into kind and caring adults who respect others and know how to keep themselves and others safe. This includes learning about families and people who care for them, 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 the National Curriculum for 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. 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 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 and 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.

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;

- How to keep themselves safe by 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 Adaptive Teaching and 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. In planning and delivering RSE, appropriate links will be made to the school's inclusion and SEND provision.

Equalities Obligations

The governing body has 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 and Resources

At Our Lady of the Rosary, we use Life to the Full, produced by TenTen Resources, as our programme for Relationships and Sex Education. RSE is also supported through relevant learning within Science, PSHE and Religious Education.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- age-appropriate film, video and presentation materials
- group work

- role-play
- trigger drawings
- values clarification

Assessment

Pupils' learning in RSE will be assessed through a range of age-appropriate approaches, including discussion, questioning, observation and pupils' recorded work. Assessment will be used to identify pupils' understanding and inform future teaching, including where further support or clarification may be needed.

Parents and Carers

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 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 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.

Parents have the right to withdraw their children from Sex Education, except for those elements which are required by the National Curriculum for Science. There is no right to withdraw from Relationships Education. Should parents wish to withdraw their child from Sex Education, they are asked to contact the Headteacher. The school will provide appropriate support and materials to enable parents to support their child's learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Further information about the right to withdraw from Sex Education can be found in the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

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 pupils to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

Responsibility for teaching the programme

Responsibility for the specific Relationships and Sex Education programme lies with the relevant curriculum staff; this will normally include Science, Religious Education, Physical Education, RSE and PSHE. 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 and wholesome relationships between staff, other adults and pupils. They will also contribute to the development of pupils' personal and social skills.

External Visitors

Our school will call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE, where appropriate. 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 school procedures and the 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

- 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, the ethos of the school and our Catholic beliefs;
- Ensure that the policy meets statutory requirements;
- Ensure that parents know of their right to withdraw their children from Sex Education;
- 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 place of RSE within PSHE.

Head teacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents and carers, the Diocesan Schools' Service, Ascension Catholic Academy Trust, the Local Authority and other appropriate agencies.

RSE Lead

The RSE Lead, together with the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will lead on the dissemination of information relating to RSE and the provision of appropriate staff 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 delivered as part of the PSHE framework. It includes guidance relating to pupil safety and is compatible with the school's other policies, including the Safeguarding and Child Protection Policy, SEND Policy, Behaviour Policy and Anti-Bullying Policy.

Pupils with specific needs, whether of a physical, learning, communication or other nature, will receive appropriately adapted teaching and support to enable them to develop knowledge, understanding and skills within their capacity. Teaching approaches and resources will be adapted to meet individual needs. Learning in RSE will link to and complement relevant learning across the wider curriculum.

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.

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 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 hint at abuse, are deliberately tendentious or are of a personal nature. In responding to sensitive or potentially controversial questions, staff will also have regard to the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education.

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 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 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. Teachers should 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, head teacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and evaluation

The RSE Lead will monitor the provision of RSE through a range of approaches, including reviewing planning and curriculum provision, considering samples of pupils' work and seeking the views of pupils, staff and parents and carers as appropriate. The programme and policy will be evaluated annually, with the findings used to inform any necessary developments or improvements.

Governors will have oversight of the monitoring and evaluation of RSE and will consider any proposed amendments to the policy. Governors remain ultimately responsible for the policy.

