

Holy Cross RC Primary School



Relationship & Sex Education Policy

Signed _____

[Headteacher]

Signed _____

[Chair of Governors]

Date November 2025

Next Review Date November 2026

Mission Statement

'The Mission of schools is to develop a sense of truth, of what is good and beautiful.' (Pope Francis)

Our Ethos is:

God made us all unique

- To learn, live and grow
- To show good citizenship to all
- To be the best we can possibly be
- To show Christ's love in all we do.

Our Core Values are:

- Here at Holy Cross we are a Catholic family rooted in Gospel values.
- Offering a safe, learning and nurturing environment within the community where all can grow.
- Leading the way in faith and prayer.
- "You are created in the image and likeness of God". We will celebrate your uniqueness, promoting inclusiveness and dignity.
- Celebrating cultural diversity and recognising religious diversity through;
- Respect, tolerance love, justice, compassion, kindness forgiveness, honesty, charity, encouraging happiness, peace and hope.
- Our curriculum will equip our children to grow and develop fully into the young adults of the future.
- Striving for continuous improvement, success and achievement for all.
- Strengthening our local, wider and global family through good citizenship.

Vision Statement

At Holy Cross Catholic Primary School we live by the gospel value of treating others as you would like to be treated.

Our vision is to strive to:

- *Provide the best education possible for all children in a warm and caring environment that enables every child to reach their full potential;*
- *Enable children to become positive citizens, independent, resilient, tolerant and respectful of others, ready to play their part in the local community and wider society;*
- *Ensure that every child feels safe, happy and valued.*

At Holy Cross we put children at the heart of everything we do.

Intent:

At Holy Cross RC Primary School, Christian faith and values are at the heart of all we do from the curriculum we teach, to the spirituality the school community experiences. The message of: 'Treat others as you would like to be treated' is at the heart of all teachings here at Holy Cross and especially important in this curriculum area.

We can see through teaching relationships and sex education (RSE) we are equipping and preparing children to live life to the full within today's society, in line with the teachings of Jesus and the Catholic Church.

This policy reflects the DfE 2000 SRE, The DfE guidance on RSE and Health Education 2019, guidance from the PSHE Association and advice from 'Ten:Ten'.

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

Consultation Process

As part of our consultation process we carried out the following:

- Staff training
- Parent Consultation
- Parent questionnaire

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" It is about the development of the pupil's knowledge and understanding of themselves 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 with adults."

This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

As a Catholic school we also feel it is important to draw attention to the need for Relationship and Sex Education to contribute to spiritual and moral development of pupils. When we teach children about relationships we do so because relationships are the core of who we are and how we respond to God's love.

Statutory Curriculum Requirements

From September 2020, we are legally required to teach relationship education, which are statutory parts of the National Curriculum Science. The Department of Education revised statutory guidance states "Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks.

In this environment 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."

For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective relationships and sex education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It enables children and young people to make responsible and informed decisions about their health and wellbeing. This is why the DfE recommend: " . . . that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). In our school these are taught as part of Ten:Ten's programme, Life to the Full.

The sex education contained in National Curriculum science (Key Stages 1-4) is compulsory in maintained schools:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
 - Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)
- PSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil's well-being (Education and Inspections Act 2006, Section 38).
- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
 - When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
 - It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education and Inspections Act 1996, National Curriculum 2014).

Rationale

As a school we are committed to supporting all our pupil's personal, social health and their emotional well-being alongside securing the best academic outcomes possible. This is taught with the Christian faith and values in mind as they are at the heart of all we do as a school. We are educating our children in order to prepare and equip them for living in the real world, to build healthy attitudes and positive relationships. This will be achieved through following the Life to the Full programme, which covers all the statutory aspects of Relationships, Sex and Health Education in an age appropriate way. The programme is organised into three modules that are based on the Model Catholic RSE Curriculum. However, the reasons for our inclusion of RSE go further. John 10:10 says 'I have come that you might have life and have it to the full'.

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 relationships 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 spirituality 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

As a Christian school, we are delivering RSE through the TEN: TEN's Life to the Full Scheme of Work within the curriculum subject of personal, social and health education (PSHE). The subject will be taught within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

The programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. Prayer, scripture and sacraments are the foundation of the scheme. 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, modelled by staff and promoted to inspire pupils: faith, hope, love, wisdom, justice, fortitude, temperance.

Impact:

Overall Aims of Relationship and Sex Education In School

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 to 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." (Gravissimum Educationis)

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 his or her 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;

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.

Implementation:

The three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided for in three interrelated ways: the whole school/ethos dimension; a cross-curricular dimension and a specific relationships curriculum.

Programme Structure:

Life to the Full is organised into a three-stage structure which is repeated across four different learning stages:

- EYFS is aimed at Nursery and Reception
- Key Stage One is aimed at Years 1 and 2
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community Each Module is then broken down into Units of Work.

The tables below show each module and the Units of Work

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.	
Early Years Foundation Stage: • Our uniqueness in real terms • Celebrating differences, talents and abilities • Looking after and using our bodies • The necessity of when and how to say sorry • Jesus' forgiveness and growing up as God's plan for us	Key Stage One: • We are uniquely made by a loving God • We have differences and similarities • Key information about staying physically healthy • Understanding feelings and emotions, including strong feelings such as anger • The cycle of life from birth to old age
Lower Key Stage Two: • Understanding differences • Respecting our bodies • Puberty and changing bodies • Strategies to support emotional wellbeing including practicing thankfulness • The development of pupils' understanding of life before birth 	Upper Key Stage Two: • Appreciation of physical and emotional differences • A more complex understanding of physical changes in girls' and boys' bodies • Body image • Strong emotional feelings • The impact of the internet and social media on emotional well-being • A more nuanced and scientific understanding of life in the womb and how babies are made • Menstruation
Religious UNDERSTANDING 	Story Sessions: Each learning stage focuses on a different Gospel story, which is repeated in various ways over a week, giving rise to times of discussion, imaginative reflection and creative response, for example, in Key Stage One children will hear and reflect on the story of Jesus telling the little children to come to Him and through imaginative reflection will put themselves into the story to experience Jesus' call personally. In Upper Key Stage Two, the story is that of Jesus calming the storm, and is used to reflect on how whatever might come their way through puberty and beyond, Jesus is with them and will help them.

Module Two: Created to Love Others

explores the individual's relationships with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships.

Early Years Foundation Stage:

Unit 2: Personal Relationships

- Different family/friend relationships
- Features of positive/negative behaviour in relationships
- The importance of saying sorry and forgiveness within relationships

Unit 3: Keeping Safe

- Practical ways to stay safe inside and out
- Staying safe around medicines
- People who help us in emergencies

Lower Key Stage Two:

Unit 2: Personal Relationships

- Different family structures
- Activities and strategies for developing healthy relationships with family and friends
- Techniques for managing thoughts, feelings and actions

Unit 3: Keeping Safe

- Online safety
- Teaching on bullying and abuse
- The effects of drugs, alcohol and tobacco
- The crucial role of First Aid in emergency situations



Key Stage One:

Unit 2: Personal Relationships

- 'Special people' in their lives who they love and can trust
- Coping with various social situations and dilemmas
- The importance of saying sorry and forgiveness within relationship

Unit 3: Keeping Safe

- The risks of being online
- The difference between good and bad secrets
- Teaching on physical boundaries
- The effects of harmful substances
- Some basic First Aid

Upper Key Stage Two:

Unit 2: Personal Relationships

- Strategies for more complex experiences of relationships and conflict
- How to identify and respond to spoken and unspoken pressure
- The concept of consent
- Further teaching on how our thoughts and feelings impact on how we act

Unit 3: Keeping Safe

- Risks of sharing and chatting online
- A more complex understanding of different forms of abuse
- How drugs, alcohol and tobacco can negatively affect people's lifestyles
- Essential First Aid such as DR ABC and the recovery position

Religious UNDERSTANDING



At the start of each learning stage, we begin with a series of story sessions based on a key Gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the Prodigal Son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.



Early Years Foundation Stage:

- Children will learn that God is three in one: Father, Son and Holy Spirit
- Know that they are loved and called to love others
- Learn about the different communities they are part of and the responsibilities they have to them



Key Stage One:

- Children understand that God is love: Father, Son and Holy Spirit
- Learn that being made in His image means being called to be loved and to love others
- Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community
- Know that God calls us to live in community with one another



Lower Key Stage Two:

- Children will develop a deeper understanding that God is love as shown by the Trinity
- Understand that the human family reflects the Holy Trinity in mutual charity and generosity
- Know that the Church family comprises of home, school and parish
- Catholic Social Teaching on what it means to work for the Common Good



Upper Key Stage Two:

- Children will know that God is Trinity – a communion of persons
- Learn that the Church is the body of Christ
- Develop a deeper and richer understanding of Catholic social teaching
- Learn how certain charities reach out to the wider community with love



Religious UNDERSTANDING



In the first Unit, Religious Understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage. They learn about the creative circle of love between Father, Son and Spirit. Children will learn that just like the Trinity of God, we are made to love God and love others, and we are made to be loved by God and others. This extends not only to us, our families, our friends and our personal relationships, but also to the wider world.

