

**ST VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL,  
STEVENAGE**

*St. Vincent de Paul Catholic  
Primary School*



**A POLICY FOR RELATIONSHIPS  
AND SEX EDUCATION (RSE)**

(adapted from CES Model Policy 2019)

*“We are called to be the hands and face of Jesus  
as we learn, love and grow together”*

Reviewed: Spring 2025  
To be reviewed: Spring 2026  
Reviewed by the Teaching and Learning committee  
RSE Lead: Alexandra Whitty

Ratified at Full Governing Body: 11<sup>th</sup> March 2025

The preparation of this policy is driven by our desire to offer a broad and balanced RSE curriculum which prepares pupils for the world in which they live, provides them with clear factual, scientific information and meets the statutory requirements and responsibilities placed on all schools. RSE cannot be reduced to simply giving biological facts and so we seek to ensure that all aspects of our RSE programme are underpinned by the teachings and values of our Catholic faith and our school Mission Statement:

*“We are called to be the hands and face of Jesus as we learn love and grow together”*

## CONTEXT

The Department for Education (DfE) have set out their requirements of what must be taught in all Primary Schools<sup>1</sup> and the Catholic Education Service (CES) have used this to produce their own Scheme of Work for Catholic Schools<sup>2</sup>. The work of the CES has been cited by the Department for Education as an example of good practice in Relationships and Sex Education.

In this policy we set out our intentions for Relationships and Sex Education (RSE), including our rationale for, and approach to the teaching of Relationships and Sex Education in the school.

**A full consultation was carried out during the Spring Term 2021.**

**This included feedback from:**

- questionnaires to parents / carers
- An online consultation portal provided by Ten Ten
- review of RSE curriculum content with staff
- consultation with wider school community
- consultation with school governors
- Engagement with the Diocese of Westminster through three full day training sessions

## Dissemination

- Copies of the document will be available to all parents and staff 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 web site and will be accessible through individual log-ins to the Ten Ten Life to the full Parent Portal

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<sup>1</sup> DfE 2019, Relationships and Sex Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<sup>2</sup> CES 2019, A model Catholic Primary RSE Curriculum

<http://catholiceducation.org.uk/schools/relationship-sex-education>

## 1.0 DEFINING RELATIONSHIPS 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”<sup>3</sup>. 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 with adults.”<sup>4</sup> This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe

## 2.0 STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

However, the reasons for our inclusion of RSE go further.

## 3.0 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 Department for Education (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.

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<sup>3</sup> DfE 2019, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

<sup>4</sup> DfE 2019, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

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.

#### 4.0 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.

#### 5.0 AIMS OF RSE

**"We are called to be the hands and face of Jesus as we learn love and grow together"**

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 focus on the development of the whole child as a unique individual, beautifully created in God's image.

In partnership with parents we aim to provide children and young people with a "positive and prudent sexual education"<sup>5</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

#### 6.0 OBJECTIVES OF RSE

6.1 To develop the following **attitudes and virtues**:

- reverence for God given gifts;
- 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 themselves and others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

6.2 To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity;
- loving and being loved, and the ability to form friendships and loving, stable relationships

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<sup>5</sup> HH Pope Paul VI, 1965 *Gravissimum Educationis* 1

[http://www.vatican.va/archive/hist\\_councils/ii\\_vatican\\_council/documents/vatii\\_decl\\_19651028\\_gravissimum-educationis\\_en.html](http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vatii_decl_19651028_gravissimum-educationis_en.html)

- 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.

### 6.3 To **know and understand**:

- the Church's teaching on relationships and 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;
- at and age appropriate level, facts about human reproduction

## 7.0 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. 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.

## 8.0 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.

## 9.0 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 Education curriculum.

We have adopted the '**Life to the Full**' SRE programme developed by **Ten Ten**. This Catholic scheme has the support of the Bishops Conference of England and Wales and is one of the schemes recommended for use in Diocese of Westminster schools.

The Life to the Full programme is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service which was highlighted as a work of good practice by the Department for Education. Therefore, we have confidence that the programme will be fit for purpose in supporting the growth and development of your child.

'Live Life to the Full' is taught through three modules which are taught each year in every year group. The spiral nature of the modules means that each year students revisit a familiar theme and build

upon their previous learning in an age appropriate manner.

The modules develop content in the following manner:

## 9.1

### **Module One: Created and Loved by God**

Rooted in the teaching that we are made in the image and likeness of God, this unit helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

#### **In Key Stage One this includes:**

- that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls)
- key information about staying physically healthy
- understanding feelings and emotions, including strong feelings such as anger
- and the cycle of life from birth to old age.

#### **In lower Key Stage Two (Years 3 & 4) this includes**

- understanding differences,
- respecting our bodies,
- puberty and changing bodies
- strategies to support emotional wellbeing including practicing thankfulness,
- and the development of pupils understanding of life before birth.

#### **In upper Key Stage Two (Years 5 & 6) this includes**

- appreciation of physical and emotional differences,
- a more complex understanding of physical changes in girl 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,
- and menstruation.

## 9.2

### **Module Two: Created to Love Others**

This unit explores the individual's relationship 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 and keeping safe.

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

#### **In Key Stage One this includes:**

Personal Relationships:

- identifying the Special People in their lives who they love and can trust;
- how to cope with various social situations and dilemmas; and
- the importance of saying sorry and forgiveness within relationships.

Keeping Safe:

- the risks of being online by incorporating the 'Smartie the Penguin' resources from

Childnet;

- the difference between good and bad secrets; and
- teaching on physical boundaries (incorporating the PANTS resource - NSPCC).

### **In lower Key Stage Two (Years 3 & 4) this includes**

Personal Relationships:

- developing a more complex appreciation of different family structures;
- activities and strategies to help them develop healthy relationships with family and friends; and
- techniques for managing thoughts, feelings and actions.

Keeping Safe:

- Online safety including NSPCC materials; and
- Exploring bullying and abuse through a series of animated stories.

### **In upper Key Stage Two (Years 5 & 6) this includes**

Personal Relationships:

- equipping children with strategies for more complex experiences of relationships and conflicts;
- sessions that help children to identify and understand how to respond to spoken and unspoken pressure;
- the concept of consent and some practical demonstrations of this; and
- and further teaching on how our thoughts and feelings have an impact on how we act.

Keeping Safe:

- Risks of sharing and chatting online; and
- A more complex understanding of different forms of abuse.

## **9.3**

### **Module Three: Created to Live in Community**

This 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.

#### **In Key Stage One this includes:**

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

#### **In lower Key Stage Two (Years 3 & 4) this includes:**

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

#### **In upper Key Stage Two (Years 5 & 6) this includes**

- knowing that God is Trinity – a communion of persons;
- know that the Church is the body of Christ;
- developing a deeper and richer understanding of Catholic social teaching; and

- exploring how certain charities reach out to the wider community with love.

## 10.0 TEACHING, LEARNING and ASSESSMENT STRATEGIES

Ten Ten resource materials will be used to deliver the programme in an engaging, sensitive and age appropriate manner. Lessons will be given an appropriate timetable allocation and will make use of strategies that allow pupils to engage, reflect, respond and ask appropriate questions.

### Strategies used will include:

- establishing ground rules so that all feel safe
- distancing techniques (e.g. the use of story and film)
- discussion
- reflection
- experiential & active learning
- brainstorming
- film & video
- group work
- role-play
- values clarification
- The use of anonymous questions
- The use of the classroom communication box for further support

Low-stakes assessment is built into each unit of the programme.

## 11.0 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 will be informed by letter 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 are able to access detailed information about each unit of the programme and how this is developed in an age appropriate manner for each Key Stage phase by making use of the parent portal at:

[www.tentenresources.co.uk/parent-portal](http://www.tentenresources.co.uk/parent-portal)

The portal also allows parents in Year 6 to view the materials that are used to explore sexual nature of relationships. This will enable parents to make an informed decision about whether they consent to this aspect of the programme or not. Parents who do not consent to this aspect of the programme will be able to use these materials with their own children should they wish to.

Parents continue to have **the right to withdraw** their children from Sex Education 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. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

## **12.0 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 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.

## **13.0 RESPONSIBILITY FOR TEACHING THE PROGRAMME**

### **13.1 Delivery and Oversight of the Programme**

Responsibility for the delivering of specific aspects of our Relationships and Sex Education programme lays with each class teacher, overseen by the Senior Leadership Team, the RE Leads, the Personal Social and Health Education (PSHE) Lead.

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, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

### **13.2 External Visitors**

Our school will sometimes 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 developed in line with CES guidance 'Checklist for External Speakers to Schools'.<sup>6</sup>

No external visitor will contribute the RSE programme without the express permission of the Headteacher.

Health professionals should follow the school's policies, minimising the potential for public 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.

## **14.0 SPECIFIC ROLES AND RESPONSIBILITIES REGARDING RSE**

### **14.1 Governors**

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<sup>6</sup> CES Checklist for External Speakers to Schools, 2016

- 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., SEN, the ethos of the school and our Catholic 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; and
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics, the coverage of the Catholic Education Service's Curriculum for RSE and the requirements of the Department for Education.

#### **14.2 Headteacher**

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.

#### **14.3 RSE Lead**

The RSE lead is usually drawn from the RE and / or PSHE Leadership Teams. They work closely with the headteacher and other senior leaders. The PSHE 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.

#### **14.4 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.

### **15.0 RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

This RSE policy is to be delivered as part of the PSHE framework alongside aspects of the Science Curriculum and underpinned by the Religious Education curriculum. 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 particular difficulties whether of a physical or intellectual nature 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.

### **16.0 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.

#### **16.1 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, will help to create a supportive climate for discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail). Appendix 1 (Frequently Asked Questions) aims to support parents and teachers in dealing with some of the controversial issues.

## **16.2 Responding to Questions**

All questions raised will be answered honestly in the context of a sensitive, inclusive and Catholic RSE programme. Where staff are unsure of how to respond, they will let a pupil know that they will get back to them and will seek further advice.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

Where a question or response:

- suggests a safeguarding concern, this will be recorded on CPOMs and followed up with a conversation with Safeguarding Leads.
- falls out of the scope of the current RSE policy, this will be acknowledged and referred to parents / carers through a supportive telephone call / meeting;
- Where a question is of a personal nature, this will be acknowledged, and reference will be made to the to the ground rules which have been agreed;
- is deliberately tendentious this will be acknowledged and dealt with in line with the school's behaviour policy. Conversations with parents are likely to follow.

## **17.0 SUPPORTING CHILDREN AND YOUNG PEOPLE 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.

## **18.0 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 policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance.

## **19.0 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 evaluated biannually in order to inform updates to the policy and scheme using Appendix 2 to support discussions and action planning. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the content of the policy.

## Frequently Asked Questions (FAQs)

(some from children some from parents / carers).

*“Love is an art to be learned. It is a giving experience, a selfless act. Every experience of love gives a glimpse of the meaning of love in God himself. Human love is the instrument we can use to explore the mystery of love which is God.” (Cardinal Basil Hume).*

### **Why should we teach about Sex and Relationships Education in Catholic Schools?**

The school aims to support parents in their role as primary educators of Children in the faith. Our children live in a society where they are bombarded with images, words and sentiments that may not necessarily sit within our own views. We live in an increasingly secular world. We must enable children to make sense of this complex world, underpinned by catholic Christian values which will support them throughout their life. Our children have questions; they require accurate and sensitive answers.

### **We have ‘pet names’ for parts of the body that make it less embarrassing to talk about things. Why spoil it with biological names for body parts?**

It is great that your children are able to talk about their bodies. Using the correct terminology from an early age helps us to ensure that we are all talking about the same thing. It also keeps our children safe by giving them a common language to use when discussing very private matters.

### **My parents were not married when I was born. Was that wrong?**

The Catholic Church teaches that the ideal environment for children to be brought up in is within a family that is built upon a happy, healthy and strong marriage. The ideal, however, is not always possible and as such, we do not level judgement in such cases. Our community is made up of people who are part of a range of diverse families. Each individual is valued and loved by God, made in His image.

### **My child does not live with his / her ‘birth parent’. Will they be embarrassed?**

We are all unique, everyone created in the image of God. We all live in a variety of loving family types. No one is identified as being different. We have a duty under Equalities legislation to ensure that all of our family types are represented and feel included. Personal ‘stories’ are treated with absolute sensitivity. Please do talk to us about this if you are concerned.

### **My parents / carers do not live together. Is that wrong?**

There are many complex and varied reasons why people are unable to live together but it does not mean that you are loved any less by either of your parents.

### **Children are taught about diversity in family structures. Should we be talking about children with two mums or two dads?**

Our children are growing up in a diverse society. Some children have single parents, some have mums and dads, some have two dads or two mums, some are brought up by extended family. They need to learn that we are all different and unique. We have a duty under the Equalities Act to ensure that all family types are represented in order that individuals do not feel left out or pushed aside. This is about protecting the dignity of each

individual and carries no value judgements with it. Where the reaction to images raise issues of homophobic language, we have a duty in law to ensure that this is addressed as unacceptable and potentially hurtful behaviour.

Although we make reference to the diversity of family structures, homosexuality is not directly covered in our scheme of work in Primary Schools.

### **What is the Catholic Church's view in relation to homosexuality?**

The Catholic Church recognises that some men are sexually attracted to other men and some women are sexually attracted to other women. The church upholds the dignity of every individual and utterly condemns any unjust discrimination or abuse directed against individuals; on the contrary, individuals must be accepted with respect compassion and sensitivity. That aside, the Catholic Church considers sexual contact between same sex couples, in so much as it excludes openness to the generation of new life, is not supported. We do not teach about homosexuality **but must challenge any stereotypes or misinformation that is shared.**

### **Will Lesbian Gay Bisexual and Transgender (LGBT) aspects be covered in this RSE programme?**

Life to the Full is inclusive of all children and families.

From the very start, the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers, etc) and it celebrates the family unit in whatever form it takes.

In Upper Key Stage Two, the presenters on film say that some children have 'two mums and two dads' as part of a list of different family set-ups – this is the only explicit reference to same-sex relationships in the programme;

The programme does not explicitly refer to transgenderism;

The programme emphasises very strongly the dignity of every person as being created and loved by God - it examines difference and bullying, but does not explicitly highlight LGBT people within this context.

The only reference to sexual intimacy is in the optional UKS2 session 'Making Babies: Part 2'. In this session, sexual intimacy is discussed within the context of a heterosexual marriage, and the Catholic-Christian point of view is clearly stated. This teaching is in line with the statutory guidance from the Department of Education.

### **Surely sex education encourages experimentation?**

Research does not indicate that this is true. Effective RSE education, delivered in partnership with parents, underpinned by consistent Christian values, allows correct information to be passed on to our children within the framework of our shared faith. Without it, there is the potential for ignorance and as such this leaves our children in a dangerous place.

### **Shouldn't the information given to boys be different to girls?**

If we give different information to boys and girls, this could lead to misinformation in the future as they find out from their own sources. It is important that our children have correct and accurate information. Boys need to know about the changes that girls will go through (if they are going to be sensitive in relation to the opposite sex) and vice versa. This is all very healthy. Some information is delivered in mixed sex groups and other, more sensitive

information, is delivered in single sex groups as appropriate.

### **There has been a lot of press coverage recently about Female Genital Mutilation (FGM). Do we teach our children about this?**

We don't teach directly about FGM but we do ensure that children are fully equipped with the knowledge about what is right and wrong in relation to how others treat their body and what to do if they feel uncomfortable about anything. They are also taught about what to do if they are worried about anyone else.

### **My child is too young for all of this.**

Your child may well be in the Early Years or Key Stage 1 and this is where we begin to develop in an age appropriate manner the language and skills that they will need to develop effective and safe relationships. As your child moves from Year 4 upwards, they are at an age when bodies may well be changing, getting ready for puberty, the onset of adult life. With the physical changes, come emotional changes which all of our children need to be prepared for. As our children move on to secondary school it is important that they have been given the correct information, before they are educated in RSE by information from their peers which may not be as reliable. To not deliver this would disadvantage our children and would also put them at risk.

### **What happens if a child asks a question about something that is not covered by the RSE scheme of work?**

If suitable for the whole class, this would be answered honestly in line with our policy. If it is not possible to answer the question as it falls outside of the remit of our school's RSE policy, the teacher would talk to the child's parent or guardian about how they could support him/her to answer this honestly. If in doubt the teacher will recognise the question and defer answering until they have sought the advice of the Headteacher.

### **Can I withdraw my child from RSE?**

**The law gives parents the right to withdraw their children from those aspects of the RSE provision that is not part of the statutory science provision.** The National Curriculum covers puberty and makes reference to reproduction for plants and animals and therefore these aspects remain statutory. The non-statutory aspects of our curriculum relate to an exploration of sexual intimacy which are only included in the Year 6 aspects of the curriculum. We would, of course welcome the opportunity to discuss this important decision with you in order that it can be made in full knowledge of what the children will be missing. All of the materials in relation to this aspect of the curriculum are available on the Life to the Full Parent Portal in order that you are able to make this important decision in an informed manner.

Discussing the biological aspects (as part of the statutory curriculum) often raises the question 'well, how does the sperm get to the egg?'. This natural and understandable question is exactly why the school offers to deal with this question, even though it is not included in the Statutory framework for KS2

## A GOVERNOR AUDIT TOOL FOR MONITORING RSE



This checklist is to support the school's processes of self-evaluation and should be completed in partnership with governors and those responsible for RSE in the school.

Criteria	Fully	Partly	Not Evidenced
<ul style="list-style-type: none"> <li>The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure that the needs of the children and young people are being met.</li> </ul>	•	•	•
The policy has been ratified by the full governing body.			
The policy is in accordance with Catholic teaching and consistent with the Catholic mission and ethos of the school.			
The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies.			
Findings from any review and monitoring processes are written into the school's development plan.			
There is a statement included in the school's prospectus regarding the school's approach to RSE.			
Details of the RSE curriculum are published on the school's web site.			
There is a designated senior member of staff (or team) responsible for RSE in the school with an agreed description of their role and responsibilities in relation to RSE.			
There is a designated governor to monitor RSE.			



Governors are aware of how RSE is taught across the school and of the reasons for the choice of resources used.			
A range of appropriate RSE resources are used to meet the needs of all pupils.			
Clear, developmental schemes of work identify the elements of RSE taught across subjects and show how the requirements of RSE within PSHE and the National Curriculum are covered.			
Parents/carers are regularly made aware of how RSE is taught throughout the school.			
Parents/carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.			
The school is supporting parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home			
The policy has been disseminated among staff (including support staff and chaplaincy), pupils and parents/carers and included in induction arrangements for new staff, pupils and prospective parents.			
All staff understand their role in the delivery of RSE.			
Staff training needs are audited to help determine the programme of CPD for RSE.			
The policy takes into account issues related to equal opportunities.			
There is a confidentiality clause in the RSE policy, developed in consultation with parents/carers, young people and governors. The policy supports RSE by setting out clear boundaries for pupils and parents about the sharing of information and how to make the learning environment safe.			

Next Steps:

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Completed by:

Date