St Mary's RC Primary School



PSHE and RSE Policy

Date policy created: 29th June 2024

To be reviewed: June 2025

Signed by:

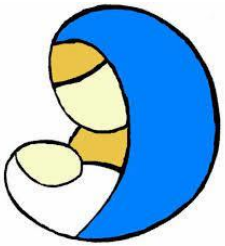
D Hayes (Headteacher) Date: 29th June 2024

L. Gillies (Chair of Governors) Date: 29th June 2024



We Care, We Pray, We Work, We Play… in Jesus' Way

St Mary's RC Primary School Intent and Principles for PSHE and RSE



"I have come that you might have life to the full."
John 10:10.

We encourage the school community to always look to achieve our personal best in every aspect of school life.

We encourage children to know more and remember more so that they gain PSHE/RSE skills and knowledge that they can apply into further education and adulthood.

We use PSHE/RSE vocabulary to support our learning.

At St Mary's we believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community, rooted in our strong Catholic faith.

We have a positive curriculum which focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

We have high expectations and an ambitious curriculum for all pupils.

We follow a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children.

Within every PSHE/RSE lesson, we use our School's Growth Mindset Values.

PSHE/RSE at St Mary's has a cross-curricular dimension, which permeates all aspects of life in school and is rooted in the teaching of the Catholic church.

Personal Education, Social Education, Health Education and Economic Education / Relationships Education and Sex Education (RSHE)
Model Primary Policy
Date of policy: June 2024

Foreword

Education is about more than academic achievement. Schools seek to prepare our young people for life in the world today. Their health and wellbeing and their relationships with others are vital components for living a fulfilled life and making a positive contribution to society. So, not surprisingly, Relationships Education, Sex Education and Health Education (RSHE) are an essential part of the overall school curriculum and the Government, through its Department for Education, regulates the content of those aspects of the curriculum.

Within the Catholic Church, we have a particular context in which we wish this education to be offered and specific views about certain elements of it. Consequently, on behalf of the Bishops' Conference of England and Wales, the Catholic Education Service (CES) offers advice and a model policy for how this area of the curriculum should be approached in Catholic schools. Our own Diocesan Department for Education has taken both the Government and the CES documents and brought them together into this model policy for use in schools within the Diocese of Salford. This ensures that Catholic teaching is set alongside the secular State requirements and will enable teachers to approach these often sensitive matters with confidence and clarity.

When it comes to Sex Education, parents do have a legal right to withdraw their children (except for those aspects required by the National Curriculum for Science). Hopefully such incidences would be few and far between, since we believe that it is much better for children to be educated about these matters in a safe and structured environment, where the content and message accord with our Catholic values, rather than learning about them from randomly accessed sources.

Thanks must go to the professionals (advisers and teachers) who have helped to prepare this policy for the benefit of our staff and our young people. May it help to enhance the quality of their lives.

Rev Canon Michael Cooke VG
Moderator of the Curia

SECTION 1 – INTRODUCTION

1. Introduction

1.1 Under the *Relationships Education, RSE, and Health Education (England) Regulations 2019*, *made under sections 34 and 35 of the Children and Social Work Act 2017*, schools are required to teach:

- relationships education (all primary aged pupils)
- relationships and sex education (RSE) (all secondary aged pupils)
- health education (all pupils in state-funded schools only)

1.2 At St Mary's, as a Catholic school, we are guided by the Catholic Education Service who state that Catholic schools are required to deliver Relationship and Sex Education (RSE) in accordance with the teachings of the Church. We take this approach in conjunction with the guidance issued by the DfE. The Catholic Education Service use the term 'RSE'.

2. Rationale [1]

'I have come that you might have life and have it to the full**.'** (John.10.10)

2.1 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.

2.2 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.

2.3 Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RSHE 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.

2.4 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

[1] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg2

fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

2.5 Our RSE programme enshrines the Catholic values relating to the importance of stable relationships, marriage and family life. 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.

2.6 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 and carers, to provide children and young people with a 'positive and prudent sexual education' (Gravissimum Educationis) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

2.7 At St Mary's we believe that a strong PSHE and RSE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community, rooted in our strong Catholic faith.

2.8 At St Mary's, our Mission Statement is:

We care, we pray, we work, we play… in Jesus' way.

Our Mission Statement commits us to the education of the whole child (spiritual, physical intellectual, moral, social, cultural, emotional) and we believe that PSHE and RSE is an integral part of this education. We work closely with families, members of our parish and all in school so everyone feels loved and encouraged to grow fully in spirit, mind and body.

3. Legal framework

3.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2023) 'Keeping children safe in education' (KCSIE)

3.2 This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

3.3 Under the Relationships Education, RSE, and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, schools are required to teach:

- relationships education (all primary aged pupils)
- relationships and sex education (RSE) (all secondary aged pupils)
- health education (all pupils in state-funded schools only)

3.4 At St Mary's, as a Catholic school, we are guided by the Catholic Education Service who state that Catholic schools are required to deliver Relationship and Sex Education (RSE) in accordance with the teachings of the Church. We take this approach in conjunction with the guidance issued by the DfE. The Catholic Education Service use the term 'RSE'.

4. Roles and responsibilities

4.1 The governing board is responsible for:

- Ensuring the school's PSHE/RSE Policy is implemented effectively.
- Ensuring that the PSHE/RSE Policy, as written, does not discriminate on any grounds or protected characteristics.

4.2 The headteacher is responsible for:

- Reviewing the PSHE/RSE Policy bi-annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.

4.3 The PSHE/RSE coordinator is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE/RSE education.

5. Definitions

5.1 Relationships Education[2]
As a Catholic school, we are guided by the DfE and CES. DfE guidance describes Relationship Education:

> 'the focus in primary school 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 people who care for me; caring friendships; respectful relationships; online relationships and being safe.'

5.2 Sex education[3]
Sex Education is not compulsory in primary schools. The national curriculum for science includes subject content in related areas such as: the main external body parts; the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We choose to teach Sex Education at St Mary's in order to meet the needs of our pupils. In this we are guided by the Catholic Education Service, using their definition:

> '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.'

[2] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg19

[3] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg1

6. Parents And Carers – including the right to be excused from Sex education

6.1 'The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships'.[4]

6.2 '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.'[5]

6.3 Therefore, we will work closely with parents/carers when planning and delivering our PSHE/RSE programme and we will support parents and carers by sharing and providing materials where necessary.

6.4 Parents and carers will be informed by letter when the more sensitive aspects of our PSHE/RSE programme will be delivered, in order that they can be prepared to talk and answer questions about their children's learning.

6.5 We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. However, parents/carers have the right to withdraw their children from Sex Education except in those elements which are required by the Science National Curriculum. Should they wish to withdraw their children they are asked to notify the school by contacting the Headteacher who will automatically grant the request. If a child is withdrawn, we will ensure that they receive appropriate, purposeful education during the period of withdrawal.

6.6 There is no right to withdraw from PSHE education, Relationships Education or Health Education.[6]

7. Consultation

7.1 Parents and carers will be consulted in developing and reviewing our policy and they will be able to view the resources we use.

7.2 We will also consult with teachers and pupils to ensure the policy reflects their views. We feel that listening and responding to the views of young people will strengthen the policy, ensuring that it meets their needs.

7.3 Our aim is that, at the end of the consultation process, stakeholders will have full confidence in our PSHE/RSE programmes to meet their child's needs.

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[4] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg17

[5] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg5

[6] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg18

7.4 In addition, where appropriate, parents/carers may be consulted before their child's final year of primary school about the detailed content of what will be taught. This will include offering them support in talking to their children about sex education and how to link this with what is being taught in school.

8. A balanced curriculum[7]

8.1 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.

8.2 Pupils will also receive clear scientific information inline with the National Curriculum for Science.

8.3 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.

9. Controversial or sensitive issues; managing difficult questions; safeguarding[8]

9.1 There will always be sensitive or controversial issues in the field of PSHE/RSE. These may be matters 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.

9.2 At St Mary's, we believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the PSHE/RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

9.3 At St Mary's, we want to promote a healthy, positive atmosphere in which PSHE/RSE can take place. We will 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. We recognise that some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. If this happens, adults will tell the pupil/pupils at the time that they will speak to them after the lesson. A record of the discussion will be made and parents/carers made aware if necessary.

9.4 We recognise that pupils will also need to feel safe and secure in the environment in which PSHE/RSE takes place. Effective PSHE/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 be aware of the needs of their pupils and not let any

[7] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs5-6

[8] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs7-8

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 will follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

SECTION 2 – WHAT PUPILS WILL LEARN

10. What pupils will learn - Relationships education [9]

By the end of primary school pupils should know:

10.1 Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

10.2 Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

10.3 Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships

* (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious)

[9] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg20-22

• the conventions of courtesy and manners
• the importance of self-respect and how this links to their own happiness
• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
• what a stereotype is, and how stereotypes can be unfair, negative or destructive
• the importance of permission-seeking and giving in relationships with friends, peers and adults.

10.4 Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
• how information and data is shared and used online.

10.5 Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
• how to recognise and report feelings of being unsafe or feeling bad about any adult
• how to ask for advice or help for themselves or others, and to keep trying until they are heard
• how to report concerns or abuse, and the vocabulary and confidence needed to do so
• where to get advice e.g. family, school and/or other sources.

11. What pupils will learn - Sex education [10]

DfE guidance *'Relationships and sex education (RSE) and health education'* states 'it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.' It recommends therefore that all primary schools should have a sex education programme tailored to the age and the

[10] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs3-4

physical and emotional maturity of the pupils. In order to do this, we use CES guidance '*A Model Policy For Relationships And Sex Education'*. By the end of key stage 2 we aim:

11.1 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.

11.2 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.

11.3 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.

12. What pupils will learn – Physical health and mental wellbeing [11]

By the end of primary school pupils should know:

12.1 Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

[11] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pgs32-35

• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

12.2 Internet safety and harms

• that for most people the internet is an integral part of life and has many benefits.
• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
• why social media, some computer games and online gaming, for example, are age restricted.
• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
• where and how to report concerns and get support with issues online.

12.3 Healthy eating

• what constitutes a healthy diet (including understanding calories and other nutritional content).
• the principles of planning and preparing a range of healthy meals.
• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

12.4 Drugs, alcohol and tobacco

• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

12.5 Health and prevention

• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
• the facts and science relating to allergies, immunisation and vaccination.

12.6 Basic first aid

• how to make a clear and efficient call to emergency services if necessary.
• concepts of basic first-aid, for example dealing with common injuries, including head injuries.

12.7 Changing adolescent body

• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
• about menstrual wellbeing including the key facts about the menstrual cycle

SECTION 3 – ADDITIONAL INFORMATION

13. How PSHE/RSE will be taught

13.1 PSHE/RSE forms one part of the personal development of pupils at St Mary's.

13.2 Through teaching PSHE/RSE at St Mary's, we endeavour to raise pupils' self-esteem, help them grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. [12]

13.3 DfE guidance on PSHE/RSE is statutory, but schools are free to determine how to deliver it's content. At St Mary's we use the Ten Ten programme of study entitled Life to the Full as the core of our curriculum in PSHE/RSE. Life to the Full is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum. The add-on Life to the Full Plus fully integrates the PSHE curriculum within the Relationships and Health Education programme. These resources fit into our broad and balanced curriculum. It is a graduated, age-appropriate programme and when using it, we take into account the developmental differences of our children.

13.4 Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

[12] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg3

13.5 The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

13.6 Our Curriculum Map (found in Appendix 1) shows our carefully sequenced planned programme of lessons. In addition we use other resources such as Picture News and PSHE Association to enhance our curriculum.

13.7 The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health"
It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

13.8 At St Mary's we use direct teaching via timetabled lessons to teach PSHE/RSE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

13.9 PSHE/RSE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

13.10 Our RSE programme is delivered to pupils by their class teachers or higher level teaching assistants. Aspects of RSE which pupils should know by the end of primary school may be delivered through other curriculum areas.

13.11 Our PSHE/RSE programme is delivered to pupils by their class teachers or HLTAs under direction of class teachers. Sensitive topics such as reproduction are delivered by class teachers.

13.12 Aspects of RSHE which pupils should know by the end of primary school may be delivered through other curriculum areas.

14. Pupils with special educational needs and disabilities (SEND)

14.1 At St Mary's, we ensure that Relationships Education, Sex Education and Health Education is accessible for all pupils. High quality teaching, that is differentiated and personalised where necessary, is the starting point to ensure this.

14.2 Through careful planning and delivery, we ensure that Relationships Education, Sex Education and Health Education is sensitive to the different needs of individual pupils in

respect to their different abilities, levels of maturity and developmental stages. We are also sensitive to pupils' personal circumstances; for example, their own sexual orientation, faith or culture and we teach our programmes in a way that ensure that pupils are not subject to discrimination.[13]

14.3 Our programmes of study will also be delivered with reference to the law, in particular to the Equality Act (see below, pt 16).

14.4 We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We recognise that Relationships Education, Sex Education and Health Education can also be particularly important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. As such, at St Mary's we take into consideration all these factors when designing and teaching these subjects.

14.5 We are mindful of the preparing for adulthood outcomes as set out in the SEND code of practice when teaching Relationships Education, Sex Education and Health Education.[14]

15. Transition to KS3[15]

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. At St Mary's our programmes are tailored to the age and the physical and emotional maturity of our pupils. They will 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.

16. Equalities Obligations, including LGBT

16.1 At St Mary's, we will not discriminate against pupils in relation to the following as it is unlawful:

- admissions (apart from the exemptions on single sex schools and those with a religious character)
- the provision of education
- access to any benefit, facility or service
- exclusions
- any other detriment

Unlawful discrimination includes:

- direct discrimination (including discrimination based on perception or association)
- indirect discrimination
- discrimination arising from disability
- failure to make reasonable adjustments
- pregnancy and maternity discrimination[16]

[13] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg4

[14] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg15

[15] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg23

16.2 At St Mary's, we ensure that we comply with the relevant requirements of the Equality Act 2010 and do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).[17]

16.3 **Lesbian, Gay, Bisexual and Transgender (LGBT)**[18] [19]

16.3.1 In teaching Relationships Education, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. In particular, complying with the provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics – see above (pt. 17.1).

16.3.2 At St Mary's, we ensure that all our teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach our pupils about LGBT (see Section 11 – Relationships Education), we ensure that the content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

16.4 We take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic; and we take this into consideration in designing and teaching Relationships Education, Sex Education and Health Education.

16.5 We also consider the makeup of our student body, including the gender and age range, when considering whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

16.6 We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotyping and take positive action to build a culture where these are not tolerated. Any occurrences are identified and tackled.

16.7 We are particularly aware of current evidence on the preponderance in schools and colleges of sexual violence and sexual harassment between children. We make it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously and dealt with accordingly.

16.8 At St Mary's, through our programmes of study, we enable pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including online), use of prejudice-based language and how to respond and ask for help.

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[16] The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014 pgs7-9

[17] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg13

[18] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pgs14-15

[19] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg4

17. Cross-Curricular Links

17.1 This policy is delivered as part of our PSHE framework and is compatible with our school's other policy documents including our Behaviour Policy and our Safeguarding Policy.[20]

17.2 It also complements several national curriculum subjects and we look for opportunities to draw links between the subjects and integrate teaching where appropriate. For example:

- The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science.
- The National Curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.
- The National Curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in a competitive sport and activities and lead healthy, active lives.[21]

17.3 We also ensure that our RSE programmes complement our whole school approaches to wellbeing and health, for example St Mary's

18. External visitors [22]

18.1 Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. These visits will always complement the current programme and never substitute or replace teacher led sessions.

18.2 External visitors will be clear about their role and responsibilities whilst they are in school delivering a session.

18.3 Any visitor delivering aspects of the RSE curriculum must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools (see appendix 2).

18.4 Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing

[20] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg7

[21] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg39

[22] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg6

techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

19. Assessment[23]

19.1 Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy.

19.2 Formative assessment will be carried out informally throughout the year. This will enable teachers to identify any gaps in pupil's learning and will inform their immediate lesson planning. Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Video evidence stored on the shared drive

19.3 In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time. Summative assessment allows the teachers and subject leads to track progress. The progress of pupils with SEND will be monitored by the SENCO.

19.4 Pupil development and achievement will be monitored through termly assessment. Due to the wide range of content in PSHE/RSE and the fact that a child's knowledge as opposed to their actions might be different, assessment is largely based on teacher judgement using the Progression of Skills document from Ten Ten. The assessment areas to consider are the following:

- Me, my body, my health
- Emotional well-being
- Life cycles
- Personal relationships
- Keeping safe
- Living in the wider world

19.5 These assessment indicators will be used to inform an overall judgement for pupils at the end of the year.

[23] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg8

20. Monitoring and evaluation[24]

20.1 Our PSHE/RSE Leader is the RE Lead. They work alongside the senior leadership team to monitor the provision of the various dimensions of the programme. This includes examining plans, schemes of work and samples of pupils work at regular intervals.

20.2 Curricular development is linked to our self evaluation, school improvement planning and performance management cycles.

20.3 The programme is evaluated by means of questionnaires and by discussion with pupils, staff and parents and carers. The results of evaluations are reported to these groups of interested parties and their suggestions are sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

21. Governance

21.1 Our link governor for PSHE/RSE is our Parish Priest.

21.2 As well as fulfilling their legal obligations, our governing body will also make sure that:

- provision is in accordance with other whole school policies, the ethos of our school and our Christian beliefs[25]
- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.[26]

22. Date of policy and review

22.1 Date of policy: June 2024
(to be approved by the governing body at next meeting)

22.2 This policy is available to parents/carers and anyone who asks for it free of charge from our office and is also published on our website.

22.3 This policy will be reviewed at least every 2 years.

[24] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg8

[25] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg6

[26] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg16

Life to the Full - Overview

Ten:Ten Resources

EYFS

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
EYFS	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Handmade With Love	**Session 1** I Am Me	**Session 1** I Like, You Like, We All Like!	**Session 1** Growing Up	**Session 1** Role Model	**Session 1** Who's Who?	**Session 1** What is the Internet?	**Session 1** Safe Inside and Out	**Session 1** God is Love	**Session 1** Me, You, Us
		Session 2 Heads, Shoulders, Knees and Toes	**Session 2** All the Feelings!			**Session 2** You've Got A Friend In Me	**Session 2** Playing Online	**Session 2** My Body, My Rules	**Session 2** Loving God, Loving Others	
		Session 3 Ready Teddy?	**Session 3** Let's Get Real			**Session 3** Forever Friends		**Session 3** Feeling Poorly		
								Session 4 People Who Help Us		

KS1

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
KS1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Let the Children Come	**Session 1** I am Unique	**Session 1** Feelings, Likes and Dislikes	**Session 1** The Cycle of Life	**Session 1** God Loves You	**Session 1** Special People	**Session 1** Real Life Online	**Session 1** Good and Bad Secrets	**Session 1** Three In One	**Session 1** The Communities We Live In
		Session 2 Girls and Boys	**Session 2** Feeling Inside Out	**Session 2:** Beginnings and Endings		**Session 2** Treat Others Well...	**Session 2** Rules To Help Us	**Session 2** Physical Contact	**Session 2** Who is My Neighbour?	
		Session 3 Clean and Healthy (My Body)	**Session 3** Super Susie Gets Angry			**Session 3** ...and Say Sorry		**Session 3** Harmful Substances		
								Session 4 Can You Help Me? (Part 1)		
								Session 5 Can You Help Me? (Part 2)		

LKS2

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
LKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Get Up!	**Session 1** We Don't Have to Be the Same	**Session 1** What Am I Feeling?	**Session 1** Life Cycles	**Story Sessions** Jesus, My Friend	**Session 1** Family, Friends and Others...	**Session 1** Sharing Online	**Session 1** Safe in My Body	**Session 1** A Community of Love	**Session 1** How Do I Love Others?
	Session 2 The Sacraments	**Session 2** Respecting Our Bodies	**Session 2** What Am I Looking at?	**Session 2** A Time for Everything		**Session 2** When Things Feel Bad	**Session 2** Chatting Online	**Session 2** Drugs, Alcohol and Tobacco	**Session 2** What is the Church?	
		Session 3 What is Puberty?	**Session 3** I am Thankful					**Session 3** First Aid Heroes		
		Session 4 Changing Bodies								
		Session 5 Male/ Female Discussion Groups (optional)								

UKS2

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
UKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	**Session 1** Gifts and Talents	**Session 1** Body Image	**Session 1** Making Babies (Part 1)	**Session 1** God Is Calling You	**Session 1** Under Pressure	**Session 1** Sharing Isn't Always Caring	**Session 1** Types of Abuse	**Session 1** The Holy Trinity	**Session 1** Reaching Out
		Session 2 Girls' Bodies	**Session 2** Peculiar Feelings	**Session 2** Making Babies (Part 2)		**Session 2** Do You Want A Piece of Cake?	**Session 2** Cyberbullying	**Session 2** Impacted Lifestyles	**Session 2** Catholic Social Teaching	
		Session 3 Boys' Bodies	**Session 3** Emotional Changes	**Session 3** Menstruation		**Session 3** Self-Talk		**Session 3** Making Good Choices		
		Session 4 Spots and Sleep	**Session 4** Seeing Stuff Online	**Session 4** Hope Beyond Death		**Session 4** Build Others Up		**Session 4** Giving Assistance		

Appendix 2

CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

In this checklist **'School(s)'** means all Catholic school(s). For the avoidance of doubt this includes:

- Catholic voluntary aided schools;
- Catholic independent schools (including Catholic academies);
- Catholic sixth form colleges; and
- Catholic non-maintained special schools.[27]

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.

Schools should also be mindful of the DfE guidance on "political impartiality in schools" which can be found by following this link:

Political impartiality in schools - GOV.UK (www.gov.uk)

This checklist should be completed *prior* to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker's communications with pupils and parents and carers.

[27] For the avoidance of doubt, the CES advises that the DfE guidance and this checklist should be followed by all of the specified educational settings listed above. This is the case, even where the DfE guidance does not apply to the setting type.

Name of Speaker		
Question	**Answer**	**Actions needed/Comment**
1. Will the Speaker be supervised at all times during their visit? If not, why not?	yes ☐ no ☐ further comment ☐	
2. Have you carried out safeguarding checks (if appropriate) for the Speaker and have these been recorded in accordance with the school's safeguarding procedures?	yes ☐ no ☐ further comment ☐	
3. Has the Speaker understood and confirmed that their communications in the school will: • be respectful towards Catholic teachings; • not be prejudicial or detrimental to the Catholic character of the school; • not engage pupils in political activity; • not cover certain partisan political views which are not deemed relevant or appropriate (provide details if applicable); • be delivered in accordance with the requirements set out in the DfE's guidance on political impartiality in schools (if appropriate).	yes ☐ no ☐ further comment ☐	
4. Have you reviewed the resources/materials that will be used by the Speaker?	yes ☐ no ☐ further comment ☐	
5. Have you reviewed other resources produced by the Speaker (and by any organisation the speaker represents) even if they will not form part of the speaker's activities at the school?	yes ☐ no ☐ further comment ☐	
6. Have you conducted a general internet search using the Speaker's name (e.g. a google search)? If parents or children and young people conducted a similar search are any concerns likely to arise?	yes ☐ no ☐ further comment ☐	
7. Can you confirm that the political views espoused by the	yes ☐	

speaker/speaker's organisation are in compliance with British values and do not involve taking an extreme political position?	no ☐ further comment ☐	
8. Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?	yes ☐ no ☐ further comment ☐	
9. Are there any other outstanding issues or concerns with the Speaker and/or their suitability?	yes ☐ no ☐ further comment ☐	
10. Will the Speaker deliver content of a high quality that is appropriate to the age and maturity of the children or young people in the audience?	yes ☐ no ☐ further comment ☐	

If you have any concerns regarding the suitability of this Speaker, you should contact your Diocese to seek further clarification.

Signed _____
Position _____
Dated _____

Approved for booking
Senior Staff member Name _____
Position _____
Dated _____