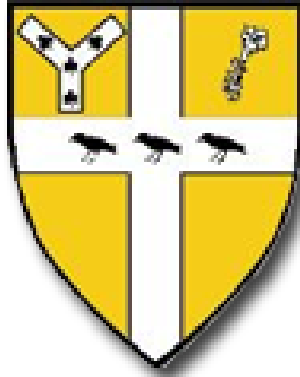




ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Education in Human Love: Relationship and Sex Education (RSE) in Catholic Schools

Mission Statement

"I called you by your name, you are mine." (Isaiah 43:1)

The mission of our school is to provide a learning environment in which all children and staff can reach their potential in an atmosphere of kindness, empathy, honesty, gratitude, courage and love.

All our work is inspired by the teachings of Christ and His Church.

Working in partnership with parents/carers, we aim to enhance and celebrate the moral, physical, social and emotional development of all children entrusted to us.

We are an inclusive community so we welcome and embrace individuals of all abilities and cultural backgrounds; teaching our children to be understanding of the world they are growing up in and learn how to live alongside, and respect a diverse range of people.

Equality Statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Date issued: November 2023

Date to be reviewed: November 2026

Written by: Mrs Claire Burns (RSE/PSHE Lead)

In consultation with the Governing Body

RSE Curriculum Intent

At St. Augustine of Canterbury Catholic Primary School, good relationships are fundamental to our ethos and our success in being a happy, caring and safe school.

Relationships and Sex Education (RSE) is lifelong learning about relationships, exploring the emotional, social and physical aspects of growing up, looking after ourselves, different families and learning about human sexuality and health. RSE has a key part to play in the personal, social, moral and spiritual development of young people. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes and to give them the information they need to help them develop healthy, nurturing relationships of all kinds.

1. Rationale

Given that education in itself is about the growth and development of the whole person, at St. Augustine of Canterbury Catholic Primary School we see Relationship and Sex Education (RSE) as being an important part of learning. We aim to integrate children's *intellectual, spiritual, moral, emotional, psychological and physical development, thus assisting towards Christian maturity (A programme of study for Education in Personal Relationships, 2000)*.

In a Catholic school any teaching on human love or human development must be within the context of our faith in God. What God has made is good and holy, and we have a responsibility to educate our children to live life in relationship with one another, fulfilling Christ's law of love. We feel that it is important that a framework exists to facilitate effective teaching; to ensure that it is age appropriate and within the context of Catholic philosophy and beliefs, and our school ethos.

1.1 Church Teaching

As a Catholic school we must ensure the education of our children on loving relationships in line with gospel values. All Relationship and Sex Education provided by Catholic schools must be in accordance with Catholic teaching. At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales, and as advocated by the DFE, RSE is firmly embedded in the PSHE curriculum as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of the children. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE is taught in accordance with the Church's moral teaching. It emphasises the central importance of marriage and the family whilst acknowledging that all children have a fundamental right to have their life respected whatever household they come from and support will be provided to help children deal with different sets of values.

1.2 Statutory Requirements

The DFE's statutory guidance on Relationships Education, Relationships and Sex Education and Health Education which contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching Relationships Education, can be found [here](#).

Other Curriculum areas

In the EYFS, Relationship Education is delivered within the statutory prime area of Personal, Social and Emotional Development. In key stage one and two, Relationships Education is a statutory requirement and is taught discretely using our Life to the Full programme. Relationships Education is also incorporated through the non-statutory National curriculum Guidance for Personal, Social, Health and Economic Education (See PSHE policy).

The statutory requirements for the Science curriculum at key stages one and two (see Science Policy), also include teaching a number of areas which should be linked with the Church teaching on the sanctity of human life:

- In the Year 2 programme of study, pupils will notice that animals, including humans, have offspring which grow into adults. The non-statutory guidance explains that *"Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs."*
- In the Year 5 programme of study pupils will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; and also describe the life process of reproduction in some plants and animals.
- In the Year 6 programme of study pupils will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

At St. Augustine of Canterbury, RSE is taught discretely and is also rooted within our wider PSHE curriculum in accordance with the Archdiocese of Southwark view that age appropriate RSE should be part of the curriculum for all schools.

1.3 Parental Engagement

"It is the privilege and responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes." (Bishops Low Week Meeting, 1994).

At St. Augustine of Canterbury, parents have been invited to view new resources used for RSE and are informed of areas being covered through Parent information letters and within weekly overviews

available on the Virtual Learning Environment (VLE). Parents/carers will be informed when the more sensitive aspects of RSE will be covered so that they can be prepared to talk and answer questions about their children's learning.

Our RSE programme, Life to the Full is intended to be a partnership between home, school and Church. Ten:Ten has a Parent Consultation Course which is shared with parents to enable them to be fully aware of what is being covered in RSE. The programme also has an online parent portal which gives access to view what the children will be studying at different stages of the programme.

Parents can access the Portal using the link within our RSE page under the Catholic Life of the School section of our school website; alternatively, it can be found here. Log in details and the unit(s) being covered in each class are shared within the parent information letters which are sent home in terms 1, 3 and 5.

Parents no longer have the right to withdraw their children from Relationships education, but they can withdraw their child from any Sex Education lessons within the RSE programme. Year 6 parents have an opportunity to view the "Making Babies part 2" lesson materials prior to delivery.

Further information for parents from the DFE can be found here additional language versions and accessible formats can be found/requested here.

Implementation

RSE is taught as explicit lessons through our use of the Ten:Ten Life to the Full scheme as well as through links with PSHE and Science; it is also embedded in other areas of the curriculum and within day-to-day life of the school.

In PSHE, RSE is specifically covered in Core Theme 1: Health and Wellbeing and in Core Theme 2: Relationships. The Year 5 Science Programmes of Study: 'Animals Including Humans' and 'Living Things and Their Habitats' also cover statutory requirements. Other elements of RSE are also covered in the Religious Education curriculum; our RE programme - Come and See, links with aspects of Education for Personal Relationships.

Children are taught RSE by familiar adults who they have a good rapport with, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment.

Teachers delivering RSE receive CPD including completion of the Catholic Education Service e-learning course, as well as use of the primary teacher training modules found here.

Staff have also received in-house CPD to support them in responding to the needs of the individual child and support children with any questions or concerns they may have. If staff feel uncomfortable or unsure when delivering the RSE curriculum or dealing with individual pupil needs, they know where to seek advice and support.

The RSE curriculum has been mapped out clearly across 3 modules which ensure coverage of all of the statutory elements by the end of the primary phase; these are delivered at the appropriate stage for our children.

Our high expectations of behaviour, interpersonal relationships, respect and tolerance of others reflect the British Values upheld in both our community and the wider world. Through our progressive curriculum, children develop key skills and are prepared for the wider world beyond

primary school, a world in which they can keep themselves safe and healthy and thrive with the support of the positive relationships they build with those around them.

2. Aims and Objectives

"Genuine love is the fundamental vocation of every human being." (Para 2392, *Catechism of the Catholic Church*.)

The school aims to provide a relationship and sex education programme that is appropriate to the age and ability of the pupils and reflects the Gospel values.

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being - in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;

- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

3. Organisation

At St. Augustine of Canterbury, Relationship and Sex education is taught in the context of Relationships within the wider context of the whole curriculum. As a Catholic school, with moral and spiritual foundations, an approach to sex education will be conducted to present a positive view of all life as a gift from God.

This will be delivered;

- As discrete RSE lessons under the wider PSHE umbrella, following the "Life to the Full" RSE programme from Ten:Ten resources
- As part of the taught PSHE curriculum using the PSHE scheme of work for Medway
- As part of National Curriculum Science
- As part of the taught RE curriculum including use of the CES model Catholic Primary RSE curriculum
- Through assemblies
- Through support of professionals who act fully in tune with Catholic values, including sessions and workshops delivered by the Medway Health Team.
- Through the daily life of the school

3.1 Programme/Resources

The different aspects of Relationships Education - Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe - will be provided in inter-related ways: a whole school level, permeated by our ethos; a cross-curricular approach; and also, a specific RSE curriculum.

Each class will follow the sessions from "Life to the Full" from Ten:Ten resources which is a developmental programme for children in primary school. Life to the Full, teaches Relationships

Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Life to the Full Programme Structure

Life to the Full follows a three-stage structure - repeated across three different learning stages - Key Stage 1, Years 1 and 2; Lower Key Stage 2, Years 3 and 4 and Upper Key Stage 2, Year 5 and 6 (EYFS resources to follow from September 2020).

Within each learning phase there are three modules developed from the Model Catholic RSE Curriculum:

- Created and loved by God
- Created to love others
- Created to live in a community

Each module is broken down into units of work:

Module 1	Created and Loved by God
Units	Religious Understanding Me, my body, my health Emotional well-being Life cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationships Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

The individual class teachers will teach the programme. In Year 6, parents have an opportunity to view the "Making Babies part 2" lesson materials prior to delivery.

Parents (see 1.4 Parental Engagement) will have the opportunity to see the lesson. They have the right to withdraw their child if they wish.

3.2 Teaching strategies

Teaching strategies for Relationships education will follow similar practice as when we deliver any PSHE lessons, which include:

- establishing ground rules
- distancing techniques
- discussion
- project learning

- reflection
- brainstorming
- film & video
- group work
- role-play
- drawings

3.3 Assessment

Lessons will include a baseline assessment, such as a concept map or 'draw and write' to establish prior knowledge. This will be reviewed at the end of a topic to determine children's knowledge and understanding and evidence their progress. Each unit of work from Life to the Full also has an assessment activity associated with it.

3.2 Inclusion and differentiated learning

At St. Augustine of Canterbury we ensure RSE is sensitive to the different needs of individual children in respect to their abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject children to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

4. 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 children, 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.

Life to the Full is inclusive of all children, families and Teaching staff. The programme acknowledges that families are made up differently and it celebrates the family unit in whatever form it takes.

The school is a Stonewall School Champion in recognition of training received in Tackling Homophobic, Transphobic and Biphobic Bullying and Language.

5. Responsibility

The RSE Lead has a general responsibility for supporting other members of staff with 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

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.

5.1 External Visitors

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

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

5.2 Governors

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children when applicable;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

5.3 Head teacher

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 other appropriate agencies.

6. 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.

6.1 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.

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.

6.2 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.

7. Confidentiality and advice

All governors, all teachers, all support staff, all parents and all children 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 children 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.

Children will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help children facing personal difficulties, in line with the school's pastoral care duty. Teachers should explain to children that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the children would always be informed first that such action was going to be taken

8. 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 children work at regular intervals.

Governors are responsible for the monitoring and evaluation of the programme and resources used. They will consider any evaluations and suggestions made by the school before amending the policy. Governors remain ultimately responsible for the policy.

This policy has been extended for review to November 2026, whilst we await upcoming changes to the Life to the Full programme which will include new content compliant with new statutory guidance, as it becomes available.

Impact

The impact of our curriculum offer will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally.

We continuously assess the implementation and impact of our RSE curriculum in order to achieve the best possible outcomes across all year groups. This ensures that we provide the support that is necessary for all children to have a good understanding of the complexities of relationships as well as a secure knowledge and skills base to navigate their way through these, now and in the future.

Through our RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, build and maintain positive, respectful relationships with others.