



CHRIST the KING

CATHOLIC PRIMARY SCHOOL and NURSERY with THE
ARK, a SPECIALIST RESOURCE

“Loving Learning Growing together as Christ’s family”



POLICY

Relationships and Sex Education (RSE) and health education 2025

Management of policy

Policy owner	Diocese/HT/Bursar/FGB
Approval level:	FGB
Date of next review	October 2026
Review cycle	Annually
Type of Policy:	Statutory
Statutory Guidance	

Diocese of Portsmouth

Our school community will grow and learn in a happy atmosphere of warmth, co-operation and mutual respect, following the teaching of the Catholic faith.

We recognise and value the experience and needs of each child and his or her family; we appreciate everyone's unique gifts.

We will provide a safe environment where children are able to succeed.

Our Mission Statement commits us to the education of the whole child and we believe that Relationships and Sex Education (RSE) is an integral part of this education.

Policy Statement

Our school is committed to providing a high-quality Relationships and Sex Education (RSE) program that equips children with the knowledge, skills, and values to make safe and informed decisions. This policy is written in line with the statutory guidance: *Keeping Children Safe in Education (KCSIE)*, *Relationships*

Dissemination

The policy will be given to all members of the Governing Body and all teaching and nonteaching members of staff. Details of the policy and content of the RSE curriculum will be published on the school's web site. Copies of the policy will be available to all registered parents on request and a copy is available in the school office

Defining Relationship and Sex Education

The DFE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". It is about the development of the pupil's knowledge and understanding of 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." This would include the topics

Reading Borough Council of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe

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Statutory Curriculum Requirements

Relationships, Sex Education and Health Education became statutory in all primary schools in September 2020. We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

Rational

‘I have come that you might have life and have it to the full’ (Jn.10.10)

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationship and are all encompassed in the title ‘Relationships and Sex Education’ (RSE).

At Christ the King Catholic Primary School we believe that our approach to teaching and learning R.S.E. Must be rooted in the Catholic Church’s teachings; thus our aim is to educate the whole child spiritually, intellectually, morally, emotionally and physically towards maturity and adulthood.

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our school. Our approach to relationship and sex education therefore is rooted in the Catholic Church’s teaching of the human person and is presented positively and prudently.

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity.

Following guidance from the Diocese of Portsmouth, the Conference of Bishops of England and Wales and as advocated by the DFE, all relationship and sex education in our school will be firmly embedded in the PSHE framework as it is concerned primarily with nurturing the human wholeness of our pupils.

All relationship and sex education 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 and support will be provided to help pupils deal with different sets of values.

Aim of RSE

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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As a Catholic school, our role is to nurture the development of the whole person. Children, will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs because their ability to form loving, caring, happy, strong, healthy, stable relationships is based upon this lifelong learning. Parents are the primary educators in this regard. This development is also fostered in many areas of the school curriculum and includes aspects of character such as self-respect, confidence and responsibility, and fundamentally an understanding of oneself as a unique and beautiful part of God's creation. The centrality of self-giving love, the importance of love for relationships, is taught and promoted. Education in sex and relationships will reflect on and explore family life and relationships because it is in the family that children first experience love, affection, respect, forgiveness and other ways of relating to others.

Safeguarding

- All RSE content supports the **safeguarding principles** in Part 1 of KCSIE.
- Staff are trained to **identify and respond to safeguarding concerns**, including disclosures of abuse.
- Pupils are made aware of **how to report concerns** both in school and externally.
- Discussions about consent, boundaries, and respectful relationships are integrated into all relevant lessons.

Objectives of Catholic Education in Sex and Relationships

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;

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- 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.

Outcomes

Inclusion and differentiation

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

Equality

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.

Organisation of Catholic Education in Sex and Relationships

We intend that the school's RSE shall be delivered with a cross curricular and integrated approach and embedded in the wider context of the school's Education for Personal, Social and Health Education (PSHE). Cross-curricular links are also formed with Religious Education and Science as appropriate to the age, understanding and expectations of each year group

Broad content of RSE

Our relationship and sex education is based on our children understanding the importance of marriage and family life, stable and loving relationships, respect, love and care. Our implementation of RSE will ensure sufficient attention is paid to developing the self-esteem of children in order that they can make informed choices in the future. The children will also be provided with sufficient factual knowledge related to their age. Although RSE is taught through different aspects of the curriculum it will be rooted in the RE, PSHE and the Journey in Love Scheme.

Key topics include:

- Healthy and respectful relationships
- Consent and boundaries
- Online safety and digital wellbeing
- Peer-on-peer abuse and sexual harassment
- Recognizing and reporting abuse or exploitation

A Journey in Love consists of four learning areas:

- Physical
- Social
- Emotional
- Intellectual

Each area includes activities, reflections and prayers which ensure all content is rooted within a Catholic framework

Learning outcomes for each year group are outlined below:

Reception: Children know and understand that God has made them unique and that although we are all different we are all special to Him

Year One: Children know and understand that they are growing and developing as members of their own family and God's family

Year Two: Children know and understand that they are growing and developing in a God-given community

Year Three: Children know and understand the virtues essential to friendship, e.g. loyalty, responsibility, and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness

Year Four: Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change

Year Five: Children know and become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom, etc. and grow further in their understanding of God's presence in their daily lives

Year Six: Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God

Roles and Responsibilities

Parents

Parents are the primary educators of their children. The school seeks to support and not replace them in this task. We recognise that parents sometimes experience and express difficulty in discussing RSE with

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their children. Support, understanding and advice will be offered to parents to deal with sensitive issues they may need to address. Parents 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.

The school will provide parents with opportunities for consultation on the RSE programme including during the process of its review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that every parent will have full confidence in the school's RSE policy and programme.

Parents have the right to withdraw their children from all or part of the sex education provided, but not from the biological aspects of human growth and reproduction as required by the National Curriculum Science Order. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school will support parents by providing material to help the children with their learning.

Governors

Governors will consult on the policy and approve it in accordance with the Catholic character of the school and in line with other policies. Governors will ensure that the policy is made available to parents and ensure that parents know of their right to withdraw their children. Governors will provide an effective system for the monitoring and evaluation of the RSE policy, programme and resources used. Finally, governors will ensure that the RSE policy places it within PHSE and provides effective coverage of the relevant National Curriculum science orders.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools Service, the LEA and appropriate agencies.

RSE Team

The co-ordinators with the Headteacher 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 Continuing Professional Development (CPD).

The responsibility for teaching the specific RSE programme lies with science, religious education, physical education and PSHE leads.

The co-ordinators 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 annually by means of questionnaires and discussion with pupils, staff and parents.

The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

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Teachers of RSE

All teachers should actively contribute to the guardianship of the physical, moral and spiritual well-being of their pupils as well as fostering academic progress. Teachers will be expected to teach RSE in accordance with the Catholic character of the school. Appropriate training will be made available for all staff teaching RSE.

All Staff

RSE is a whole school issue. Every member of staff has a duty of care to uphold the dignity of all. 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 relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

Outside Agencies and External Staff

Support and guidance from outside agencies and health professionals will always complement the current RSE programme and never substitute or replace teacher led sessions. The school's leadership will inform any external visitor of the school's policy so they are clear about their role and responsibility when delivering a session in a Catholic context. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools.'

Relationship to other policies and curriculum subjects

This RSE policy is to be delivered as part of the PSHE framework. 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.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

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.

Children 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. Teachers will explain that in such circumstance they

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would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and Evaluation

The RSE team (head teacher, science, religious education, physical education and PSHE leads) 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 annually and the results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

References

- Keeping Children Safe in Education (DfE, latest version)
- Relationships Education, RSE, and Health Education (DfE)
- School Safeguarding Policy