

# St. Monica's Catholic Primary School

## RELATIONSHIPS AND SEX EDUCATION POLICY



‘Let Trust, Respect and Love live here.’

Based on CES Model Policy



**Approved: Autumn 2026**

**Review Due: Autumn 2027**

## **RELATIONSHIPS AND SEX EDUCATION**

### **1. SCHOOL MISSION STATEMENT**

***Let Trust, Respect and Love Live Here.***

Every child is a unique gift from God, with his or her own unique gifts.

“At St. Monica’s, we strive to ensure that all children are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

“Our school aims to be a living community of work and prayer.”

We believe in supporting all staff, teaching and non-teaching, in meeting their individual needs and developing the staff as a team.

This policy was written following consultations with staff, governors and parents with consideration of the views of pupils. Views have been sought in the following ways:

- Pupil voice activities – carried out by RSHE leader, Governors and our School Improvement Partner from Milton Keynes Council
- Annual Information sessions, sharing of resources and consultation with parents
- Circulation of draft policy to staff, parents and governors, inviting feedback
- Review of RSHE curriculum content with staff, parents, governors and pupils
- Consultation with school governors

### **2. Aims:**

Within a Catholic Context and in partnership with parents, at St Monica’s we ensure that Relationships and Health Education:

- Is faithful to the Church’s vision of human wholeness whilst recognising the contemporary context in which we live today;
- Provides a positive view of human sexuality and the dignity of the human person;
- Involves parents as the primary educator of their child;
- Equips young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explores and promotes virtues which are essential to promoting respect and dignity;
- Is delivered in an age-appropriate way which reflects the development of the child;
- Is delivered as part of a cross-curricular programme, it is embedded within our curriculum;
- Is sensitive to the needs of the individual pupil and recognises the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Is viewed by Governors and teachers as an integrated part of the broad and balanced curriculum that Catholic School’s offer;
- Is delivered by competent professionals who understands the Church’s teaching.

RSHE also helps children to know and understand:

- the Church’s teaching on relationships, marriage and family life;
- the physical and psychological changes accompanying puberty;
- the facts about human reproduction, how sexual love plays an essential and sacred role in procreation (Year 6 only).

### **3. DEFINING RELATIONSHIP, SEX AND HEALTH EDUCATION**

The DfE guidance states that “children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships”. High-quality RSHE does this by promoting their “moral, social, mental and physical development” and cultivating “positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness”. 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 skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. In keeping with statutory DfE RSHE guidance and the CES model RSHE framework, topics covered at St Monica’s include: families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

### **4. STATUTORY CURRICULUM REQUIREMENTS**

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science. In addition, the reasons for teaching our children RSHE are fundamental to our mission as a Catholic school.

### **5. RATIONALE**

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)

We are committed to teaching RHSE 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 RSHE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSHE, 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 (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.

All RSHE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## **6. VALUES AND VIRTUES**

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

## **7. AIM OF RSHE AND THE MISSION STATEMENT**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourSELVES:

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

## **8. INCLUSION AND ADAPTIVE TEACHING AND LEARNING**

At St Monica's we will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

## **9. EQUALITIES OBLIGATIONS**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

## **10. BALANCED CURRICULUM**

At St Monica's the Relationships and Health Education curriculum is covered using a range of different resources throughout the year, these include: The new RED curriculum, the Science National Curriculum, The Computing National Curriculum, PSHE lesson planning, our Statements to live by, NSPCC resources and the CES approved programme 'Ten: Ten Life to the Full Plus' which promotes the teaching of the Catholic Church.

The Catholic Education Service accentuates that any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

The Programme, 'Ten: Ten Life to the Full Plus' is Northampton Diocese's recommended resource for the teaching of Relationships, Sex and Health Education because it is compiled specifically to present a Catholic vision. In each year group, an aspect of love is explored and developed starting from Early Years to Key Stage Two. Young people are encouraged to marvel at the wonder and

beauty of God's creative love reflected in each person under three key modules: Created and Loved by God; Created to Love Others; Created to Live in Community.

Each of the three modules are underpinned by specific themes (units) which are revisited and built upon in a sequential and age-appropriate manner.

See Appendix 1 for an overview of the 'Ten:Ten Life to the Full Plus' curriculum with the highlighted changes for this academic year.

## 11. TEACHING AND ASSESSMENT

Teaching strategies will include:

- Biblical and theological reflection
- Drama and role play
- Reference to Church teaching
- Visual illustrations and videos
- Accurate scientific information
- Literature to explore emotions and issues
- Sessions delivered by MK Safety Centre

We are committed to using a broad range of evidence-gathering strategies (formative and summative),

Methods may include:

- Dialogic assessment (pupil conferencing, in-the-moment conversations)
- Written and creative tasks (annotating texts, double-page spreads, graphic organisers)
- Practical and oral activities (hot seating, drama, be-the-teacher exercises)
- Low-stakes quizzes, retrieval practice, exit tickets
- Ways of expressing meaning (artistic response, linking scripture to life)

## 12. PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

### Right to withdraw:

- Parents **cannot withdraw** children from Relationships Education
- Parents **can withdraw** children from sex education (Year 6 only), except National Curriculum Science content (body parts and puberty)
- The school will write to you prior to sex education being taught and remind you of your right to withdraw. If you wish to withdraw at that point, please send an email to [stmonicas@stmonicas.co.uk](mailto:stmonicas@stmonicas.co.uk) stating your objections.
- Withdrawn children will receive appropriate, purposeful alternative education

### **13. EXTERNAL VISITORS**

St Monica's will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. Any visitor must adhere to our code of practice.

### **14. ROLES AND RESPONSIBILITIES**

#### **Governors**

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

#### **Head teacher**

- Takes overall delegated responsibility for the implementation of this policy
- Liaises with the Governing Body, parents, the Diocesan Schools' Service, Academy Trustees (where appropriate) and the Local Education Authority, also appropriate agencies.

#### **PSHE/RSHE Co-Ordinator**

- With the head teacher, has a general responsibility for supporting other members of staff in the implementation of this policy
- Provides a lead in the dissemination of the information relating to RSHE and the provision of in-service training.

#### **All Staff**

RSHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

### **15. CREATING A SAFE ENVIRONMENT**

#### **Children's questions**

We promote a healthy, positive atmosphere in which RSHE can take place and we 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.

### **Controversial or Sensitive issues**

We believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. Our 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. hints at abuse, deliberately provocative or personal nature) and will be handled sensitively in line with safeguarding procedures.

### **Confidentiality and advice**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy.

Teachers will explain to pupils that they **cannot offer unconditional confidentiality**, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they 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.

## **16. MONITORING AND EVALUATION**

The RSHE leader (supported by the Headteacher) and link Governor will monitor and evaluate the curriculum and the provision in place by reviewing schemes of work and samples of pupils work at regular intervals, pupil voice, assessments and the views of parents and carers.

## Appendix 1

Life to the Full Plus Curriculum Overview. Teaching starts in Autumn 2.

All new content is highlighted in green.

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|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Modules:      | <b>Created and Loved by God</b> explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.                                                                                                                                                                                                                                                                          | <b>Created to Love Others</b> explores the individual's relationships with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships, keeping safe both online and in our daily lives and valuing in-person relationships over simulated online ones (AI).                                                                                                                                                                                                                                                                                                               | <b>Created to Live in Community</b> explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.                                                                                                                                                                                                                                                                                                            |
| Plus Content: | <p>The Life to the Full Plus sessions and classroom short videos for Module 1 focus on Transition and Change. From EYFS to UKS2, children will follow a journey which explores:</p> <ul style="list-style-type: none"> <li>Starting school and identifying changes to come</li> <li>Learning how to prepare for future changes alongside celebrating how they have already changed and grown</li> <li>Reflecting on change now they are older</li> <li>Feelings around big changes will feature, and children will learn how to</li> </ul> | <p>The main session content for Life to the Full Plus in Module 2 are the numerous Classroom Short videos available for LKS2 and UKS2 enhancing the existing Life to the Full sessions, covering topics such as critical thinking – including with reference to AI – questioning whether what we see online is real before reacting or sharing it.; safety out and about; prejudice and discrimination; types of abuse and the law.</p> <p>In addition to this, LKS2 will have the opportunity to explore Rights and Responsibilities through a session and associated Classroom Short videos.</p> <p>This session identifies legal rights, discussion scenarios where these are compromised, and offers an opportunity for pupils to consider how their own</p> | <p>In Life to the Full Plus Module 3, each key stage has sessions and associated Classroom Short videos on the topics of Careers and Money.</p> <p>EYFS Children will begin to explore the working world of jobs, focusing on their current strengths and aspirations.</p> <p>Money is introduced - this is underpinned by the religious understanding that our identity, value and worth comes from God.</p> <p>KS1 Children will understand more about the purpose of work and the harmful impact of gender stereotypes in the workplace, alongside an introduction to the concept of vocation.</p> |
| Units:        | Religious understanding<br>Me, My Body, My Health<br>Emotional Wellbeing<br>Life Cycles                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Religious Understanding<br>Personal Relationships<br>Life Online<br>Keeping Safe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Religious Understanding<br>Living in the Wider World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Key Decisions:

1. In Key Stage One genitalia will be referred to as 'private parts' in line with NSPCC teachings. We will not teach children the scientific names.
2. In Lower Key Stage Two Puberty and Body Changes will be taught to Year 4 only.
3. In Lower Key Stage Two we have chosen not to teach the Life Cycles lessons.

4. In Upper Key Stage Two we will teach the 'Seeing Stuff Online' units through our computing curriculum.
5. The Making Babies unit will be taught to Year 6 only- parents have a right to withdraw from this session.
6. FGM will be taught in Year 6 only- parents will be informed before the lesson takes place.
7. The unit 'Build Others Up' will only be taught to Year 6 but the resources H, I and L will not be used.
8. The Short Classroom videos – 7b, 7c and 7d will not be used.