ENGLISH MARTYRS'
CATHOLIC PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

2026-2028

Our English Martyrs' School community aims to follow the example of Christ in welcoming, recognising, fostering and developing each individual as a unique and special gift of GOD with value and dignity

INTRODUCTION

This policy has been produced in response to the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) which has made Relationships Education compulsory in all primary schools in England and Health Education compulsory in all state funded schools. (p.4). At English Martyrs' we teach RSE as set out in this policy.

SCHOOL MISSION STATEMENT

Our English Martyrs' School community aims to follow the example of Christ in welcoming, recognising, fostering and developing each individual as a unique and special gift of GOD with value and dignity

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

This has followed consultation with:

- ✓ parents and carers through a focus working group and meetings
- ✓ a review of the RSE curriculum content with staff and school governors
- ✓ consultation with the wider school community

Implementation and Review of Policy

This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is Autumn 2026.

DISSEMINATION

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website 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 of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

STATUTORY CURRICULUM REQUIREMENTS

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

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

RATIONALE

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

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

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

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

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.

AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us to look at each individual as a unique and special gift of GOD with value and dignity and we believe that RSE is an integral part of this process. 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" (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.

OBJECTIVES

Our aim is to provide a teaching and learning programme designed to:

- Support the personal, physical, emotional, mental and social development of all pupils
- Enable pupils to understand that they were made to God to love and to be loved, and that love is central to all meaningful relationships
- Help pupils to gain a knowledge and understanding of the values of family life and marriage
- Enable pupils to have an understanding of their physical and emotional development as they grow and change
- Explain the process of human reproduction appropriate to the age of the pupils and in line with the requirements of the National Curriculum
- Offer pupils a Catholic framework to help them make informed decisions
- To understand that all human beings are created in the image of God and are therefore worth of dignity and respect, and therefore to value others regardless of their background or views.
- Enable pupils to have a sense of self-esteem that allows them to foster good relationships based on mutual respect, dignity and responsibility

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 friendship 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, and learning to recognise the appropriate stages in the development of relationships
- 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;
- 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;

OUTCOMES

Inclusions and Differentiated Learning
We will ensure RSE is sensitive to the different needs of individual pupil's n respect to pupils' different abilities, levels of maturity and personal circumstances; 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.

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, sex, gender identity, religion or sexual orientation or whether they are looked–after children.

Broad Content of RSE

We follow the **'JOURNEY IN LOVE'** Scheme of work to cover teaching for Relationships and Sex Education.

JOURNEY IN LOVE is a programme with plans for sessions for all children from Early Years through to Year Six. Each Year group will learn and reflect on Relationships and Sex Education through the following three categories in each year group:

- **Social and emotional aspecs**
- **Physical aspects**
- **Spiritual Aspects**

Teaching strategies will include:

- Establishing ground rules
- Distancing techniques
- Discussion
- Project learning
- Reflection
- Experiential
- Active
- Brainstorming
- Film & video
- Group work
- Role-play
- Trigger drawings
- Values clarification

PARENTS AND CARERS

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

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim it's that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have the right to withdraw their children form Sex Education except in those elements which are required by the National Curriculum Science objectives. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher.

BALANCED CURRICULUM

Whilst promoting catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. We will ensure that pupils have access to the learning they need to stay safe, healthy and understanding their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lies with class teachers RE Co-ordinator & PHSE co-ordinator. 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.

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. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'. 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.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

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., SEN the ethos of the school and our Christian beliefs
- Ensure that parents know of their right to withdraw their children
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of RSE within PSHE

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 and the Local Education Authority, also appropriate agencies.

All Staff

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

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.

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.

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.

In the event of suspected abuse (physical or otherwise) or any other harm, all staff must inform the

Designated Safeguarding Lead or Deputy as outlined in the safeguarding policy.

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.

CONFIDENTIALITY AND ADVICE

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

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. 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

MONITORING AND EVALUATION

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by 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.

This policy is linked to the school's bullying, safeguarding SEND, ICT, RE and Science policies.