



**St. Charles Borromeo**  
CATHOLIC PRIMARY SCHOOL  
AND NURSERY

## **POLICY FOR RELATIONSHIP AND SEX EDUCATION**

This policy has been approved and adopted by  
St Charles Borromeo Catholic Primary School  
In January 2019.

Last reviewed October 2023  
Next review October 2024

# St Charles Borromeo Mission Statement

We will **grow** in our Catholic faith by praying and worshipping together.

We will work hard so that we can **learn** and be the best that we can be.

We will **work** together in our families, school, and parish and with those both near and far to make our world a better place for us all.

We will **follow** the example of Jesus and his teachings in all that we say and do.

## Policy for Relationship and Sex Education

We at St Charles Borromeo Catholic Primary School, in accordance with our Mission Statement and in partnership with the parents and the parish, wish to prepare the way for our children to develop lasting and meaningful relationships with others through the ethos of our school. We want to help each child realise their full potential so that they make their own unique contribution to society.

At St Charles Borromeo, we teach Relationship and Sex Education (RSE) based on the teachings of our Catholic faith. The subject is taught using Diocesan guidance and is supported by Life to the Full Programme from Ten:Ten.

The DFE guidance defines RSE as, “lifelong learning about physical, moral and emotional development. It is about the understanding 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”.

RSE develops the pupil’s knowledge and understanding of her/himself as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being able to make moral decisions in conscience. The DFE identifies three main elements: attitudes and values, personal and social skills and knowledge and understanding.

An effective school RSE programme will help learners to develop the skills and knowledge appropriate to their age, understanding and development, to enable them to make decisions about their relationships, sexual health and well-being.

We are involved in relationships and sex education because our Christian beliefs about God and 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’s Church 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 relationships 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 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, Relationships and Sex Education will be firmly embedded in the PSHE (Personal, Social, Health and Economic Education) framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. 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.

### **AIM OF RSE**

At St Charles we are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that relationship and sex education is an integral part of this education. Furthermore, our school 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 to "positive and prudent" sex education ('Declaration on Christian Education', Vatican II, 1965). It is characterised by a whole person, whole school, and developmental approach (Education in Sexuality, Catholic Education Service) thus setting it firmly within our distinctively Christian vision of education.

### **OBJECTIVES**

Children will learn to:

- Know that they are a unique creation of God and so are able to grow in self-respect developing a positive attitude to themselves, their feelings and their sexuality
- Understand that self-giving love is central to relationships
- Recognise the importance of forgiveness and saying sorry in relationships
- Understand the reasons for self-respect, and why they should act with respect and responsibility in their relationships
- Reflect on their own relationships recognising those qualities that help relationships grow
- Develop knowledge, communication skills and understanding in order to help personal decision-making
- Act responsibly as an individual and as a member of a group
- Identify and have the confidence to talk about their emotions and how to respond to them positively
- Communicate a point of view clearly and appropriately and listen to the views of others
- Take responsibility for oneself and for one's actions
- Come to understand the influence and impact of the media, Internet, peer groups and therefore develop the ability to assess pressures and respond appropriately
- Explore and respond appropriately to prejudice and gender stereotyping
- Think positively about their own body
- Understand, in ways appropriate to their age and developmental needs, the changes that they will undergo in puberty
- Know the correct vocabulary for external body parts, sexual organs and menstruation
- Take care of themselves, their health, safety and personal hygiene
- Keep themselves safe and ask for support when needed
- Become aware of good choices and wrong choices and their consequences
- Manage relationships with friends confidently and effectively
- Develop the ability to form positive, non-exploitative relationships and reject bullying
- Explore and reflect on their own experience of people who are married
- Develop an understanding of the family, an appreciation of the values of family life and the roles and responsibilities of family members
- Develop an understanding of the family as a spiritual community in which members can grow in faith, hope and love
- Understand that the difference between male and female is part of God's loving and creative plan
- Recognise and appreciate the Catholic belief in the importance of marriage for family life and the bringing up of children

## **STATUTORY CURRICULUM REQUIREMENTS**

We are required to teach those aspects of RSE which are part of the National Curriculum Science.

## **SCHEME OF WORK AND PROVISION**

The RSE curriculum will be delivered using a Diocesan recommended scheme, Life to the Full. This 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 God's call to love others with a proper respect for their dignity and the dignity of the human body. Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by ensuring that they receive clear scientific information.

## **ORGANISATION**

The three aspects of RSE, attitudes and values, knowledge and understanding and personal and social skills will be provided in three inter-related ways: the whole school/ethos dimension; a cross-curricular dimension and the specific relationships and sex education curriculum.

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 for relationships. Such discussion may well lead to disclosure of a child protection issue. Teachers 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 is a victim of or is at risk of abuse they should follow the school's child protection policy and immediately inform the designated member of staff responsible.

## **PUPILS WITH SPECIAL NEEDS**

We will ensure that all pupils receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our pupils (see S.E.N. policy).

## **EQUALITY**

We will ensure that RSE is sensitive to the different needs of individual pupils and is taught in such a way as to 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 prejudiced based language and how to respond and ask for help.

## **STAFFING**

All staff will be involved in developing the attitudes and values of the RSE programme. Responsibility for the specific Relationships and Sex Education programme is with the relevant curriculum leads. This will include science, R.E., P.E, RSE and PSHE.

## **ROLES AND RESPONSIBILITIES**

### Governors

It is the responsibility of the Governing Body to:

- Agree the RSE policy in consultation with parents and staff
- Ensure that the policy is readily available to parents
- Ensure that the policy is in accordance with other school policies
- Ensure that parents are fully informed 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.

The governors recognise that RSE can be a sensitive issue for all concerned and therefore require that the school provide relevant training and support to those involved in RSE.

### **Head Teacher**

The Head Teacher takes overall delegated responsibility for the implementation of the policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

### **PSHE LEAD**

The PSHE Lead, with the head teacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in dissemination of the information relating to RSE and the provision of in-service training. They are supported by the deputy and the member of staff with responsibility for child protection.

### **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.

### **PARENTS**

Recognising that parents are the primary educators of their children the school will seek to support them in their task. They will be able to view the resources used by the school in the Relationship and Sex Education programme and the policy will be made readily available.

Parents have the right to withdraw their children from RSE but not from any aspects of health education or those elements which are required by the National Curriculum for science. Parents will be able to examine the programme their children are following, through the Life to the Full Parent Portal, and provide additional preparation and information as they wish.

Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents to help the children with their learning.

### **SENSITIVE ISSUES / RESPONDING TO CHILDREN'S QUESTIONS**

There will always be sensitive or controversial issues in the field of RSE. These may be a 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 RSE. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Teachers will answer questions honestly but with due regard to the nature of the question and the age and maturity of the questioner. In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents / carers. In the same way not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group. If questions arise in the following areas they will not be dismissed but will be referred to parents:

- Contraception
- Abortion
- Masturbation
- Homosexuality / heterosexuality / transsexuality
- Rape
- Incest
- Kissing and touching
- Sexually transmitted diseases

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

### **SAFEGUARDING PROCEDURES**

Teachers should explain to children that they cannot offer unconditional confidentiality. They will explain that if there was a risk of harm, they would have to inform others e.g. parents, headteacher, but that the child would always be informed first that such action was going to be taken.

If a teacher has any concerns about the welfare of a particular child then that teacher will follow the procedures outlined in our safeguarding policy and, if the need requires it, seek advice and support from the nominated child protection officer.

### **EXTERNAL VISITORS**

To support the delivery of the RSE programme, we may call upon the help and guidance of outside agencies and health specialists to deliver aspects of the RSE programme. It must be noted that such visits will always complement the current programme and never substitute or replace teacher led sessions.

Benefits of external visitors to RSE:

- Bring a new perspective to a subject
- Offer specialised knowledge, experience and resources
- Add variety to the curriculum
- Give support to teachers

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. They will ensure that all teaching is rooted in Catholic principles and practice.

### **MONITORING, REVIEW AND EVALUATION**

The relationship and sex education co-ordinator will monitor the provision of the programme by examining plans and samples of pupils work at regular intervals. The programme should be reviewed and evaluated. Governors remain ultimately responsible for the policy and its review.

### **DISSEMINATION**

The policy will be given to all members of the Governing Body and all staff. Copies of the document will be made available to the parents on the school website and hard copies can be provided by the school office.

## **POLICY MONITORING AND REVIEW**

This policy is monitored by the RE Co-ordinator and is evaluated and reviewed by governors every year.

Any additional policies referred to can be viewed/downloaded from the school website ([www.stcharlesb.surrey.sch.uk](http://www.stcharlesb.surrey.sch.uk)). All policies should be read in conjunction with central policies of Xavier CET which can be viewed/downloaded from [xavercet.org.uk](http://xavercet.org.uk)