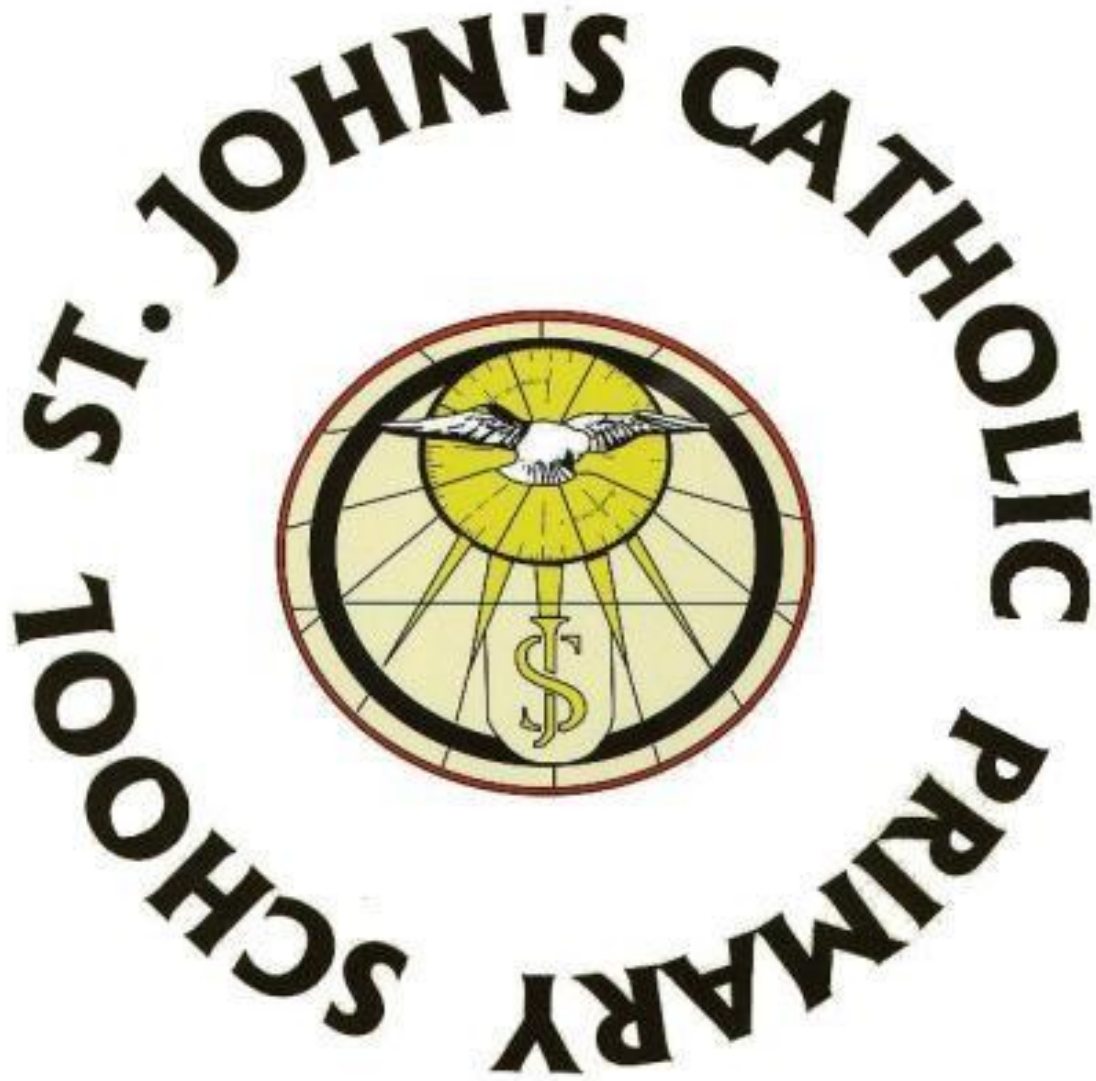




Catholic Relationships & Sex Education Policy

September 2025

Our Mission Statement

The Mission of St. John's Catholic Primary School is to grow and learn in the footsteps of Jesus by being: responsible, caring, prayerful, creative, independent, thoughtful, curious and respectful. We live our Mission by:

- Ensuring that our attitudes and values are transmitted through a curriculum that is consistent with the Catholic faith
 - Delivering a curriculum that is relevant, varied, interesting, stimulating, balanced and appropriate
 - Developing policies and schemes of work which recognise that R.E. is an integral part of the curriculum
 - Developing sound teaching and effective classroom management
 - Generating a positive attitude to learning where realistic expectations of pupils and high standards of work are expected
 - Using a variety of teaching approaches that reflect the needs of individual pupils
 - Participating in projects which focus on the needs of others including local and international charities
- St. John's is a Catholic voluntary aided primary school, established by the Church to serve the parishes of St. John the Baptist, Trowbridge, St. Bernadette's, Westbury and St. Thomas More, Bradford-on-Avon.

IMPLEMENTATION AND REVIEW OF POLICY

Implementation of the policy took place after consultation with the Governors. This policy will be reviewed every 2 years by the Head teacher, RSE Co-coordinator, the Governing Body and Staff. The next review date is September 2027 if not before due to Government consultation.

In this policy, the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). Parent Consultation has been completed in the Summer Term 2025. This policy is to be used in conjunction with our behaviour anti-bullying, equality and E-safety policies.

DISSEMINATION

The draft policy will be shared with all members of the Governing Body, all teaching and support staff. Copies of the document will be available to all parents via the school website and a copy is available in the school office. Details of the content of the RSE curriculum will be published on the school web site.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states, *“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 includes the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

STATUTORY REQUIREMENTS

We are following the guidance of the Bishops of England and Wales and as advocated by the DfE. RSE will be firmly embedded in the PSHE (*Physical, Social and Health Education*) 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. While “sex education” is not statutory at the primary phase, education for personal relationships is statutory in the Early Years Foundation Stage under the ‘Personal,

Social and Emotional Development' area of learning and it is the school's responsibility to deliver the national curriculum science objectives.

VALUES AND VIRTUES

Our curriculum enshrines our 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.

AIMS OF RSE AND OUR 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 RSE is an integral part of this education. Furthermore, our school mission states 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.

INCLUSION AND DIFFERENTIATED LEARNING

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. Faith and culture are 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 the 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.

STRUCTURE OF THE RSE CURRICULUM

The RSE curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The themes include:

- *Created and loved by God* (this explores the individual) The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- *Created to love others* (this explores an individual's relationships with others) God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- *Created to live in community* – local, national & global (this explores the individual's relationships with the wider world) Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

See *Appendix 1* for the one-page overview of the Ten Ten 'Life is Full' programme of study. Pupils will be taught in their classes, some on a two-year rolling programme.

PROGRAMME RESOURCES

The teaching strategies we use are founded on the principles of Quality First Teaching. These will include establishing agreed ground rules, assessment for learning, small group and whole class discussion, learning partner support, effective questioning, project based learning, time for reflection, use of film, power point, video, group work and role-play.

Assessment will be ongoing and completed by the Class Teacher and monitored termly by the RSE Curriculum Leader.

CHRISTIAN VIRTUES AND RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge because of it. Virtues are habits, which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that our school seeks to develop in our pupils, through our exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues, which are universally shared.

PROGRESSIVE AND DEVELOPMENTAL CURRICULUM

The learning reflects each stage of the development of the pupil and is appropriate to the age and stage of development of children during the different phases of their education.

Following a process, which is planned from beginning to end with one phase of education, informing the work of the next so that children can be led to a deeper and fuller understanding, which corresponds to their maturing.

CROSS - CURRICULAR LINKS

As a Catholic school, we are committed to the education of the whole person, teaching about relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

MONITORING AND EVALUATING

None of these educational goals is possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. Taught by those committed to doing it well and as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

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 in writing 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. 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 is 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 from Sex Education except in those elements, which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. We believe that the controlled environment of the classroom is the safest place. For this curriculum to be followed. *Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).*

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the RSE Leader, RE Leader and Head teacher. 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. Help and guidance from outside agencies and health specialists will sometimes be called upon 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 5*'. 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., SEND, 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 – Mrs C Doogue, cdoogue@st-johns-trowbridge.wilts.sch.uk
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE

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.

PSHE/RSE Curriculum Leader

The leader with the head teacher 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 in-service training.

The RSE Leader 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.

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 or 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.

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. (*See also Relationships Education, Relationships, Sex Education (RSE), and Health Education, Managing difficult questions, Page 23 for more detail*) 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.

CONFIDENTIALITY AND ADVICE

All governors, teachers, support staff, parents and 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 mission. Teachers should explain to pupils that they could not 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.

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

Appendix 1

RSE / PSHE/RE Overview WHOLE SCHOOL



	PSHE/BV (see separate doc for resources)					RE and Other links <i>Assemblies, displays, crosscurricular links</i> <i>Culture capital</i>
	EYFS	KS1	LKS2	YEAR 5 and 6 (yr6 content)	British Values	
Autumn 1	EYFS MODULE 1 UNIT 1 Story sessions: handmade with love	KS1 MODULE 1 UNIT 1 Story session: let the children come MODULE 2 UNIT 1 God loves you	LKS2 MODULE 1 UNIT 1 Story session: get up! The sacraments	UKS2 MODU LE 1 UNIT 1 Story sessions Calming the storm MODU LE 1 UNIT 2 Gifts and talents	Class rules/behaviou rs and routines- DEMOCRAC Y Shared responsibilities - rule of law - rights and respons ibilities	Lessons: Fairtrade 30th birthday Assembly 17 th September LIFESAVERS Black History Month (October)

Autumn 2	EYFS MODULE 1 UNIT 2 I am me Heads, shoulder, knees and toes	KS1 MODULE 2 UNIT 2 Special people Treat others well ... and say sorry	LKS2 MODULE 2 UNIT 1 Story session: Jesus my friend MODULE 2	UKS2 MODU LE 1 UNIT 2 Girls bodies Boys bodies	RULE OF LAW Communities - rights and roles of people in their commu nity	Remembrance Advent Lessons: Anti-bullying week/NSPCC speak out stay safe campaign – visitor/assembly (November) LIFESAVERS
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	Ready teddy		UNIT 2 Family, friends and others When things feel bad	Spots and sleep		
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Spring 1	EYFS MODULE 1 UNIT 3 I like, you like, we all like All the feelings Let's get real MODULE 2 UNIT 2 (internet safety week) What is the internet? Playing online?	KS1 MODULE 2 UNIT 4 Good and bad secrets Physical contact Harmful substances	LKS2 MODULE 2 UNIT 3 (internet safety week) Sharing online Chatting online	UKS2 MODULE 1 UNIT 3 Body image Peculiar feelings Emotional changes (internet safety week) Seeing stuff online	Media literacy and digital resilience use of the internet in everyday life not all information is true World Faith-TOLERANCE OF BELIEFS/FAITHS	Lessons: <i>Safer internet day (February)</i> LIFESAVERS Police visit? Children's mental health week 6-12th Feb.
Spring 2	MODULE 1 UNIT 4 Growing up EYFS MODULE 2 UNIT 1 Role model	KS1 MODULE 2 UNIT 4 Can you help me (part 1 and 2)	LKS2 MODULE 2 UNIT 4 Safe in my body Drugs, alcohol and tobacco	UKS2 MODULE 2 UNIT 2 Build others up Catholic social teaching	MUTUAL RESPECT Economic wellbeing: Money what money is save and spend needs and wants LIFESAVERS	<i>Acts of Kindness Month of Mary</i> <i>Lesson:</i> Fairtrade Fortnight / CAFOD / (February) visitor/assembly

	UNIT 2 Who's who? You've got a friend in me Forever friends			UKS2 MODULE 3 UNIT 2 Reaching out		<i>I can I am speak for all staff at retreat</i>
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Summer 1	EYFS MODULE 2 UNIT 4 Safe inside and out My body my rules Feeling poorly People who help us	KS1 MODULE 3 UNIT 1 Three in one Who is my neighbour?	LKS2 MODULE 3 UNIT 1 A community in love What is church?	MODULE 1 UNIT 4 Hope beyond death UKS2 MODULE 2 UNIT 2 Build others up The holy trinity	INDIVIDUAL LIBERTY Economic wellbeing: Aspirations, work and career jobs strengths and interests	Holy Week Eastertide <i>May the month of Mary</i> <i>Rosary</i> citizenship trip lesson: <i>SAFE IN THE SUN</i> LIFESAVERS <i>I can I am charity in- RED BUS</i>
Summer 2	EYFS MODULE 3 UNIT 1 God is love Loving God and other MODULE 2 UNIT 2 Me you us	KS1 MODULE 3 UNIT 2 The communities we live in	LKS2 MODULE 3 UNIT 2 How do I love others? MODULE 2 UNIT 4 First aid heroes	UKS2 MODULE 1 UNIT 4 Making babies part 1 Making babies part 2 (parent consultation) Menstruation		Pilgrimage <i>Enterprise project</i> <i>Smoking and vaping optional</i> Lesson: <i>FIRST AID-</i> LIFESAVERS

				(repeated) Hope beyond death
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	Life to the Full Year B					PSHE See separate overview for details	RE and Other links <i>Assemblies, displays, crosscurricular links</i>
	EYFS	KS1	LKS2	YEAR 5	YEAR 6		
Autumn 1	EYFS MODULE 1 UNIT 1 Story sessions: handmade with love	KS1 MODULE 1 UNIT 1 Story session: let the children come	LKS2 MODULE 1 UNIT 1 Story sessions: Get up! LKS2 MODULE 1 UNIT 2 We don't have to be the same Respecting our bodies	UKS2 MODULE 1 UNIT 1 Story sessions Calming the storm MODULE 2 UNIT 1 God is calling you	UKS2 MODULE 1 UNIT 1 Story sessions Calming the storm MODULE 1 UNIT 2 Gifts and talents	Class rules/behaviours and routines- DEMOCRACY MUTUAL RESPECT Shared responsibilities - rule of law - rights and responsibilities	Mission and Vocation The Year of St Joseph Month of the Virgin Mary Creation and Harvest Black History Month (October)

Autumn 2	EYFS MODULE 1 UNIT 2 I am me Heads, shoulder, knees and toes Ready teddy	KS1 MODULE 1 UNIT 2 I am unique Girls and boys Clean and healthy	LKS2 MODULE 1 UNIT 2 What is puberty? (parent consultatio n) Changing bodies Male/fema le	UKS2 MODU LE 2 UNIT 2 Under pressure Do you want a piece of cake	UKS2 MODULE 1 UNIT 2 Girls bodies Boys bodies Spots and sleep	MUTUAL RESPECT RULE OF LAW Communities - rights and roles of people in their	Prayer Saints an Feasts Rememb ce Adver Antib week/NS C speak stay saf

			discussion groups (optional)	Self-talk		comm unity	campaign (November)

Spring 1	EYFS MODULE 1 UNIT 3 Personal Relationships I like, you like, we all like All the feelings Lets get real MODEL 2 UNIT 2 (internet safety week) What is the internet? Playing online?	KS1 MODULE 1 UNIT 3 Feelings, likes and dislikes Feeling inside and out Super Susie gets angry	LKS2 MODULE 1 UNIT 3 What am I feeling? What am I looking at? I am thankful	UKS2 MODULE 2 UNIT 3 (internet safety week) Sharing isn't always caring cyberbullying	UKS2 MODULE 1 UNIT 3 Body image Peculiar feelings Emotional changes (internet safety week) Seeing stuff online	Media literacy and digital resilience - use of the internet in everyday life - not all information is true World Faith-TOLERANCE OF BELIEFS/FAITHS	Christmastide Revelation 11th February – <i>World Day of the Sick</i> <i>World Faith</i> – <i>Explore Forgiveness</i> <i>Safer internet day (February)</i>
Spring 2	MODULE 1 UNIT 4 Growing up EYFS MODULE 2 UNIT 1 Role model UNIT 2 Who's who? You've got a friend in me	KS1 MODULE 2 UNIT 3 Real life online Rules to help us	LKS2 MODULE 1 UNIT 4 Life cycles A time for everything	UKS2 MODULE 2 UNIT 4 Types of abuse Impacted lifestyles Making good choices	UKS2 MODULE 2 UNIT 2 Build others up Catholic social teaching UKS2 MODULE 3 UNIT 2 Reaching out	INDIVIDUAL LIBERTY MUTUAL RESPECT Economic wellbeing: Money - what money is - save and spend - needs and wants	Fairtrade Fortnight / CAFOD / (February) Lent <i>Acts of Kindness</i>

	Forever friends						
Summer 1	EYFS MODULE 2 UNIT 4 Safe inside and out My body my rules Feeling poorly People who help us	KS1 MODULE 1 UNIT 4 The cycle of life Beginnings and endings	LKS2 MODULE 3 UNIT 1 A community of love What is Church?	UKS2 MODULE 3 UNIT 1 The Holy trinity Catholic Social Teaching MODULE 1 UNIT 4 menstruation- both years	MODULE 1 UNIT 4 Hope beyond death UKS2 MODULE 2 UNIT 2 Build others up The holy trinity	INDIVIDUAL LIBERTY Economic wellbeing: Aspirations, work and career - jobs - strengths and interests	Holy Week Eastertide <i>May the month of Mary</i> <i>Rosary</i> <i>SAFE IN THE SUN</i>

Summer 2	EYFS MODULE 3 UNIT 1 God is love Loving God and other MODULE 2 UNIT 2 Me you us	KS1 MODULE 3 UNIT 1 Three in one Who is my neighbour? MODULE 3 UNIT 2 The communiti es we live in	LKS2 MODULE 3 UNIT 2 How do I love others?	UKS2 MODU LE 3 UNIT 2 Reachin g out Module 2 unit 4 Giving assistanc e	UKS2 MODULE 1 UNIT 4 Making babies part 1 Making babies part 2 (parent consultation) Menstruation (repeated if needed) Hope beyond death UKS2 MODULE 2 UNIT 2 Build others up Catholic social teaching	Pentecost and Mission Pilgrimage <i>FIRST AID</i> <i>Enterprise project</i> <i>Smoking and vaping optional</i>

						UKS2 MODULE 3 UNIT 2 Reaching out (enterprise project?)	

Additional Notes:

- Themes not covered in Life to the Full are covered through PSHE lessons (British values lesson to be planned by individual teachers- some resources on server to support) These should be evidenced in the medium-term planning at least once a term. CARITAS can be used to support.
- Evidence of CST to be included in medium term planning
- Other links/special days/events e.g. Anti-Bullying week should be evidence in the medium-term planning and lessons planned accordingly

This policy has been approved and adopted by the Governing Body on: 4th December 2025

Head teacher :

Signed 

Chair of Governors :

Signed 

Review cycle:	2 Yearly
Next review due:	September 2027

