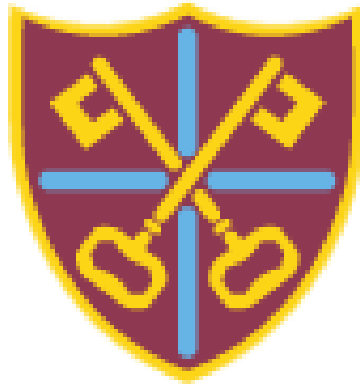


SURREY COUNTY COUNCIL  
DIOCESE OF ARUNDEL AND BRIGHTON

# **St. Peter's Catholic Primary School**



## **Relationships and Sex Education Policy**

### **Mission Statement**

**St Peter's – building firm foundations for life**

**We care for others**

**We achieve our best**

**We grow in faith**

Approved: Spring 2025 Children & Learning  
Next Review: Spring 2026

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### 1. Aims

Here at St. Peter's, Relationship and Sex Education (RSE) - is an integral part of our curriculum. The aims at our school are to:

- 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.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

### 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#)

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St. Peter's, we teach RSE as set out in this policy.

### **3. Policy development**

This policy has been developed in consultation with SLT, governors, staff and parents. The consultation and policy development process involved the following steps:

- a. Review – an RSE ‘working group’ pulled together all relevant information including relevant national and local guidance.
- b. SLT, governor and staff consultation – all were given the opportunity to look at the curriculum map and policy - and make recommendations.
- c. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the curriculum map and policy and have also been invited to feedback during an 8 week consultation period about the Ten Ten scheme.
- d. Ratification – once amendments were made, the policy was shared with governors and ratified.

### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

It is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes. At St. Peter’s, RSE is delivered via discrete sessions, as well as through elements of the National Curriculum.

### **5. Curriculum**

Ten Ten is an independent Catholic educational organisation that has been working at the forefront of delivering RSE in Catholic primary and secondary schools since 2007. For the past 2 years, they have been working in partnership with dioceses and schools throughout the UK to develop an integrated programme in Relationship Education for Catholic primary schools and Relationship and Sex Education for Catholic secondary schools called “Life to the Full”. Their mission is to enable Catholic schools to deliver an RSE programme that truly enables their students to live “life to the full” (John 10:10).

### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) curriculum. The Ten Ten scheme is a developmental RSE programme for children in the primary years, which is supported by the Bishops’ Conference and is in accordance with the teaching of the Catholic Church. In each year group, overriding knowledge, understanding and skills, are developed - within the following areas: Physical, Social, Emotional, Intellectual and Spiritual. Biological aspects of RSE are taught within the science curriculum.

Other aspects are included in religious education (RE). ‘Come and See’ is a Catholic Primary Religious Education programme for Years 3 and 4 that fulfils the RE

National Curriculum content. Reception, Year 1,2,5 and 6 follow the new, Branch 6 curriculum. Also, 'British Values' - either discrete sessions or via elements of the National Curriculum - are taught in accordance with our British Values Policy. This satisfies the requirements of the 2010 Equality Act and includes materials from a range of sources. In addition, the Computing and PE curriculum, as well as 'other' in-school initiatives (See appendix 1) cover aspects of RSE.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Schools retain the freedom to determine an age-appropriate, developmental curriculum, which meets the needs of young people. Where appropriate, this may require a differentiated curriculum i.e. schools have specific duties to increase the extent to which pupils can participate in the curriculum, such as SEN children. Flexibility is important as it allows schools to respond to local public health and community issues, as well as meet the needs of their community and adapt materials and programmes to meet the needs of pupils (for example, in teaching about local prevalence or impact of recent COVID-19 cases).

In addition to the science curriculum, in Year 6, reproduction in humans is taught as part of the 'animals including humans' topic.

For more information about our RSE curriculum, see our Ten Ten parent portal, details provided at the end of this document.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All teaching staff are responsible for the delivery of RSE at St. Peter's.

#### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity

#### **8. Parents' right to withdraw**

Parents **do not have the right to withdraw** their children from relationships education.

Parents **have the right to withdraw their children from some or all** of the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

#### **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. .

#### **10. Monitoring arrangements**

The delivery of RSE is monitored by Mrs Hall (RSHE Lead team) through: learning walks, staff training etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Hall (RSHE lead) annually.

At every review, the policy will be approved by the governing board and the headteacher.

# Appendix 1: Ten Ten programme overview

## Module One: Created and Loved by God

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.



### Key Stage One:

- We are uniquely made by a loving God;
- We have differences and similarities;
- Key information about staying physically healthy;
- Understanding feelings and emotions, including strong feelings such as anger;
- The cycle of life from birth to old age.

### Lower Key Stage Two:

- Understanding differences;
- Respecting our bodies;
- Puberty and changing bodies
- Strategies to support emotional wellbeing including practicing thankfulness;
- The development of pupils' understanding of life before birth.



### Upper Key Stage Two:

- Appreciation of physical and emotional differences;
- A more complex understanding of physical changes in girl and boys bodies;
- Body image;
- Strong emotional feelings;
- The impact of the internet and social media on emotional well-being;
- A more nuanced and scientific understanding of life in the womb and how babies are made;
- Menstruation.

## Religious UNDERSTANDING



**Kester's Adventures** follows the story of Kester who is in search of his Maker. When he finds his maker, Abraham, Kester develops a deep and personal relationship with him over many years. As the children grow through the learning stages, Kester's story grows in complexity as he tries to understand his place in the world when faced with more challenging life decisions. Ultimately, he is always reminded that he was created by Abraham, along with his parents, and was loved and cared for even before he was born.

Kester's Adventures is an original story by Ten Ten which is **an allegory for our relationship with God**; it communicates the key idea that we were created out of love and for love.

## Module Two: Created to Love Others

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.



### Key Stage One:

#### Unit 'Personal Relationships':

- Special People in their lives who they love and can trust;
- Coping with various social situations and dilemmas;
- The importance and saying sorry and forgiveness within relationships.

#### Unit 'Keeping Safe':

- The risks of being online;
- The difference between good and bad secrets;
- Teaching on physical boundaries.

### Lower Key Stage Two:

#### Unit 'Personal Relationships':

- Children to develop a more complex appreciation of different family structures;
- Activities and strategies to help them develop healthy relationships with family and friends;
- Techniques for managing thoughts, feelings and actions.

#### Unit 'Keeping Safe':

- Online safety (incorporating NSPCC resources);
- Teaching on bullying and abuse through a series of animated stories.

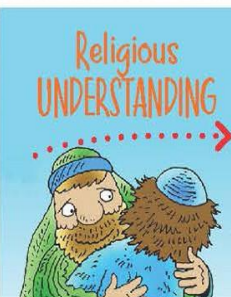
### Upper Key Stage Two:

#### Unit 'Personal Relationships':

- Equip children with strategies for more complex experiences of relationships and conflict;
- Identify and understand how to respond to spoken and unspoken pressure;
- The concept of consent;
- Further teaching on how our thoughts and feelings have an impact on how we act.

#### Unit 'Keeping Safe':

- Risks of sharing and chatting online;
- A more complex understanding of different forms of abuse.



At the start of each learning stage, we begin with a series of story sessions based on a key Gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the Prodigal Son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.

**Module Three: Created to Live in Community** 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.



**Key Stage One:**

- Children understand that God is love: Father, Son and Holy Spirit;
- That being made in His image means being called to be loved and to love others;
- Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community;
- Children will know that God calls us to live in community with one another.



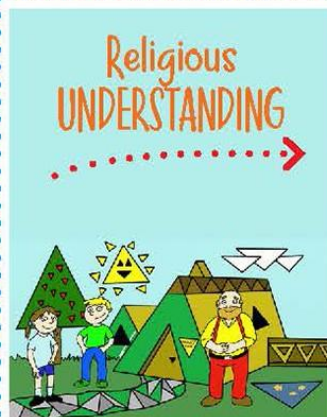
**Lower Key Stage Two:**

- Develop a deeper understanding that God is love as shown by the Trinity;
- Understand that the human family reflects the Holy Trinity in mutual charity and generosity;
- The Church family comprises of home, school and parish;
- Catholic Social Teaching on what it means to work for the Common Good.



**Upper Key Stage Two:**

- Children will:
- Know that God is Trinity – a communion of persons;
- Know that the Church is the body of Christ;
- Develop a deeper and richer understanding of Catholic social teaching;
- Learn how certain charities reach out to the wider community with love.



**Trinity House** is a story told throughout the programme from Years 1 to 6 at a growing level of complexity through each learning stage. It tells the story of the Trinity family who live in Trinity House – Abba, Adam and Amara – symbols of the creative circle of love between Father, Son and Spirit. Children will learn that just like the Trinity of God, we are made to love God and love others, and we are made to be loved by God and others. This extends not only to us, our families, our friends and our personal relationships, but also to the wider world.

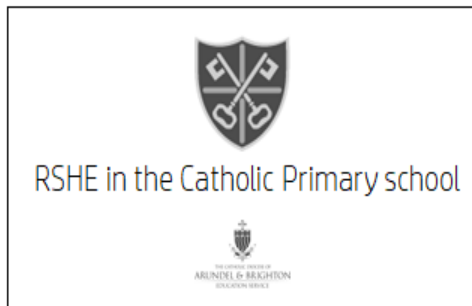
## Appendix 2: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

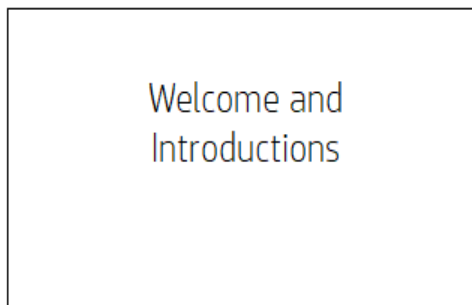


## Appendix 4: Parent consultation presentation – delivered 01.10.20



Content of today's session...

- What is RSE / RSHE?
- RSE at St. Peter's
- Supporting all pupils
- Working with external agencies
- Statutory guidance
- Sex Education in primary schools
- Forming partnerships



What is RSE?

- Relationships & Sex Education
- Health Education has now been added so you will see the acronym **RSHE** also being used
- Programmes that support the teaching & learning of RSHE in the Diocese of Arundel & Brighton
  - A Journey in Love
  - See curriculum map

RSE at St. Peter's

- Our role is to support you in the education of your child and not to replace you.

*"We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education".*

Ofsted, 2014. *Review of Religious Education in Primary Schools*.  
Ofsted, 2014. *Review of Religious Education in Primary Schools*.  
Ofsted, 2014. *Review of Religious Education in Primary Schools*.  
Ofsted, 2014. *Review of Religious Education in Primary Schools*.

RSE at St. Peter's

Right to withdraw

- Parents/carers have the right to withdraw their children from **elements** of Sex Education that are not in line with the National Curriculum for Science.
- They may **not** withdraw their children from any elements of Relationships Education and Health Education.

RSE at St. Peter's

- RSE will naturally overlap with PSHE, RE & Science.
- In ALL schools teaching MUST reflect the law including the Equality Act 2010.
- Schools with a religious character are able to teach their distinctive faith perspective on relationships.
- The religious/other backgrounds of all pupils will be taken into account when planning lessons.

Supporting all pupils

- We will ensure that RSE & Health Education is accessible for all pupils including those with Special Educational Needs &/or Disability - SEND.
- We will ensure that all pupils understand the importance of equality and respect and comply with the relevant provisions of the Equality Act 2010.
- We will work in partnership with the family, school and the Church.

**Working with external agencies**

- We will ensure any outside visitor is familiar with our school ethos and RSE Policy.
- We will ensure all visitor credentials are fully checked.
- We will always see materials and lesson plans in advance and ensure they are age-appropriate and accessible to all pupils.
- We will ensure that any delivery from an outside visitor will enhance our planned programme.

**Sex Education in Primary Schools**

- The focus for all primary schools is Relationships Education.
- Puberty is now included in Health Education.
- Sex Education beyond that stated in the National Curriculum for Science is **NOT COMPULSORY**.

HOWEVER – DfE guidance states ...

Statutory Guidance

*"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement."*

**Statutory Requirements by the end of Primary School for Relationships Education**

All Pupils should know about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Statutory Guidance

*The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021. (Covid-19 related postponement)*

**COMPULSORY**

**WORKING IN PARTNERSHIP**

Requirements:

- Schools will be required to have a policy, published on the school website. The policy must show how they intend to approach the subject, how they are teaching and the resources they are using and how they will monitor impact.
- Schools are now required to consult on their Relationships & Sex Education Policy.
- From Sept 2020 schools are also required to teach Health Education BUT they are not required to have a separate policy for this; but may do if they wish.

**WORKING IN PARTNERSHIP**

We will support you:

- In how to talk to your children about Relationships and Sex Education.
- By signposting you to age-appropriate resources that can be used at home.
- By offering links to what is being taught in school in other areas of the curriculum.

**Forming partnerships...**

What we will ask of you.

- Consultation and feedback when revising or creating policies related to RSE.
- Consultation and feedback on the RSE curriculum:
  - When/how it is being taught.
  - What resources are used to support teaching and learning.
  - Links with outside agencies/resources.
  - **How – what might the consultation and partnership look like?**
  - Current – provide policy and curriculum map for consultation. Collect feedback on this and today's meeting, via Google form.
  - Future/on-going – working group, consultation evenings, face to face, written etc...

**Forming partnerships...**

We are committed to.

- Building strong partnerships with our parents/carers.
- Parents/carers understanding what is being taught, when and how.
- Helping parents/carers to support their child's learning at home.
- Developing a shared set of values between school and parents/carers.
- Dispelling myths around the teaching of RSE and Health Education - RSE.

**Forming partnerships...**

What we will do with the feedback.

- Listen
- Reassure
- Discuss

N.B. A copy of the above presentation and the (draft) policy, was provided to all parents in attendance at the consultation meeting, as well as via the school's weekly newsletter/website.

Opportunity given to ALL to feed back, including via Google Form. No comments or feedback to action.