



St Ignatius Catholic Primary

— SCHOOL —

Relationships and Sex Education Policy

*Achieving our best by learning together and serving one another
with Christ by our side*



Head - Knowledge
Think deeply. Learn wisely.
Understand God's world



Heart - Living Like Christ
Love generously. Serve
faithfully. Act justly.



Hands - Practical Skills
Take actions. Make a difference.
Lead with purpose.

Governors' Committee Responsible:

Staff Members:

Updated:

Review Period:

Date Policy Approved:

Date for Review:

Full Governing Body

Mrs R Vander Vloet / Ms Murphy

June 2026

Annually (first year, thereafter biennially)

15th September 2026

Contents

Part	Topic	Page
1	Policy Statement	3
2	Defining Relationship and Sex Education	3
3	Statutory Curriculum Requirements	4
4	Rationale	4
5	Values and Virtues	5
6	Aim of RSE and the Mission Statement	5
7	Inclusion and adaptive teaching and learning	7
8	Equalities obligations	7
9	Broad content of RSE	7
10	Programme / Resources	8
11	Assessment	9
12	Parents and Carers	9
13	Balance Curriculum	10
14	Responsibility for teaching the programme	10
15	Other roles and responsibilities regarding RSE	10
16	Relationship to other policies and curriculum subjects	11
17	Children's questions	11
18	Supporting children and young people who are at risk	12
19	Confidentiality and advice	12
20	Monitoring and evaluation	12

POLICY STATEMENT

*“Not only ought you to continually love and cherish each other, but to communicate that love to all men.”-
St Ignatius of Loyola*

In this policy the governors, Headteacher and teachers at St Ignatius Catholic Primary School, in partnership with pupils and their parents, set out their intentions about the teaching of relationships and sex education (RSE) in the school. We set out our rationale and approach to relationships and sex education in the school. We also set out details of our teaching programme and wider curriculum delivery of RSE at St Ignatius.

Consultation

As part of this process a letter with key information was shared with all stakeholders in the summer 2026.

- pupil focus groups / school council
- consultation with parents (questionnaire and links to curriculum, as well as access to the parent portal)
- review and training of RSE curriculum content with staff
- consultation with school governors

Implementation and review of the policy

Implementation of this policy took place after consultation with the governors and all stakeholders in the summer term of 2026 and the policy will be reviewed thereafter annually for the first year and subsequently biennially by the Headteacher, RSE Leader, the governing body and staff.

Dissemination

The draft policy was shared with all members of the governing body, and all teaching and non-teaching members of staff. Copies of the document are available to all parents through internal communications ([parent letter](#)). Details of the content of the RSE curriculum are available on the school's web site.

DEFINING RELATIONSHIP AND SEX 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 RSE does this by promoting their “moral, social, mental and physical development” and cultivating “positive characteristic including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness”¹. 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.”² This would

include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should “provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds...By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.”³

At St Ignatius Catholic Primary School, our focus is on:

- teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults
- This will include the topics of family relationships and the people 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 in 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’ - (John: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 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 the divine creativity.

Following the guidance of the Bishops of England and Wales, and as advocated by the DfE, RSE at St Ignatius is 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.

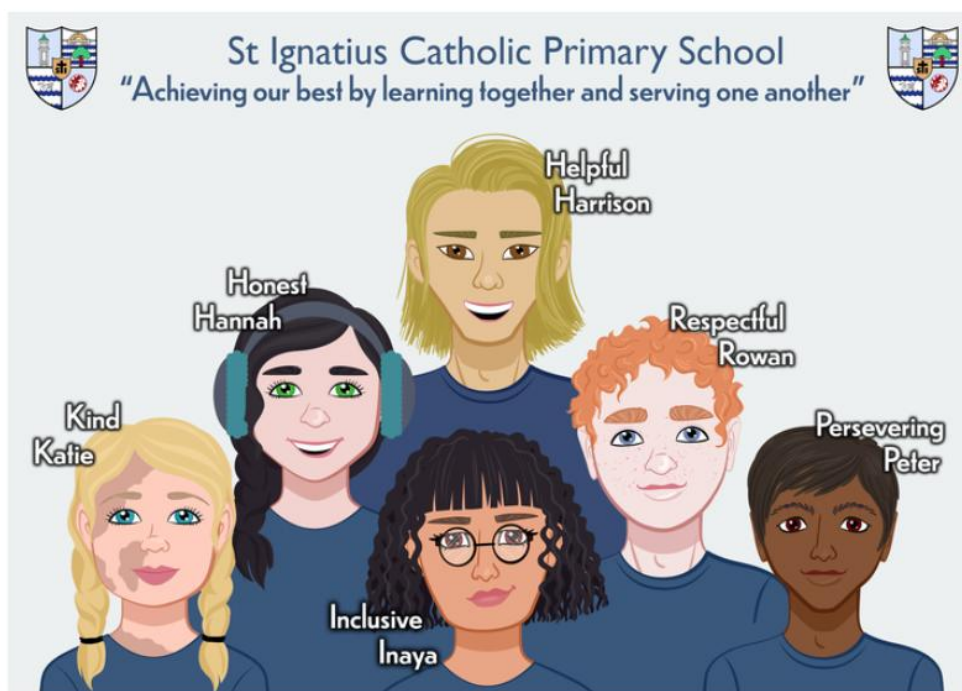
All RSE taught at the school is in accordance with the Church’s moral teaching. It emphasises the central importance of marriage and the family, whilst acknowledging that all pupils have a fundamental right to

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. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Our school values are at the root of everything we do. They underpin our teaching and learning and were created by the pupils in July 2024.



AIM OF RSE AND THE MISSION STATEMENT

"Achieving our best by learning together and serving one another with Christ by our side"

At St Ignatius we are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims reflect our commitment to raising pupils' self-esteem, helping them to grow in knowledge and understanding, recognising the value of all persons and developing caring and sensitive attitudes.

In partnership with parents, we will provide children 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.

Through RSE at St Ignatius we will:

- ensure the children understand their own value and the value of others
- instil confidence and self-esteem
- provide reliable, correct information in a safe learning environment
- ensure children know how to keep safe
- help children deal with peer pressure
- provide learning around how to make sensible and informed decisions in a changing cultural climate
- help children understand the positive impact of loving God, self, neighbour and our common home.

Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility
- respect for the dignity of every human being - in their own person and the person of others
- joy in the goodness of the created world and their own bodily natures
- responsibility for their own actions and a recognition of the impact of these on others
- recognising and valuing their own sexuality and that of others
- celebrating the gift of life-long, self-giving love
- recognising the importance of marriage and family life
- fidelity in relationships

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 friendships 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, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- how to keep themselves safe by 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 and the nature and meaning of sexual love;
- 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, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

OUTCOMES

INCLUSION AND ADAPTIVE TEACHING AND 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; 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).

EQUALITIES OBLIGATIONS

The governing body has wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all 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

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 a specific relationships and sex curriculum.

PROGRAMME / RESOURCES

'So God created man in His own image; in the image of God He created him; male and female He created them.' - (Genesis 1-27)

At St Ignatius we deliver the RSE curriculum through a resource entitled ***'Life to the Full'*** which is a programme of study devised by TEN TEN. The programme of study is appended to this document.

'Life to the Full' is a fully resourced, faith-inspired scheme of work in Relationships and Health Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. It is taught with a 'spiral' approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life.

The programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God- created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Appendices to this policy provide further information about the programme and resources for suggested use.

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

THE PRINCIPLES OF ***'Life to the Full'*** ARE:

- To teach the children that their bodies are good. They will learn to not depersonalise their body or objectify the body. The children will learn to celebrate their body as what makes them human. They will learn that they need their bodies to love, serve and grow.
- As we grow in our loving relationships with others, we become close to the image and likeness of God.
- Catholic RSE should be taught about the whole person.

- Catholic RSE should be taught in partnership with parents.
- Our deepest identity is as a child of God.
- Stories can change hearts and minds.
- Catholic RSE is an education in virtue
- Catholic RSE is an education in conscience.
- RSE is about striving for the common good and enabling children to have the desire to love and to serve.
- Prayer, Scripture and the Sacraments fuel the teaching. The curriculum is embedded with parables from the bible. This will give children, teachers and parents an opportunity to have a deeper relationship with God.

ASSESSMENT

Each unit of the teaching programme has an assessment associated with it, as it is important to demonstrate that learning has taken place and to be able to evaluate children's understanding of that learning. There will be an assessment before each unit of work to ascertain the children's prior knowledge and after each unit of work to check the children have gained better understanding during the lessons.

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 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 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. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

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. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lies with the RSE co-ordinator and Headteacher. 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 between staff, other adults and pupils.

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' 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

It is the responsibility of the governing body to:

- 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 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 RSE within PSHE.

Headteacher

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, Academy Trustees (where appropriate) and the Local Education Authority, also appropriate agencies.

PSHE/RSE Lead

The lead 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. *(They may be supported by the curriculum 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 are expected to teach RSE in accordance with the Catholic ethos of the school. All staff have been included in the development of this policy and all staff are 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 specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

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 and young people.

Controversial or sensitive issues

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 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 and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 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.

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.