Blessed Dominic Catholic Primary School

Relationships and Sex Education Policy

Date of policy: October 2026
Review: October 2028

BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL

Mission Statement

Our mission is to love one another, learn together and believe in God our Father.

LOVE – LEARN- BELIEVE

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education. At Blessed Dominic, is underpinned by the ethos and values of our school as reflected in our whole school mission statement, "Love, Learn, Believe". Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy, respectful, loving relationships and appropriate boundaries, we consider effective RHE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RHE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of dignity, stable and loving relationships, respect, love and care, for family life, whilst being underpinned by our Catholic values. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices, whilst instilling the Catholic values at the core of our philosophy.

This policy has been written in consultation with:

- pupil focus groups / school council
- questionnaires to parents / carers, any meetings etc.
- review of RSE curriculum content with staff and pupils
- consultation with wider school community (Diocese of Westminster)
- consultation with school governors

Implementation and review of policy

Implementation of the policy will take place after consultation with the Governors in the Summer Term 2026. This policy will be reviewed every year by the Head teacher, RSE Lead, the Governing Body and Staff. The next review date is June 2027.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be included in the school's welcome pack for new starters. Details of the content of the RSE curriculum will also be published on the school's website.

Defining Relationships 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 characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness" . 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." This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory curriculum requirements

From September 2026 it will be mandatory for all schools to follow the updated DfE Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, July 2025), made under sections 34 and 35 of the Children and Social Work Act 2017. Schools can adopt this early from Sept 2025.
This guidance makes Relationships Education compulsory for all primary pupils, and Health Education compulsory for all primary pupils.
Our PSHE & RSE policy complies with these requirements and recommendations to deliver statutory Relationships and Health Education, as outlined and delivered through our PSHE & RSE curriculum.

In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils.

We are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements.

BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL

Rationale:

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

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

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

BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, RSE will be firmly embedded in the RE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It will also be delivered in conjunction with teaching of the statutory element of the Science National Curriculum. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.
The school will use the Ten Ten Resource 'Life to the Full' to deliver the RSE curriculum content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

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 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 Mission and aim of RSE

Our Mission Statement commits us 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 state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a positive relationship and health education, which is compatible with their physical, cognitive, psychological and spiritual maturity, rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

respect for the dignity of every human being – in their own person and in 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 sexual identity 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;

assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

the Church's teaching on relationships;

the Church's teaching on marriage and the importance of marriage and family life;

the centrality and importance of virtue in guiding human living and loving;

the physical and psychological changes that accompany puberty;

the facts about human reproduction, how love is expressed and how love plays an essential and sacred role in procreation;

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 Obligation

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion or sexual orientation or whether they are looked-after children.

BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL

As an inclusive school we value the difference and diversity of our community and the wider world. Within our PSHE programme we teach and promote equality, tolerance, respect and the prevention of discrimination, in line with the Equality Act 2010 and the Equalities Act and Schools Guidance 2010.

Within this duty to foster an understanding of equality and respect, we ensure that all pupils grasp the concept of protected characteristics as directed under British law, in an age appropriate way, and to avoid discrimination based on any of these characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion of belief, sex and sexual orientation. We also promote British values within our whole school aims and values. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE.

We recognise and value our diverse community at school, valuing all our young people, parents/carers, staff and visitors who may be, for example, from varying backgrounds, faiths, heritages, who are LGBTQ+, who are in different types of families such as single parents/carers or those who are married or in civil partnerships, children living in care, or young carers, or those living in poverty. In exploring and developing a wide range of issues related to acceptance, tolerance, and the avoidance of discrimination, our young people can live respectfully with all members of the community, in preparation for their lives in a globally connected world.

BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL

Broad content of the RSE curriculum

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 health curriculum.

To enhance the teaching of RSE, Blessed Dominic School is following the model curriculum set out by the Catholic Education Service as well using resource materials created by 'Ten Ten'. We use Ten Ten Life to the Full Plus to teach our entire PSHE & RSE scheme and we supplement with additional resources as and when necessary, this ensures our PSHE and RSE teaching across the school, and promotes our Christian values.

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

'Life to the Full Plus' is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfills the new statutory curriculum. 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.

Statutory content

Relationships Education (KS 1 & 2: age 5-11 years)

- Families and People who Care for Me
- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness

- Being Safe

Health and Wellbeing Education (KS1&2: age 5-11 years)

- General Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health Protection and Prevention
- Personal Safety
- Basic First Aid
- Developing Bodies *(including puberty and naming correct body parts)*

Science Curriculum (statutory content related to Relationships and Sex Education)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents/carers
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

7.3 Non-Statutory Content: **(KS1&2: age 5-11 years)**

- Economic Wellbeing – *beyond compulsory content included in the statutory relationships and health education including financial wellbeing online, identifying and managing financial safety, harms, scams, risks etc.*
- Careers

Non-statutory Sex Education

Making Babies Part 2 lesson on conception* in Y6

** this is the only content that parents/carers can withdraw from*

Assessment

Each unit of work has an assessment activity associated with it; this will enable us to track progress of learning across each unit. The assessment activities take into account the Learning Objectives of each session, they are carried out at the beginning and end of each session to show the impact of the teaching and learning.

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.
We take every opportunity to inform and involve parents / carers, providing transparency of the content and delivery of our relationships, sex and health education, in the following ways:

- By inviting parents / carers to a meeting to discuss relationships, Sex Education in the school. During this meeting, there are opportunities for parents/ carers to review curriculum content and resources, including any used by external; partners and address and questions or issues they have. It is also made clear about their parental right to withdraw their child from the non- statutory lesson, and exactly what this lesson is and when it is taught.
- Beyond this meeting, parent/ carers can request to see planning and curriculum resources used in the teaching of sex education at any time.
- Parents are also given their own login to the Ten: Ten parent portal to support them with discussing sensitive issues with their children prior to or after a lesson has taken place.

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, Relationships Education or and Health Education. In accordance with this, it is made clear to parents/ carers of Year 6 children that they can withdraw their child from the non – statutory 'Making Babies Part 2' lesson on conception and no other lessons. 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.

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. 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 health education programme rest with the Head and Deputy Headteacher, RE and PSHE leader as well as those responsible for Science and Physical Education.
However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocols for Visitors to Catholic Schools'.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities for the RSE Curriculum

Governors:

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

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, also appropriate agencies.

Deputy Headteacher/RE leader/PSHE leader:
Together, with the head teacher, they have 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 RHE and the provision of in-service training.

PSHE/RSE Co-Ordinator:
The co-ordinator 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.

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.

Relationships 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.

We will ensure to respond to all pupils' questions in the most appropriate manner, with an emphasis on supporting the child. The form in which questions are addressed may be in smaller group activities, or on a one-to-one basis, as appropriate. We recognise that if children's questions go unanswered, particularly in relation to content not covered in our curriculum of from those pupils who have been withdrawn they are likely to turn to other sources of support which may be unreliable, so no question will be disregarded. We will encourage children to talk to their own parents/carers or a trusted adult, or signpost them to organisations, for further information/support.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

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 seni or 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 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 must 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, headteacher.

Monitoring and Evaluation

The RSE team (Head, Deputy, RE and PSHE leaders) 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.