

ALL SAINTS' CATHOLIC PRIMARY

Relationships and Sex Education Policy

Overview

At All Saints', our RSE curriculum is rooted in the Gospel values of love, dignity, respect, and care. We aim to provide a comprehensive, developmentally appropriate programme of Relationship and Sex Education, underpinned by Catholic teachings, that equips our pupils to understand and respect themselves and others, make informed moral decisions and form healthy, loving relationships. Our vision is to nurture the whole child—spiritually, intellectually, emotionally, physically and socially—in partnership with families, in the light of Christ.

We recognise that all behaviour is communication and that beneath every behaviour is a feeling and beneath each feeling is a need. A relational approach is an inclusive approach and focuses on building positive relationships and understanding why children behave the way they do. By emphasising connection, empathy, and communication, we can build a culture of trust and cooperation. This helps us create a supportive environment where everyone feels valued and understood.

Where is God in our RSE?

At All Saints' Catholic Primary School, we recognise that God is central to our RSE curriculum. Pupils learn that they and others are made in the image of God. Compassion, love, sacredness of life, the importance of marriage and stable and loving relationships underpin the curriculum.

Intent

By the time pupils leave All Saints', we want them to:

- **Understand** that they are created in the image and likeness of God, to deepen understanding of what it means to love – themselves, God, family and each other, to help pupils develop an understanding that love is the central basis of relationships, to help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people,
- **Know** how to form healthy, respectful relationships, to offer sex education in the wider context of relationships, to ensure that pupils protect themselves and ask for help and support when needed, to ensure that pupils are prepared for puberty and to help pupils to develop a healthier, safer lifestyle.
- **Appreciate** the beauty and sanctity of life, marriage, and family.

- **Develop** personal responsibility, emotional resilience, and the ability to make moral decisions guided by conscience and faith. To encourage pupils' growth in self-respect, to raise pupils' awareness about relationships – with themselves, with God and with each other, to develop pupils' confidence in talking, listening and thinking about feelings and relationships, to help pupils acquire the skills necessary to develop and sustain relationships

Implementation

RSE is taught through the diocesan-recommended resource 'A Journey in Love', a progressive and sensitive programme supporting the RE, PSHE and Science curriculum. Each year group focuses on a theme that reflects an age-appropriate aspect of God's love and human development.

The content is age appropriate and is taught with sensitivity. Children are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth in the EY and primary years through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development.

Year Group 'Journey in Love' Scheme

Nursery

Wonder at God's love - Children begin to know and understand they are part of the wonder of God's love and creation.

Reception

God loves each of us in our uniqueness - Children know and understand that God has made them unique and that although we are different, we are all special to him.

Year 1

We meet God's love in our family - Children know and understand that they are growing and developing as member of their own family and God's family.

Year 2

We meet God's love in the community - Children know and understand that they are growing and developing in a God given community.

Year 3

How we live in love - Children know and understand that the virtues essential to friendship, e.g. loyalty, responsibility and experience. The importance of forgiving and being forgiven and of celebrating God's forgiveness.

Year 4

God loves us in our differences - Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change

Year 5

God loves me in my changing and development - Children know and become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom, etc. And grow further in their understanding of God's presence in their daily lives.

Year 6

The wonder of God's love in creating new life - Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.

All Saints' value oracy as a fundamental tool for learning. The curriculum equips all children with skills in developing empathy, negotiating relationships and expressing beliefs respectfully. Circle time, partner work, hot seating, reflections and debates are some of the strategies used by teachers to develop oracy skills across EY, KS1 and KS2.

Teachers apply 10 Principles of Instruction (Rosenstein) to help embed learning for all pupils.

- Reviewing prior learning
- Small steps and modelling
- Questioning and checking for understanding
- Guided practice
- Scaffolding that is gradually reduced to build independence

Impact

The impact of our RSE curriculum is seen in the confidence with which pupils discuss sensitive topics, their growing understanding of themselves and others, and the respectful relationships they form. We assess impact through pupil discussions, teacher observation, and feedback. Pupils leave All Saints' equipped to make thoughtful, moral choices and to live out the Gospel values in their relationships.

Assessment and Monitoring

Assessment for learning is fundamental in enabling children to reach their potential and to ensure each child receives learning tailored to their needs. Assessment in RSE, takes place using a range of strategies such as feedback and verbal discussions with children. We do not set formal tests or assessments in RSE, but make formative judgements throughout lessons. The planning and coordination of the teaching of RSE is the responsibility of the subject leader who also support colleagues in their teaching by providing lead and direction.

EYFS

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their spiritual, personal and social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. We use 'Journey in Love' to deliver RSE across early years.

SEND

We ensure RSE is inclusive and sensitive to all pupils' needs and experiences. Teachers will ensure lessons are adapted to accommodate different abilities. All pupils are taught in a way that upholds their dignity and helps them access and engage with the curriculum meaningfully.

All Saints' adopt a relational approach: an inclusive approach which focuses on building positive relationships. By emphasising connection, empathy, and communication, we can build a culture of trust and cooperation. This helps us create a supportive environment where everyone feels valued and understood.

Enrichment and wider curriculum

Throughout the year, we ensure that children are involved in events that champion all children and celebrate their uniqueness. We also participate in events within our local community and wellbeing experiences that support emotional development.

Right of withdrawal

It is our hope that parents would wish their children to be involved in the school's positive and prudent programme of RSE, following annual consultation regarding the school's approach. However, we recognise parents have the right to withdraw their children from such lessons (not included in National Curriculum Science) after discussion with the Headteacher.

Monitoring and review

This policy will be monitored annually by the RSE Co-ordinator and will be reviewed annually by the Governing Body. Parents will be consulted before any proposed changes. 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.

Review September 2026

RSE and Science in the National Curriculum

Key Stage 1

Year 1

Animals, including humans Pupils should be taught to:

identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans Pupils should be taught to:

notice that animals, including humans, have offspring which grow into adults

find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on:

Questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow.

Key Stage 2

Year 3 - No content linked to RSE

Year 4 - No content linked to RSE

Year 5

Living things and their habitats

Pupils should be taught to:

describe the life process of reproduction in some plants and animals.

Non-statutory guidance

Pupils should find out about different types of reproduction, including sexual reproduction in

animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Pupils should be taught to:

describe the changes as humans develop to old age.

Non-statutory guidance

Pupils should draw a timeline to indicate stages in the growth and development of humans.

They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 - No content linked to RSE