



**St Anthony's Catholic Primary School**  
**Relationships Education and Relationships and Sex Education (SRE) and**  
**Health Education Policy – April 2023**

Contents	
S1.	Context and Rationale
S2.	Aims and objectives
S3.	Definitions and Terminology
S4.	Leadership and Management
S5.	Delivery of RSE (including staff training)
S6.	Outside Educators (including School Nurse)
S7.	National Curriculum Requirements
S8.	Specific requirements for Key Stages 1 & 2
S8a.	Progression plan attached
S9.	Inclusion
S10.	Confidentiality and safeguarding
S11.	External influences including: Parents and Media
S12.	Monitoring, Assessing and Reviewing
S13.	Right to withdraw
S14.	Relationship to other policies

## **S1. Context**

This policy document should be considered in the light of our School Mission Statement, which outlines all that underpins our work here at St. Anthony's.

Our ethos, here at St Anthony's is to educate all of our pupils with Christ at the centre, and thus all that we teach is focussed upon Catholic values and morals. We recognise each of our pupils as unique individuals, created in the image and likeness of God and our curriculum reflects the Gospel values of our faith. It is integral to teaching the Christian values and is taught in the context of Christian relationships and virtues. RSE promotes pupil's self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the wider community.

Here at St Anthony's we want to embrace the challenges of creating a happy and successful adult life, by giving pupils the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. This policy focuses on how we teach the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and adults; peers and teachers.

## **Rationale**

Here at St Anthony's we feel that RSE is an important part of education, this is 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 all our teaching. At St Anthony's we see all people and all of creation as unique. Our RSE teaching is in alignment with the Church's moral teachings and the Diocese of Shrewsbury's guidance. We emphasise the importance of marriage and family, whilst acknowledging that all pupils have a fundamental right to have their life respected - whatever their choices or background.

## **S2. Aims and Objectives**

This SRE policy has been developed as part of a full PSHE Policy. We work in partnerships with parents/carers, the Ten Ten theatre community company and other external providers such as our school nurse, to provide pupils with a positive and thought-out RSE curriculum, which is in line *'with their physical, cognitive, psychological and spiritual maturity, which is rooted in a Catholic vision of education and human person.'*

Here are St Anthony's we:

- Endeavour to help pupils grow in self-respect and self-worth, recognising that each of us is created in the image and likeness of God
- Appreciate and understand the role of God our Father as creator of our world and the founder of productive and purposeful relationships.
- Enable pupils to have an understanding that love, trust and faith is central to relationships, free from exploitation, abuse and bullying.
- Promote an appreciation of the nature, purposes and value of marriage and the family

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**St Anthony's Catholic Primary School**  
**Relationships Education and Relationships and Sex Education (SRE) and**  
**Health Education Policy – April 2023**

- Enable pupils to understand themselves and their bodies emotional development; self-esteem, confidence, self-respect and empathy and physical and psychological development; growth and puberty.
- Enable pupils to reflect and recognise the qualities that are needed in order to grow, develop and sustain positive and effective relationships; friends, family and other adults.
- Help build resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups, developing their ability to assess pressures and respond appropriately; (see E-Safety policy)
- Enable pupils to build patience, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love one another.
- Help pupils to assess risk taking and managing behaviours in order to minimise the risk to health and personal integrity.
- Help our pupils to prepare for life in modern Britain.

We will ensure that RSE meets the needs of all our pupils irrespective of their ability, level of maturity and personal circumstance; this includes faith, culture, family background and sexual orientation. Our teaching will also educate pupils about discrimination, teasing, bullying and aggressive behaviours, this includes cyber-bullying and use of prejudicial language: most importantly, how to respond and ask for help (some of these areas will be covered through our PSHE curriculum, see policy).

### **S3. Definitions and Terminology**

The DfE guidance states that:

*“children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. Furthermore, “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 the right relationships with their self and others and being enabled to make moral decisions in conscience.”*

Relationship’s and Sex Education (RSE) – is the lifelong learning about physical, moral, social and emotional development. It is the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.

### **S4. Leadership and Management**

Governors, in consultation with the headteacher, have a statutory responsibility for RSE in their school. Governing bodies, together with the headteacher, pastoral leads and PSHE co-ordinator, are expected to involve parents/carers, pupils, staff, health professionals and other agencies to ensure that the school’s RSE programme addresses the needs of the community, is in-line with government guidance, covers most health priorities that individuals face within our community and modern Britain, and also the needs of our pupils. All staff have a responsibility to make sure the delivery of RSE is high-quality, accessible for all and in-line with both the National Curriculum requirements and the Diocese or Shrewsbury.

### **S5. Delivery of RSE (Including staff training)**

#### **Approaches and Schemes**

High quality, evidence-based and age-appropriate teaching of RSE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. At St Anthony’s we promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

RSE is delivered through the Diocesan approved scheme ‘Ten:Ten – Life to the Full’. The Diocese has agreed that it meets all the necessary criteria for a Catholic school. It incorporates scripture and prayer in each related unit of work. Each unit has strong links with building happy and healthy relationships. Delivery of RSE is the responsibility of the class teacher, however outside agencies, e.g. the school nurse may also have an input, although always in-line with our school ethos and the Church’s teaching. Parents/carers are asked to support the teaching at home.

Teaching strategies:

- Recapping values and morals
- Establishing ground rules
- Distancing techniques
- Discussion (circle time)
- Project learning and research tasks (where appropriate)
- Reflections (collective worship & circle time)
- Group work and one-to-one



**St Anthony's Catholic Primary School**  
**Relationships Education and Relationships and Sex Education (SRE) and**  
**Health Education Policy – April 2023**

Pupils should be taught to develop personal attributes and values including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice – these attributes and values are taught fortnightly through our School Mission and Charter.

Whilst promoting Catholic values 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.

All staff teaching RSE should have annual training, whether this is at a staff meeting (internal) or training courses led by external agencies. They should have read and be up to date with the new 2019 guidance, which is compulsory from September 2020.

#### **S6. Outside Educators (including School Nurse)**

Health professionals who are involved in delivering programmes are expected to work within the schools' Relationship's and Sex Education Policy and under the instruction of the headteacher. They should follow their own professional codes of conduct.

#### **S7. National Curriculum Requirements**

The curriculum guidance from 2019 states that:

*'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education'* Unless parents/carers choose to withdraw their child/children (see S13.)

Relationships and Sex Education is not compulsory for primary schools, however, *'Health Education is compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'*

Some parts of this curriculum fall under the National Curriculum 'science'.

#### **S8. Specific requirements for key stages (TEN: TEN scheme breakdown)**

Teachers will have 3 modules to teach and each module will have individual sessions, lasting 30 minutes each.

TEN: TEN scheme breakdown		
<b>Key Stage 1: (Years 1&amp;2)</b> Pupils will first watch a short film called 'Kester's Adventure' this short film introduces the challenges and problems the children may come across. Kester's Adventures follows them throughout key stage 1 and 2.  **the areas of the curriculum covered in each module.		
<b>Module 1: Created and Loved by God</b>  **Religious Understanding, Me my body my health, Emotional well-being and Life cycles** <ul style="list-style-type: none"> <li>Session 1: I am unique (ME)</li> <li>Session 2: Girls and Boys (My Body)</li> <li>Session 3: Clean and Healthy (My Health)</li> <li>Session 4: Feelings, Likes and Dislikes</li> <li>Session 5: Actions and Behaviour (part 1)</li> <li>Session 6: Actions and Behaviour (part 2)</li> <li>Session 7: The Cycle or Life</li> </ul>	<b>Module 2: Created to Love Others</b>  **Religious Understanding, Personal Relationships and Keeping Safe** <ul style="list-style-type: none"> <li>Session 8: God Loves you</li> <li>Session 9: Special People</li> <li>Session 10: Treat Others Well.... (Part 1)</li> <li>Session 11: And Say Sorry (Part 2)</li> <li>Session 12: Being Safe</li> <li>Session 13: Good secrets &amp; Bad secrets</li> <li>Session 14: Physical contact</li> </ul>	<b>Module 3: Created to Live in a Community</b>  **Religious Understanding and Living in the Wider World** <ul style="list-style-type: none"> <li>Session 15: Trinity House</li> <li>Session 16: Who is My Neighbour?</li> <li>Session 17: The Communities We Live in</li> </ul>

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**St Anthony's Catholic Primary School**  
**Relationships Education and Relationships and Sex Education (SRE) and**  
**Health Education Policy – April 2023**

**Lower Key Stage 2: (Years 3&4)**

<b>Module 1 – Created and Loved by God</b>	<b>Module 2 – Created to Love Others</b>	<b>Module 3 – Created to Live in a Community</b>
<p><b>**Religious Understanding, Me my body my health, Emotional Well-being and Life cycles**</b></p> <ul style="list-style-type: none"> <li>Session 1: story session 'Designed for a Purpose'</li> <li>Session 1a: sacraments</li> <li>Session 2: Sophie and Aidan – part 1</li> <li>Session 3: Sophie and Aidan – part 2</li> <li>Session 4: TBC</li> <li>Session 5: What Am I Feeling?</li> <li>Session 6: What Am I Looking At? (Links to usage of media)</li> <li>Session 7: Don't Tell Me What To Do!</li> <li>Session 8: Life Cycles</li> </ul>	<p><b>**Religious Understanding, Personal Relationships and Keeping Safe**</b>            (Begin this module with a story session 'Jesus, My Friend')</p> <ul style="list-style-type: none"> <li>Session 9: Friends, Family and Others</li> <li>Session 10: When Things Feel Bad</li> <li>Session 11: When Things Change</li> <li>Session 12: Sharing Online</li> <li>Session 13: Chatting Online</li> <li>Session 14: Physical Contact</li> </ul>	<p><b>**Religious Understanding and Living in the Wider World**</b></p> <ul style="list-style-type: none"> <li>Session 15: Trinity House</li> <li>Session 16: What is the Church?</li> <li>Session 17: How Do I Love Others?</li> </ul>

**Upper Key Stage 2: (Years 5&6)**

<b>Module 1 - Created and Loved by God</b>	<b>Module 2- Created to Love Others</b>	<b>Module 3 – Created to Live in a Community</b>
<p><b>**Religious Understanding, Me my body my health, Emotional well-being and Life Cycles**</b></p> <ul style="list-style-type: none"> <li>Session 1: Jesus a Sign</li> <li>Session 2: Sacraments Are a Sign</li> <li>Session 3: My is a Sign</li> <li>Session 4: Me</li> <li>Session 5: My Body</li> <li>Session 6: My Health</li> <li>Session 7: Pressure</li> <li>Session 8: Behaviour</li> <li>Session 9: Emotional Changes</li> <li>Session 10: Child of God</li> <li>Session 11: Menstruation</li> </ul>	<p><b>**Religious Understanding, Personal Relationships and Keeping Safe**</b></p> <ul style="list-style-type: none"> <li>Session 12: The Gift (Marriage)</li> <li>Session 13: Pressure</li> <li>Session 14: Cara's Story</li> <li>Session 15: Self-Talk</li> <li>Session 16: Sharing Online</li> <li>Session 17: Chatting Online</li> <li>Session 18: Physical Contact</li> </ul>	<p><b>**Religious Understanding and Living in the Wider World**</b></p> <ul style="list-style-type: none"> <li>Session 19: Trinity House</li> <li>Session 20: Catholic Social Teaching</li> <li>Session 21: TBC</li> </ul>



# **St Anthony's Catholic Primary School** **Relationships Education and Relationships and Sex Education (SRE) and** **Health Education Policy – April 2023**

**S8a.**  
Please see progression plan for Relationships education for every year group below: (This can be found in staff share written as 'I Can statements')

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships Education	<p>I can identify what the special people are in my life.</p> <p>I can know the differences and similarities between people.</p> <p>I can understand that similarities between girls and boys (body parts)</p>	<p>I can know what is private about my body.</p> <p>I can understand the growing of my body.</p> <p>I know the differences between fair, unfair, kind and unkind.</p>	<p>I understand what is meant by personal space.</p> <p>I know what a healthy relationship looks like. (Friendship)</p> <p>I understand what an equal relationship looks like. (Trust)</p>	<p>I understand the diversity we have within our community. (LGBT ect)</p> <p>I can debate the roles of girls and boys.</p> <p>I understand how my body changes. (Menstruation)</p>	<p>I understand the changes that happen within my life.</p> <p>I know about the different relationships in my life.</p> <p>I know what is meant by unwanted touch. (FGM)</p>	<p>I know what a happy loving relationship looks like. (inc marriage and forced marriage)</p> <p>I know what puberty is and how it will affect me.</p>

## **S9. Inclusion**

We have a commitment to ensuring that all pupils will have equal access to the RSE curriculum, following guidelines in the SEND, Equal Opportunities and Inclusion policies.

## **S10. Confidentiality and Safeguarding**

All pupils at St Anthony's have a right 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 including: parents, carers, friends, other family members, teachers and anyone else who has contact with that pupil. 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, even the smallest of worries should be recorded.

Schools and teachers have a role to play in identifying pupils, who may be at risk, or which they have safety and welfare concerns about. The school recognises that early intervention is the best strategy and is aware of a range of agencies which complement the pastoral role of the school. All staff should know what to do if they identify a safeguarding issue whilst teaching RSE. They should know how to remain professional and keep an appropriate level of confidentiality whilst liaising with the appropriate internal and external relevant professionals.

<p>The designated safeguard lead for our school is Peter Johnson (headteacher) and deputy leads are Jayne Hury, Vicky Ridge, Michael Glynn, Jo Paton and Christina Burns. All teachers should use CPOMS to record any welfare or safety concerns they have about a child.</p>
<p>All staff in school should have read and be up to date with Keeping Children Safe in Education 2019 and every person working with young people should review this guidance annually.</p> <p>Refer to the Safeguarding policy for further guidance.</p>

## **S11. External Influences**

At St Anthony's, we recognise that there may be a variety of responses from parents/carers to the introduction or updating of the RSE curriculum and we understand the importance of the parent/carer, as the first carer and educator. For some parents/carers it may be that they want the school to take total responsibility for educating their child about puberty with very little involvement from themselves, whilst other parents/carers may not want the school to give their child any information about the changes that take place during puberty. Before the delivery of the RSE curriculum parents/carers are consulted and given the opportunity to view resources, policy and discuss the content of the curriculum.

If any members of the school community have any concerns relating to the scheme and its content, they should in the first instance refer enquiries to the headteacher.

## **S12. Monitoring, Assessing and Reviewing**

The teaching of the RSE programme will be monitored, assessed and reviewed by examining plans, schemes of work, samples of pupils work and both pupil and teacher voice every year. This information will be used to help develop the programme and teaching further, doing this will keep the teaching of RSE current, up-to-date and in line with any new guidance that comes out.

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**St Anthony's Catholic Primary School**  
**Relationships Education and Relationships and Sex Education (SRE) and**  
**Health Education Policy – April 2023**

**S13. Right to withdraw**

According to the new guidelines parents/carers have the 'right to withdraw' their child from some of the RSE curriculum; Relationships and Health Education is compulsory however, parents/carers have the right to withdraw from Sex Education up '*until three months before the child turns 16*', then if the child wishes to receive Sex Education they may. As a school we would actively encourage that those parents/carers, who wish to withdraw their child, would have a conversation with the headteacher and where appropriate, with the child to ensure full understanding and clarification, prior to making their decision.

We will respect any decisions made by parents/carers. In exceptional circumstances, where the headteacher feels it is necessary to withdraw a pupil based on their specific needs or circumstances, this is allowed. All withdrawal requests will be granted by the headteacher if they solely relate to Sex Education however, we withhold the right to teach topics that fall within the Health Education, Relationship Education and Science curriculum. If a pupil is withdrawn the school will provide alternative education for that individual and will endeavour to make sure that any alternative is meeting that pupils needs.

**S16. Relationship with other Policies:**

**a) PSHE**

Relationship and Sex Education sits within of the PSHE curriculum and as such should be planned, delivered, coordinated, assessed and monitored in line with the school's PSHE Policy.

**b) Safeguarding**

If any disclosure occurs during an SRE lesson or concerns are raised, teachers will follow the school's procedure for Safeguarding.

**c) Confidentiality**

Children's rights should be consider at all times, under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

**d) E-safety**

In the current world where technology is becoming more widely used by primary school children, it is important that children are educated on how to keep safe online and building relationships online with other children or adults. (Images/safeguarding policy)

**S18. Policy review and signed**

<b>Policy originally written:</b>  <b>March 2021</b>  <b>Last Reviewed April 2023</b>	<b>Policy to be reviewed and updated:</b>  <b>April 2024</b>
<b>Signed:</b>	<b>Co-ordinator: P Finan/C Weare/ C Burns/ P Sherry</b>  <b>Headteacher: Peter Johnson</b>  <b>Governor: Celine Doyle</b>

<b>Important phone numbers and addresses:</b>	
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