



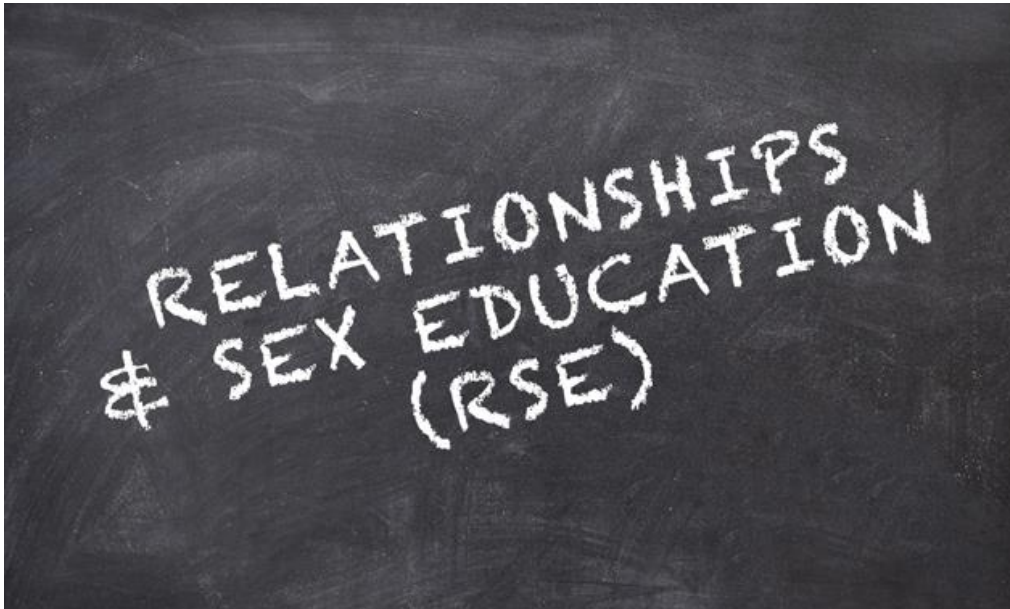
St. Anne's R.C. Primary School

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Headteacher: Mr. A. Pierce

RSE Policy



Reviewed by: A. Pierce

Date for review: November 2026

Signed Chair of Governors

Date

Mission Statement

As a Catholic community, we value every single member as a unique creation made in the image of God. We work together to help everyone to realise their God-given talents and their part in God's plan. Our school is a place of peace, tolerance and fairness where we follow Christ's example of loving God and loving others. Our ultimate aim is to give our community the prospects, belief and hope that every tomorrow can be a better day.

St. Anne's - Making tomorrow a better day.

Defining Relationship And Sex Education

The DfE (Department for Education) 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". In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

However, the reason for the inclusion of RSE (Relationship And Sex Education) in our curriculum goes further than simply fulfilling a statutory obligation; it helps us to fulfil our mission as a Catholic school.

'I Have Come That You Might Have Life And Have It To The Full'

(Jn.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 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. Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government), RSE will be 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 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.

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.

Curriculum Intent

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, 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 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. To put Christ and the teachings of the Catholic Church at the centre of the educational enterprise is the key purpose of Catholic schools. In a Catholic school, the Church seeks to build the foundation of our spiritual development, our learning and teaching, the formation of culture and our society in Christ. (*Christ at the Centre, Mgr Marcus Stock*). The Church provides Catholic schools to be more than just places where pupils are equipped with learning and skills for the workplace and responsible citizenship. Rather, they are to be the communities where the spiritual, cultural and personal worlds within which we live are harmonised to form the roots from which grow our values, motivation, aspirations and the moral imperatives that inform our choices and actions as persons. (*Gravissimum Educationis, Declaration of Vatican II on Catholic Education, 28 October 1965, §19*). Therefore, everything we teach at St. Anne's is set within our duty as a Catholic school to allow our children daily encounters with God that will see them develop spiritually and morally and will lead them towards fulfilling the potential He placed within them. As a school in the Diocese of Salford, our curriculum is also inspired by the words of Jesus in John's Gospel: "I have come that they may have life and have it to the full." (*John 10:10*). This means that we want our children to be visionary- we want them to have dreams because we believe that God has dreams for them. We want them to have effective relationships with all of their brothers and sisters and we want our curriculum to be transformational- we want our children to think every day: 'God has not finished with me yet!' We also want them to respond to the call to action; our children must be given the opportunity to recognise their God-given talents and then put them to good use on the service of others. It is these desires for our children that led us to the creation of our mission, which is summed up by our motto 'Making Tomorrow A Better Day'. 'Tomorrow' can mean the next lesson, the next day, tomorrow, next week, the future.... Everything we do at St. Anne's is aimed at making the lives of our children, their families and their community the very best they can be. It is our comprehensive, well-planned, progressive curriculum, centred on God, that is our best tool for securing this for our children. We have made conscious, specific decisions in its design to ensure that our curriculum supports us in achieving our mission as a Catholic school, set against the unique needs and experiences that our children have.

St. Anne's is an average-sized Roman Catholic primary school, with a Nursery, in the centre of the North-West town of Blackburn. We are situated in a highly deprived part of East Lancashire with a school deprivation indicator that sits in the highest 20% nationally and is above the national average. Approximately 60% of our of pupils have English as an Additional Language (EAL) which is significantly above the national figure; more than twenty languages other than English are represented across the school. A number of our children have asylum seeker or refugee status and as such, we have many new arrivals throughout the year. We also have a higher than average number of children with special education needs, both at SEND Support level and with EHCPs. We often have Looked After Children in our setting and many of our families need support from external agencies. Whilst these indicators can make teaching and learning more challenging, we at St. Anne's see them as an incentive to ensure that we achieve our mission- we truly believe in an effective education being one of the best ways to help our children overcome these social barriers so that in adulthood, they can live life to the full. It is for this reason that we have developed a curriculum that allows our children to develop key skills progressively so that they have automaticity, whilst also allowing them to commit knowledge and understanding to their long-term memory. Learning is presented in topics that are relevant and inspiring, thus allowing for repetition of key concepts and supporting the children in making connections. However, the use of

KLIPS (Key Learning Indicators of Performance) allows us to ensure breadth, depth and progression across individual curriculum subjects.

Intent Of Our RSE Curriculum

The most important function of our RSE curriculum is to develop within our children a sense of dignity, identity and an understanding of the variety of relationships that can be expected as we progress through life. Our RSE curriculum teaches the Roman Catholic view of relationships whilst embedding tolerance and sensitivity with regards to individuals and recognises the mix of pupils with different sexual orientations, genders and family backgrounds in each class. RSE also plays a vital role in our Safeguarding procedures, teaching our children how to keep themselves safe in a range of situations.

Our curriculum is designed to ensure that all children are taught to develop skills and attributes such as:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views and differences of other people;
- what they should do if they are worried about any sexual matters;
- self-esteem, confidence, independence and responsibility as they encounter both physical and emotional changes in their lives.

We aim 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 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;

Curriculum Implementation

Statutory Requirements

At St. Anne's, our RSE curriculum supports us in reinforcing the expectations of the Religious Education Curriculum Directory (3-19) and also ensures that we are teaching the requirements of the DfE Statutory Document "Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams. We use a scheme called 'A Journey in Love' to deliver our specific RSE lessons and also interweave the statutory expectations into our RE, PHSE and other curriculum areas where relevant. We have chosen to use a range of resources, such as the PHSE association, Journey in Love, Come and See, Lancashire topic plans and those from sources such as ThinkYouKnow purposefully as we believe they meet the needs of our children in a number of ways.

Firstly, and most importantly, they afford us many opportunities to teach our children the Catholic social traditions of:

Life and Dignity of the Human Person
Call to Family
Community and Participation
Rights and Responsibilities
Preferential Option for the Poor
The Dignity of Work and the Rights of Workers
Solidarity
Care for God's Creation.

(see appendix 2- The Social Teaching of the Catholic Church Overview)

Additionally, our approach to RSE is progressive (see curriculum map- appendix 1). This allows our children to build on their learning throughout and across the years, leading to long-term changes to memory and the ability to apply this learning to different contexts.

Furthermore, such resources are adaptable meaning that although they give a very sound structure, we can amend them to meet the needs of our children. The PHSE and RE Leads and wider SLT keep up to date with current issues and resources and adapt provision where necessary.

The Inclusion Of Sex Education In Our Curriculum

The DfE statutory document Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers states that "Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve." It is for this reason that we have chosen to include sex education in our curriculum, despite this not being statutory for primary school. We believe that this is a need for our school community for the following reasons:

- Through television, online content and other easily-accessible media such as films and music videos, our children are exposed to sexual content that contradicts the teachings of the Catholic church- it is our duty to provide a curriculum that corrects this.
- The informal learning that takes place from the media, online sources or peers is not always accurate and therefore we must counteract this with our curriculum so that children can make informed choices and keep themselves safe.
- Though it is a distressing fact, children of primary school age can be victims of sexual abuse, online grooming and exploitation. By educating our pupils about sexual activity in the context of a safe, loving, relationship within a marriage of two consenting adults, we can help them to understand when they or a child they know might be experiencing abuse.

Parents And Carers

We recognise that parents and carers 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 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 Head Teacher. The Head Teacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, **other than as part of the science curriculum**. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education. To be clear for parents and carers, the only element of our RSE policy that contains sex education is the Y6 Journey of Love lesson entitled 'physical'. Therefore, the right to withdraw is only relevant to parents/carers of Y6 during this specific RSE lesson.

In Y5, children learn about puberty, with boys and girls both being taught what happens to the male and female bodies during puberty. This is not sex education; this is the statutory Science curriculum for Y5 which states: Pupils should be taught to: describe the changes as humans develop to old age. They should learn about the changes experienced in puberty.

Cross-Curricular Skills In RSE

RSE lessons at St. Anne's offer the children wide and varied opportunities to practise and apply cross-curricular skills at an age-appropriate level.

Effective reading skills are essential if children are to access the wider curriculum. Alongside the explicit teaching of phonics and the development of comprehension skills through English lessons, reading is practised and promoted throughout the curriculum. We believe that it is this regular exposure to high-quality reading resources in a range of contexts that will support children's reading development and their understanding of different subject matter. Substantial financial investment has been put into revitalising the school library and establishing topic boxes for each topic in each year group to support this. Each class has a reading display, linked to the topic, which is designed to inspire the children to access these books. These books are also utilised in research sessions built into each subject.

The development of a wide vocabulary is essential for all pupils but it is significantly more important at St. Anne's. Typically, children enter school with language below age-expected levels and more than half of our children have EAL. Additionally, the most prevalent SEND category at St. Anne's is Speech, Language and Communication Needs (SLCN). For these reasons, our children must be immersed in language. Each topic begins with a sessions aimed at introducing children to the key vocabulary they will need and this is displayed in classrooms. Pre-teaching sessions are used for those who will need more input and staff act as role models for children in their use of the English language and key vocabulary. Children who enter school with no English will work in a small group with the EAL intervention teacher in the morning, with a focus on developing enough

basic English to access the classroom. Some will then work in smaller groups or 1:1 in an afternoon on topic-based activities that support the development of key vocabulary and concepts. The children work both in class and in the groups, this approach being designed to support rapid development of enough English to access the curriculum with appropriate differentiation. In RSE, the emphasis is on the development of emotional literacy so that children can describe and reflect upon their own and others' feelings.

Key computing skills are also reinforced, including the use of ICT to record and present work on specific areas such as anti-bullying and online safety.

EYFS

Teaching and learning in the Nursery and Reception covers the statutory requirements of the Early Years Foundation Stage. Learning is presented through topics designed to engage and inspire the children to learn and develop (see appendix 6). Progress is tracked using Development Matters (see appendix 3) and specific provision, including adult-led sessions, is planned to allow the children to make the next steps in their journey. High priority is given to the Prime areas of learning (Physical Development, Personal and Social Development and Communication and Language) whilst also focusing on developing children's reading, writing and mathematics skills to ensure that they are ready for KS1. Children typically enter the EYFS department below age-related expectations, some significantly below. Also, many of our children speak English as an additional language. Therefore, learning in Nursery and Reception is designed to fill the language and knowledge deficit, so that children are better prepared to access the curriculum as they move through school. For example, the children learn about health and self-care, along with making relationships, self-confidence, self-awareness and managing feelings and behaviours. For further detail, please see the EYFS policy.

Provision For More Able Pupils

Our more-able pupils are provided for through the use of tasks which focus on breadth and depth of learning, challenge and individual choice. As a staff, we have created a matrix for RSE gives teachers ideas for how to make provision for more-able children against each KLIP (see appendix 5). Breadth of learning requires teachers to make provision for children which broadens their understanding or skills more widely than their peers. When providing tasks that focus on depth, children are required to learn in more detail than their peers, often on a specific element of what is being studied. Challenge tasks are designed to promote thinking and problem-solving, requiring children to apply their skills and knowledge in a range of contexts. More-able children are also encouraged to design their own learning or methods of presenting this, in recognition of the need to develop independence and the fact that more-able children often think and learn in a variety of ways.

Children With Special Educational Needs And/ Or Disabilities (SEND)

St. Anne's is an inclusive school and our curriculum supports this. 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. It is our expectation that all children will be able to access it at a level appropriate to their development and ability. Staff scaffold and adapt learning to make it accessible and utilise tools such as alternative forms of recording and programmes such as Clicker 7 to support SEND children in presenting their learning across the curriculum. The SLT have made securing additional funding high priority to ensure that the necessary resources can be put in place for children with high levels of need. For children whose SEND mean that they cannot access the year-group expectations once these adaptations have been made, we work with external specialists and parents to develop a

curriculum that meets the child's individual needs and supports development in line with their abilities. For further detail, please see the SEND policy.

Diversity And Equality

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, sex, gender identity, religion or sexual orientation or whether they are looked-after children. Our curriculum is designed to promote acceptance of diversity and equality of opportunity. In its design, it is inclusive, meaning that no particular group is disadvantaged through our whole-school curriculum. Additionally, topics and resources promote diversity and equality, avoiding stereotypes. Whilst we must always be guided by the teachings of the Catholic church, we promote mutual respect and dignity for all, as unique and beloved creations of God.

Inspirational and Influential People

At St. Anne's, we believe it is important to introduce our children to influential and inspirational people, so that they can aspire to be the very best they can be, based on these role models. First and foremost, these are our Saints and important religious figures from the Bible. However, we also teach our children about the impact of famous people within particular subjects or from our local area or who are currently influential. The individuals we have chosen support our desire to promote diversity and equality. Appendix 7 details these important people, including those in the field of RSE.

Curriculum Enhancement

Alongside timetable lessons, we provide a comprehensive programme of curriculum enhancement. Each topic is supported through a WOW! opener, designed to engage the children and reignite previous learning (see appendix 8). Throughout an academic year, the children will welcome different visitors and each year group attends an educational visit designed to enhance their learning in a particular topic.

Assessment

EYFS

Attainment and progress in EYFS is assessed using the Development Matters statements (see appendix 3). Staff use 2Simple to collect observations. This links to Classroom Monitor which allows the class teacher to decide if a child has met a statement. The class teacher then provides the EYFS staff with a printout showing for which statements evidence is needed, so that provision and observations can be tailored.

KS1/2

In RSE, we assess children's attainment and progress using the PSHE Association's assessment statements which are linked directly to the scheme of work and are in line with DfE statutory expectations (see appendix 3). Class teachers use these statements to judge a child's RSE ability in line with age-related expectations and complete a termly progress tracker that allows them to monitor individuals and groups. These are also submitted to subject leaders who analyse trends and then act to enhance provision. SLT studies the data termly to ensure parity across subjects and groups. Please see the Marking and Feedback policy for procedures for assessing work in books.

Curriculum Impact

We measure the impact of our curriculum in many ways:

- the spiritual and moral development of our children
- the wellbeing and conduct of our children
- talking to our children about their development and learning
- evaluating the development and learning provided through looking at lessons and pupils' work
- progress on IEP targets for children with SEND
- academic standards (data analysis at SLT, subject leader and class teacher levels)

We will know that our RSE curriculum has been successful in its intent when children leave our school having met its aims of being spiritually attuned to their personal wellbeing as well as having a sound recognition of their moral duty to respect and tolerate differences. They will know how to keep themselves and others safe and well. All of this will be underpinned by an inherent belief that they are all unique and irreplaceable.

We also recognise that we may not see the full fruits of our curriculum whilst our children are with us. However, we strive to provide a curriculum that will set them on a path to fulfilling their God-given potential and *living life to the full*. As our mission statement proclaims, "Our ultimate aim is to give our community the prospects, belief and hope that every tomorrow can be a better day." All evaluation of curriculum impact will return to this mission so that we can celebrate what we do well and enhance provision further so that we can say with confidence:

"St. Anne's - Making tomorrow a better day."