



# VENERABLE EDWARD MORGAN CATHOLIC PRIMARY SCHOOL

## Relationships and Sex Education POLICY

This Document is a statement of intent within Venerable Edward Morgan. It was developed through a process of consultation with Key stakeholders and in correspondence with the School's planning and review schedule.

This sets out a framework by which to work.

<b>Approved On:</b>	<b>September 2025</b>
<b>Next Review:</b>	<b>Autumn 2026</b>
<b>Signed:</b>	<b>Cllr D L Mackie</b>

*Learn, believe, achieve together*

*Dysgwch, credwch, cyflawnwch gyda'ch gilydd*

***'I have come that you might have life and have it to the full'***

***(John 10.10)***

## **LEARNING AND GROWING TOGETHER IN THE LOVE OF CHRIST**

In this policy, the Governors and teachers, in partnership with pupils and their parents, will set out our intentions for delivery of relationships and sexuality education (RSE) at Venerable Edward Morgan Catholic Primary School. We will also set out our rationale for, and approach to relationships and sex education in the school.

### **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the **September 2025**. This policy will be reviewed every year by the Head teacher, RSE Subject Point of Contact, the Governing Body and Staff. The next review date is **Autumn 2026**.

### **Dissemination**

The policy will be shared with all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents on the school website and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site and is available upon request.

### **Defining Relationships and Sexuality Education**

#### **The Welsh Government states:**

'Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.' [1]

### **Statutory Curriculum Requirements**

Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework and is mandatory for all learners from ages 3 to 16 and a curriculum must accord with the RSE Code.[2]

The RSE Code sets out each strand of teaching and learning in three broad developmental phases as follows:

**Phase 1: from age 3**

**Phase 2: from age 7**

**Phase 3: from age 11**[1]

The mandatory content of the RSE Code <sup>[2]</sup> is set within the context of broad and interlinked learning strands, namely:

**Relationships and identity**

**Sexual health and well-being**

**Empowerment, safety and respect**

The Act requires that the RSE schools must be developmentally appropriate for learners. This means schools and settings must take account of a range of factors including the learner's age; knowledge and maturity; any additional learning needs and anticipating their physiological and emotional development. RSE must be developmentally appropriate for each learner, meaning that learners' needs of similar ages may differ.

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 a 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, RSE will be firmly embedded in the PSE framework (refer to the health and well-being AOLE) 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.

RSE, whilst taught discretely, will also, wherever possible, be delivered as part of cross-curricular teaching and learning and opportunities to incorporate excellent outside agency support to complement our teaching will also be sought wherever possible. Guidance states that RSE provision should be a planned and integrated part of the curriculum, coordinated effectively to ensure continuity and progression in learning across the continuum.

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 and support will be provided to help pupils deal with different sets of values.

## **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.

## **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 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 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;

## **OUTCOMES**

### **Inclusion and Differentiated 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.

### **Equalities Obligations**

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 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 interrelated ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

### **Programme and Resources**

The Programme used by Venerable Edward Morgan to deliver our RSE programme is called '**Life to the Full**'. This is a Diocesan approved programme and is used by all Catholic Primary Schools in the Wrexham Diocese. Further detailed information about the programme and resources included are available both on the school website and in the RSE folder both online and in paper copy.

### **Teaching and Learning**

Teachers will employ a range of strategies to effectively deliver the teaching and learning of RSE. Some examples of possible 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

## **Tracking and Assessment**

The principles of progression across the Health and well-being Area of Learning and Experience offer guidance to progression in RSE. AoLE coverage trackers are completed each term to record coverage and inform planning. RSE is assessed in line with all AoLEs through formative assessment.

## **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 workshops / materials to help parents/carers to find out more about our programme.

Parents will continue to be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation and prior to the policy being ratified by the governors.

As part of the parent's meetings, parents will be asked to share concerns they have with comments and reflections. We will endeavour to seek their feedback after the meeting. This information will update and inform policy and curriculum planning.

Parents will also be able to view the resources used by the school in the RSE programme at any point when requested and information relating to the programme will be shared annually. 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.

Following sessions, parents/carers will be informed when the more sensitive aspects of RSE have been covered in order that they can be prepared to talk and answer questions about their children's learning.

## **Right to Withdraw**

***The roll out of the Curriculum for Wales means that parents no longer have the right to withdraw their children from RSE.***

## **Balanced Curriculum**

Whilst 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 delivery of 'Life to the Full' and all other aspects of RSE lies with Venerable Edward Morgan's teaching staff.

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.

## **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 Authority, also appropriate agencies.

## **RSE Subject Point of Contact**

### **Our current RSE lead staff are: Mrs R Langley**

The Headteacher, 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.

## **Relationship to other Policies and Curriculum Subjects**

This RSE policy is to be delivered as part of the PSE 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 particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills.

Teaching methods will be adapted to meet the varying needs of this group of pupils.

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

## **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 Subject of Point of Contact 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.

[1] Curriculum for Wales - Summary of legislation, Welsh Government, Hwb Cymru, <https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation>

[2] Curriculum for Wales - Summary of legislation, Welsh Government, Hwb Cymru, <https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation>