HILLINGDON DEANERY PRIMARY SCHOOLS POLICY FOR
RELATIONSHIPS AND SEX EDUCATION

SCHOOL MISSION STATEMENT

"We place Christ at the heart of everything we do to inspire excellence."

Rooted in the teachings of Jesus Christ, we recognise the inherent dignity, uniqueness and worth of every individual, created in the image and likeness of God. We celebrate the rich diversity of cultures, languages, and traditions within our school family, recognising that each contributes to the vibrant community we share. Our curriculum is rooted in Catholic Social Teaching and strengthened by British values as we prepare our pupils to take responsibility for their place in the wider world. We encourage them to act with justice, show kindness, seek truth and stand up for the common good.

We recognise parents as the first and most important educators of their children. In partnership with families, parish, and community, we work together to ensure every child grows in faith, knowledge and love—ready to shape a more hopeful and compassionate world.

Our approach to Relationships and Sex Education (RSE) is underpinned by our Catholic ethos and the principles of Catholic Social Teaching. We empower pupils to develop healthy and respectful relationships, recognise their own dignity and that of others, and make informed, responsible decisions.

DEANERY STATEMENT

This policy sets out the rationale for, and approach to relationships and sex education in the primary schools of the Hillingdon Deanery.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

Consultation that has taken place

- Emails, questionnaires to parents / carers, any meetings etc.

- review of RSE curriculum content with staff

• consultation with school governors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors. This policy will be reviewed annually by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is Autumn 2027.

Dissemination

The 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 available to all parents through the school's 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 website.

DEFINING RELATIONSHIP AND SEX EDUCATION

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"[1]. It is about the development of the pupil's knowledge and understanding 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 fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."[2] This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

1 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

2 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of Health Education (Mental wellbeing; Internet safety and harms; Physical health and fitness; Healthy eating; Drugs, alcohol and tobacco; Health and prevention; Basic first aid; Changing adolescent body) and National Curriculum Science.

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'

(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 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, integrity, prudence, mercy and compassion.

AIM OF RSE AND THE MISSION STATEMENT

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 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.

Objectives:

To develop the following **attitudes and virtues**:

- reverence for the gift of human relationships and life;
- respect for the dignity of every human being – in their own person and in the person of others;
- awe and wonder in the goodness of the created world and their own bodies;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- building and maintaining positive 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, with confidence, sensitivity and dignity, including when relationships break down,
- 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;

- 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 the essential and sacred role of sexual love in procreation. Teaching about sexual intercourse and conception as part of non-statutory sex education takes place in Year 6.

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the individual needs of pupils, taking into account their different abilities, levels of maturity and personal circumstances, including their faith, culture, sexual orientation and family circumstances. RSE will be taught in a way that respects the dignity of every individual and does not subject pupils to discrimination.

EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equality 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 inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

PROGRAMME / RESOURCES:

We will be delivering our RSE curriculum through a scheme called 'Life to the Full' by Ten:Ten, a Catholic based company. The structure of the scheme is based on the model Catholic RSE Curriculum written by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education.

The whole programme uses a variety of creative resources that will engage children including: interactive video content, story based activities, a range of teaching tolls, worship, music and prayers. The programme is developmental so that as a child goes through the programme year-after-year the learning will develop and grow with each stage building on the last. All resources are age appropriate and can be differentiated.

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

RSE will be assessed in line with the school's assessment policy and procedures.

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 and enable them to answer their child's questions.

Parents/carers will be informed 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 and carers have access to the Parent Portal on the Ten Ten 'Life to the Full' website, enabling them to explore curriculum content, understand when different aspects of RSE will be taught and support their child's learning at home.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the Statutory Health Education and National Curriculum science orders, as referred to earlier. 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. Please refer to the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (July 2025), page 6, for further information regarding the right to withdraw from sex education.

Parents and carers will be consulted before this policy is ratified by the Governing Body and will continue to be involved in the development, monitoring, review and evaluation of the RSE curriculum. Parents and carers will be provided with opportunities to view the resources used within the programme. Through ongoing communication and consultation, we aim to ensure that families have confidence in the school's provision and its ability to meet the needs of their children.

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.

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

All staff will be involved in developing the attitudes and values aspect of the RSE programme. Class teachers are responsible for delivery of the programme. They will be positive role models for pupils of healthy, respectful relationships. They will also be contributing to the development of pupils' personal and social skills.

External Visitors:

Our school will sometimes 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 for Child Protection and Safeguarding as well as the school's procedures for external speakers, informed by the Catholic Education Service's 'Checklist for External Speakers to 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 REGARDING RSE

Governors

- ensure that the policy is available to parents, carers and all members of staff.
- 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;
- name a 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 and Health Education 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 Board, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

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. (They may be supported by the members of staff with responsibility for child protection and safeguarding).

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 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 special educational needs and disabilities (SEND), including those with physical, cognitive, communication or learning needs, will receive appropriately adapted teaching and support to enable them to develop age-appropriate knowledge, understanding and skills. Teaching approaches and resources will be adapted to ensure that all pupils can access the curriculum meaningfully.

CHILDREN'S QUESTIONS

The school will promote a healthy, positive atmosphere in which RSE can take place. We will ensure that pupils can ask questions freely, be confident that their questions will be addressed, and be sure that they will be free from bullying or harassment from other children.

Controversial or Sensitive issues:

There will always be sensitive or controversial issues in the field of RSE. We 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 appropriate discussion. Sensitive or controversial issues may arise as a result of pupils' differing levels of maturity, personal experiences, family circumstances, differing perspectives on Church teaching or concerns relating to unsafe, harmful or illegal behaviour. These issues will be addressed sensitively, in an age-appropriate manner and in accordance with the school's safeguarding procedures.
(See also DfE Relationships and Sex Education (RSE) and Health Education, July 2025, Page 40 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time. Pupils' questions will be answered according to the age and maturity of the pupil(s) concerned. Questions may not be answered directly, and some may be addressed individually later or with a child's parents/carer. We believe that individual teachers must use their professional skill and discretion in this area.

SUPPORTING CHILDREN 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 safeguarding lead.

CONFIDENTIALITY AND ADVICE

All governors, teachers, support staff, parents and 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 support pupils facing personal difficulties in accordance with the school's pastoral care and safeguarding procedures. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance, in accordance with Safeguarding policies.

MONITORING AND EVALUATION

The RSE Co-ordinator 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 reviewed biannually and results fed back to Governors. Governors remain ultimately responsible for the policy.

Appendix 1: Programme/ Resources

Module One:
Created and Loved by God
explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.





Religious UNDERSTANDING

Each learning stage focuses on a different gospel story, which is repeated in various ways over the week, giving rise to times of discussion, imaginative reflection and creative response.

EYFS

- Our uniqueness in real terms
- Celebrating differences and individual gifts, talents and abilities
- Looking after and using our bodies [including vocabulary around this topic]
- The necessity of when and how to say sorry in relationships new line
- A basic exploration of Jesus forgiveness and growing up as God's plan for us

KS1

- We are uniquely made by a loving God
- We have differences and similarities
- Key information about staying physically healthy
- Understanding feelings and emotions, including strong feelings such as anger
- The cycle of life from birth to old age.



LKS2

- Understanding differences respecting our bodies
- Puberty and changing bodies
- Strategies to support emotional well-being including practising thankfulness
- The development of pupils understanding of life before birth.



UKS2

- Appreciation of physical and emotional differences
- A more complex understanding of physical changes in girl and boys bodies
- Body image
- Strong emotional feelings
- The impact of the internet and social media on emotional wellbeing
- A more nuanced and scientific understanding of life in the womb and how babies are made
- Menstruation.

Life to the Full Plus in Module 1

The Life to the Full Plus sessions and classroom short videos for Module 1 focus on **Transition and Change**. From EYFS to UKS2, children will follow a journey which explores:

- Starting school and identifying changes to come
- Learning how to prepare for future changes alongside celebrating how they have already changed and grown
- Reflecting on change now they are older
- Feelings around big changes will feature, and children will learn how to prepare for new changes, including some coping strategies and how we can learn to rely on the constancy of God.
- A celebration of the journey of change peoples have been on
- Looking forward to upcoming changes including the transition to secondary school
- God's presence with us throughout our lives, and how this helps us to cope with change of all kinds



Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and other relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.





At the start of each learning stage, we begin with a series of story sessions based on a key gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the prodigal son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.

EYFS

- Vocabulary to identify different family/ friend relationships
- The features of positive/ negative behaviour in relationships
- The importance of resolving conflict and asking for forgiveness where necessary
- Introducing the internet
- Recognising both positive and negatives of internet use
- Learning some basic rules to help them stay safe online
- Practical ways to stay safe inside and out
- Staying safe around medicines
- People who help us in emergencies

KS1

- Special people in their lives who they love and can trust
- Coping with various social situations and dilemmas
- The importance of saying sorry and forgiveness within relationships
- Learn to recognise safe and unsafe situations online
- Develop understanding that not everything presented to them online is true
- The risks of being online (incorporating 'Smarty the Penguin' from Childnet)
- The difference between good and bad secrets
- Teaching on physical boundaries (incorporating the PANTS resource from the NSPCC).

LKS2

- Children to develop a more complex appreciation of different family structures
- Activities and strategies to help them develop healthy relationships with family and friends
- Techniques for managing thoughts, feelings and actions
- Incorporates some NSPCC resources around online safety
- Thinking critically about the content we encounter in the digital world including in the media
- How to report and get help if children encounter inappropriate messages or material
- Teaching on bullying and abuse through a series of animated resources
- Children learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older.

UKS2

- Equip children with strategies for more complex experiences of relationships and conflict
- Identify and understand how to respond to spoken and unspoken pressure
- The concept of consent
- Further teaching on how our thoughts and feelings have an impact on how we act
- The concept of fairness is introduced, where pupils will consider what bullying, prejudice and discrimination are
- Risks of sharing and chatting online
- Equipping children to make safe and sensible decisions about what online content they should/shouldn't share
- A more complex understanding of different forms of abuse
- How drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning.

Life to the Full Plus in Module 2

The main session content for Life to the Full Plus in Module 2 are the numerous Classroom Short videos available for LKS2 and UKS2 enhancing the existing Life to the Full sessions, covering topics such as critical thinking; safety out and about; prejudice and discrimination; types of abuse and the law.
In addition to this, LKS2 will have the opportunity to explore **Rights and Responsibilities** through a session and associated Classroom Short videos.

This session identifies legal rights, discussion scenarios where these are compromised, and offers an opportunity for pupils to consider how their own responsibilities relate to rights. The session celebrates diversity and how we all play a part in the Body of Christ.

Module Three:
Created to Live in Community
explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.





Religious UNDERSTANDING

At every key stage children will learn that just like the Holy Trinity of God we are called to live and love in community. We are called to love God and love others.

Living in the WIDER WORLD

At every stage, the religious understanding from unit 1 is applied to real world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

Life to the Full Plus in Module 3

In Life to the Full Plus Module 3, each key stage has sessions and associated Classroom Short videos on the topics of **Careers and Money**.



EYFS	KS1	LKS2	UKS2
Careers			
Children will begin to explore the working world of jobs, focusing on their current strengths and aspirations.	Children will understand more about the purpose of work and the harmful impact of gender stereotypes in the workplace, alongside an introduction to the concept of vocation.	Further learning on careers considers where value will be placed on how school and ongoing learning options contribute to our future work opportunities.	A deeper exploration of the world of work call on getting and changing jobs, aspiration and goal setting, gender stereotypes, unemployment and more will be explored.
Money			
Money is introduced - this is underpinned by the religious understanding that our identity, value and worth comes from God.	Children will consolidate learning about what money is and they will explore the choices we have with our money.	Building on the theme of stewardship, pupils consider financial stewardship through budgeting activities, discussions about the pros and cons of different payment methods and learning about financial risks.	Children consider what influences our money choices, including God's call to live generously. Additionally, children will consider why some people have more money than others, developing an awareness of fairness and justice.