



Sex and Relationships Education Policy

Information for Parents: This policy is available on request.

The Ursuline Preparatory School actively promotes and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

School Mission Statement

- Recognising the vital importance of the loving kindness of Christian discipline and a reverence for God and respect for His word, we will endeavour to transmit the values which result from these beliefs to all our children.
- We will ensure that the children are offered every encouragement to develop the varied gifts that God has given them to realise their full potential, whilst accepting the need to care for and consider others both within the boundaries of the School and beyond.
- We will strive through our words, our work, and our example, and through communal prayer to bring the Holy Spirit into the daily life of the School accepting that all our achievements are to the glory of God.

1. Catholic Ethos

“We are created by God in his own image – male and female (Gen. 1:27).” Our sexuality is an integral part of our personhood. Education in relationships and sex is therefore concerned with the whole child—spiritual, physical, intellectual, moral, social, cultural and emotional—so that pupils may grow in self-knowledge and in right relationship with God, self and others. The school’s approach is rooted in Catholic teaching and presented positively and prudently, emphasising the dignity of the human person, the importance of stable relationships and marriage, and preparation for life in modern Britain.

2. Consultation, Implementation and Review of Policy.

- Review of RSE curriculum content with staff.
- Consultation with school Governors.
- Discussed and consulted with parents in a meeting.
- Review with Staff.

This policy will be reviewed every years 2 years by the Headteacher, RSE Co-Ordinator, the Governing Body and Staff. The next review date is May 2028.

3. Defining Relationship and Sex Education

The DfE guidance states that “children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships”. High quality RSE does this by promoting their “moral, social, mental and physical development” and cultivating “positive characteristic including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness”¹. 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 right relationships with self and others and being enabled to make moral decisions in conscience. In our schools the focus should be on “teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.”² This will include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

4. 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 centered 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.

5. Values and virtues

Our programme upholds 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.

6. Aim Of RSE and our School Values

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"⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

7. 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;
- How to keep themselves safe by assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

8. To know and understand:

- 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.

Outcomes

Inclusive and Adaptive Teaching and 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

9. 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.

10. **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 / dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- mindmapping
- film & video
- group work
- role-play
- trigger drawings
- values clarification

11. **The Role of Parents**

We recognise parents/carers as primary educators. We consult and inform parents about content, share resources on request, and signpost ways to support learning at home. We inform parents—especially before Changing Me (puberty) and non-statutory conception content—to ensure clarity and confidence.

Right to request withdrawal: Parents cannot withdraw from statutory Relationships or Health Education or from Science. Parents may request withdrawal from the non-statutory Sex Education elements (e.g., explicit teaching about conception in A Journey in Love and/or any PSHE sessions beyond statutory Science). We will notify parents ahead of these lessons (e.g., via the spring/summer term class rep meeting) and offer alternative supervised activities if withdrawal is agreed by the Headteacher.

12. **Balanced Curriculum**

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. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Whole-school approach: We use Jigsaw PSHE (3–11) as our planned, spiral curriculum for PSHE, ensuring progression and consistency, and we integrate 'A Journey in Love' to support RSE in a Catholic context. PSHE is delivered through weekly lessons and reinforced via assemblies, collective worship, and the ethos of the school. Class teachers normally deliver PSHE to their own classes.

Where content is taught:

- Relationships & Health Education: across Jigsaw puzzles:
Being Me in my world
Dreams and Goals;
Healthy Me;
Relationships;
Changing Me.

Online safety is embedded and reinforced.

- Puberty (statutory): taught primarily in Jigsaw – Changing Me (upper KS2) with sensitivity and parental communication.
- Science: life processes and the human life cycle (EYFS–KS2), including how mammals reproduce and how a baby is born (as per national curriculum).
- Sex Education (non-statutory in primary): age-appropriate understanding of human conception is taught within our Catholic programme (‘A Journey in Love’), consistent with Church teaching on marriage and family life. Parents may request withdrawal from these specific non-statutory sessions.

‘A Journey in Love’ year-group focus (summary):

Pre-Reception Reception Kindergarten,	being special and unique
Intermediate Transition Lower One	growing in loving, secure relationships at home and in diverse communities; safe, happy friendships;
Upper One Lower Two	celebrating differences; self-acceptance; understanding emotional/physical changes at puberty and God’s presence in daily life; stable, caring relationships;
Upper Two	dignity, self-worth, age-appropriate understanding of sexuality; Catholic teaching on conception within marriage.

Handling questions & sensitive issues:

We foster a supportive climate—using the Jigsaw Charter—where pupils can ask questions safely. Staff will answer honestly and age-appropriately, guided by Catholic teaching and safeguarding duties; some questions may be followed up individually if personal or sensitive.

13. Responsibility for Teaching the Programme

Safeguarding and confidentiality

RSE/PSHE teaching is conducted sensitively. Staff cannot promise confidentiality where a safeguarding concern is raised or suspected. Any disclosure or indication of abuse or that a child is at risk is reported immediately to the Designated Safeguarding Lead in line with Keeping Children Safe in Education and school policy.

The role of the Headteacher and Governors

The Headteacher ensures the policy is implemented, staff are trained, and materials are appropriate. Governors monitor alignment with statutory guidance and the school's Catholic ethos and receive reports on effectiveness and parental feedback.

This policy is reviewed every 2 years.