



*As we follow in Jesus' footsteps,
we grow in faith, love and learning.*

1. SCHOOL VISION AND MISSION STATEMENT

1.1 Ysgol Gatholig Padarn Sant is an inclusive, caring and loving Catholic community where we strive for our pupils to follow in Jesus' footsteps and reach their full potential, both spiritually and intellectually. We journey with them and their families as they grow in faith, love, and learning.

1.2 At Ysgol Gatholig Padarn Sant we believe that the pupils have a right to a curriculum which helps them develop spiritually, morally, socially, and culturally and prepares them for adult life. Relationships and sex education (RSE) is integral to this process. We believe that each pupil is entitled to experience a school in which the quality of relationships between staff and pupils, and between the pupils themselves, is marked by honesty, personal identification, warmth, trust and security.

1.3 Knowledge of how the human body functions is important, but so are feelings about love, sexuality and responsibility towards oneself and others.

2. CONSULTATION PROCESS

2.1 As a school we:

- consulted with parents/guardians via meetings and email
- sent out a parental questionnaire to ascertain views on key questions
- reviewed the RSE curriculum content with staff and created schemes of work
- held a consultation with school governors and the RE sub-committee.

3. IMPLEMENTATION AND REVIEW OF POLICY

3.1 Implementation of this policy takes place after governor consultation in the 2021 Summer term.

3.2 The policy is reviewed every two years by the head teacher, RSE co-ordinator, the governing body and staff. The next review is in the 2026 Summer term.

4. DEFINING RELATIONSHIPS AND SEX EDUCATION

4.1 The Department for Education (DfE) guidance defines RSE as lifelong learning about physical, moral, and emotional development. It details the understanding of the importance of marriage and family life, stable and loving relationships, respect, love, and care and includes a sensitive, age appropriate teaching on sex, sexuality, and sexual health.

4.2 It develops knowledge and understanding of sexuality, what it means to be fully human, being called to live in relationships and of making sound moral judgments. The DfE identifies three main elements: 'attitudes and values, personal and social skills, and knowledge and understanding'.

5. STATUTORY CURRICULUM REQUIREMENTS

5.1 We are legally required to teach those aspects of RSE which are statutory parts of the Science National Curriculum, 2008 through the personal and social education dimension



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and in its own right as preparation for RSE becoming statutory within the new Curriculum for Wales, 2022.

6. RATIONALE

6.1 *'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 the human person. Belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in Catholic schools. Our approach to RSE therefore is rooted in the Church's teaching on the human person and presented in a positive framework of Christian ideals. It prepares pupils for life in modern Wales.

6.2 At the heart of our Christian life is the Holy Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all of creation. As a consequence of our belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect His beauty, and share in His divine creativity. RSE, therefore, is placed firmly within the context of loving relationship.

6.3 Following the guidance of the bishops of England and Wales and as advocated by the DfE and the Welsh Government, RSE is firmly embedded in the PSE framework as it nurtures human wholeness and is integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human.

6.4 The RSE programme is in accord with the Church's moral teaching, as determined by the school's trust deeds and admission policy. It emphasises the central importance of marriage and the family while acknowledging that all families have a fundamental right to have their lives respected.

7. VALUES And VIRTUES

7.1 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 that of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, integrity, prudence, mercy and compassion.

8. AIM OF RSE AND THE MISSION STATEMENT

8.1 Our school Mission Statement inspire us to follow in Jesus' footsteps and grow in faith together as we develop a deeper relationship with God and with others. Furthermore, our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, ethical, social, cultural and emotional) and we believe that RSE is an integral part of this education. We aim to provide an environment which encourages respect, courtesy and sensitivity towards others. Finally, we aim to keep open dialogue between the home and school throughout the delivery of the RSE programme. It is in this context that we commit ourselves with parents in providing the children with a positive and prudent sex education programme which is compatible with their physical, cognitive, psychological and spiritual maturity, rooted in the Catholic vision of education.



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Objectives

8.2 To develop the following attitudes and virtues:

- respect for the gift of human sexuality and fertility
- respect for the dignity of every human being in their own right and in relationship to others
- joy 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 sexual identity and that of others
- celebrating the gift of life-long, self-giving love
- recognising the importance of marriage, family life and fidelity in relationships.

8.3 To develop the following personal and social skills:

- making sound judgements and good choices with integrity
- respecting our uniqueness and the uniqueness of others
- forming friendships and loving, stable relationships free from exploitation, abuse and bullying
- managing emotions within relationships and coping if relationships break down
- managing conflict positively by respecting other people's viewpoints
- cultivating humility, mercy, compassion and learning to forgive and be forgiven
- developing self-esteem and confidence and 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.

8.4 To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love at the appropriate time for the child
- the Church's teaching on 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 (year 6 only).

9. INCLUSION AND DIFFERENTIATED LEARNING

9.1 We ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances. Lessons 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.



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10. EQUALITIES OBLIGATIONS

10.1 The governing body has wider responsibilities under the Equalities Act 2010 and ensures that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, maturity, sex, religion or whether they are looked-after children.

11. RSE CONTENT

11.1 Attitudes, values, knowledge, understanding, and personal and social skills are provided in three inter-related ways: a whole school approach, a cross-curricular dimension and a specific RSE curriculum. The school uses the Ten:Ten RSE programme with some amendments (appendix 1).

12. WORKING TOGETHER WITH PARENTS AND GUARDIANS

- we recognise that parents and guardians are the primary educators of their children. As a Catholic school, we provide the principle means by which the Church assists parents/guardians in educating their children. Therefore, the school will support parents/guardians by providing web-based materials for their children at home to compliment lessons
- parents/guardians are informed of the RSE timetable so they can prepare to talk and answer questions about their children's learning
- the RSE programme is reviewed annually with prior parental consultation
- our aim is that, at the end of the consultation process, every parent/guardian has full confidence in the school's RSE programme to meet their child's needs
- parents/guardians continue to have **the right to withdraw** their children from RSE except in those elements which are required by the Science National Curriculum orders
- should parents/guardians wish to withdraw their child/ren, they are asked to notify the school by contacting the headteacher via email.

13. BALANCED CURRICULUM

- we ensure that pupils are offered a balanced RSE programme, while promoting Catholic values, virtues and teaching in accordance with the Church
- pupils receive clear scientific information as well as covering the aspects of the law pertaining to RSE
- we ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

14. RESPONSIBILITY FOR TEACHING THE PROGRAMME

14.1 Governors

- draw up the RSE policy, in consultation with parents/guardians and teachers
- ensure that the policy is available to parents/guardians
- ensure that the policy is in accordance with other whole school policies
- ensure that parents/guardians know of their right to withdraw their children



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- establish a link 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 topics and the setting of RSE within PSE.

14.2 Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents/guardians, the diocesan schools' service, the local education authority and other appropriate agencies.

14.3 RSE Co-ordinator

The RSE co-ordinator has the general responsibility for supporting other members of staff in the implementation of this policy and provides a lead in the dissemination of the information relating to RSE and in-service training.

14.4 Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress and actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. RSE is taught in accordance with the Catholic ethos of the school. Appropriate training is available for staff teaching RSE and all staff are included in the development of this policy, are aware of it and how it relates to them.

14.5 Parents and Guardians

The school has a responsibility to support parents/guardians as the primary educators of their children by keeping them informed of the RSE curriculum. All parents have access to the Ten:Ten programme.

14.6 External Visitors

Our school may often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits always complement the current programme and never substitute or replace teacher-led sessions.

14.7 It is important that any external visitor is clear about their role and responsibility while in school delivering a session. Visitors must adhere to our code of practice and follow the school's policies so that all teaching is rooted in Catholic principles and practice.

15. CONTROVERSIAL OR SENSITIVE ISSUES

15.1 There are always sensitive or controversial issues in the field of RSE. These may be a matter of maturity, disagreeing with the Church's teaching, children's awareness and experience and other parental concerns. The governors believe that children are best educated and 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 help create a supportive climate for discussion.



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16. SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

16.1 Children need to feel safe and secure in the environment in which RSE is taught. Teachers are aware of the needs of their pupils and do not let any fears and worries go unnoticed. Effective RSE provides opportunities for discussion which may raise safeguarding issues where teachers follow the school's safeguarding policy.

17. CONFIDENTIALITY AND ADVICE

17.1 Governors, staff, parents/guardians and pupils are informed of this RSE policy. Key issues relating to confidentiality are outlined in the school's safeguarding policy.

18. MONITORING AND EVALUATION

18.1 The RSE co-ordinator monitors the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme is evaluated annually.

Governors remain ultimately responsible for the policy.

RSE Coordinator – Mrs E. Brophy

RSE Link Governor - Mrs T. Truss

Chair of the Governors – Mr D. Greaney



19. Appendix 1: amendments to the Ten:Ten programme

Lower key stage 2: years 3 and 4

Most sessions in the three modules will be taught to years 3 and 4 but with the following exceptions to the sessions of module 1 unit 2 and unit 4:

Module 1: created and loved by God

Unit 2 adapt session 3 – what is puberty? year 4+ omit session 4 – changing bodies year 4+ omit session 5 – discussion groups year 4+	Unit 4 omit assessment activity – Joe's new sister year 4+ omit session 1 – life cycles year 4+ – a simpler scientific model of life cycles of other creatures and humans will be used
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Upper key stage 2: years 5 and 6

All of the sessions in the three modules will be taught to year 6

Year 5 will study in Module 1: unit 1, 2 and 3 but in unit 4, making babies part 1 and part 2 will be omitted.

Module 1: created and loved by God

Years 5 and 6 all pupils will study all sessions in: unit 1 unit 2 unit 3	Year 5 +6 – blue font Year 6 only – red font Unit 4 – Unit prayers three reflections in sessions Assessment activity: growing up Year 5 menstruation section only. Year 6: all sections Session 1: making babies (part one) Year 6 only Session 2: making babies (part two) Year 6 only Session 3: menstruation
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