



# Margaret Roper Catholic Primary School

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# Education in Human Love

## Relationship and Sex Education Policy

This policy is to be read in conjunction with the following policies: PSHE, Teaching & Learning, RE & SEND

**Scope:** EYFS, KS1 and KS2

September 2024

Review September 2026

## MISSION

Margaret Roper Primary School is where kindness and friendship are shown in every way. We are a Catholic school and believe and follow Jesus Christ in whatever we do. We provide a happy, stimulating environment where: caring, learning and achieving together, each child can fully realise their potential, learn to value themselves and make their way in society as faithful children of God. We encourage awareness of our multi-racial society and promote positive relationships, harmony and understanding amongst all peoples.

In this policy, the governors and teachers, in partnership with pupils and their parents, set out their rationale for and approach to relationships and sex education in our school.

This policy has been developed following the guidance given by the Archdiocese of Southwark and the Catholic Education Service.

### 1. Introduction

“The Second Vatican Council spoke of the need for “a positive and prudent sex education” to be imparted to children and adolescents “as they grow older,” with “due weight being given to the advances in the psychological, pedagogical and didactic sciences”. ... It can only be seen within the broader framework of an education for love, for mutual self-giving.”<sup>i</sup>

In our school any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of neighbour that we reciprocate God’s love for mankind. As the term ‘Relationship and Sex Education’ indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within family. Within the Catholic Church, marriage is believed to be the fundamental bond on which family life is based. It is a mutual commitment of total fidelity which is open to the gift of life. The Church’s sacramental understanding of marriage explains how we can meet Christ through the adventure of learning to love one another. Pope Francis tells us that “Christian marriage is a sign of how much Christ loved his Church in the covenant sealed on the cross, yet it also makes that love present in the communion of spouses”<sup>ii</sup>. He then explains that “the sacrament of marriage flows from the incarnation and the paschal mystery, whereby God showed the fullness of his love for humanity by becoming one with us”<sup>iii</sup>.

### 2. Defining Relationships 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”<sup>iv</sup>. It is about the development of the pupil’s knowledge and understanding of her or himself 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 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.”<sup>v</sup> This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

### 3. Legal requirements

As of September 2020, it is expected that all schools in England will meet the statutory requirements for RSE as set out by the Department for Education (DfE)<sup>vi</sup>

- All maintained primary and secondary schools must teach the Sex Education and Health Education elements of the National Curriculum Science Order, which can be seen here:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

- In all primary schools, Relationships Education is now compulsory. There are also statutory elements for Relationships Education within the Early Years Foundation Stage. Sex Education is not compulsory in primary schools but is recommended to be taught.
- All schools must have an up-to-date RSE policy which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website;
- Parents’ right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE (but not from the content of the National Curriculum Science Order) is preserved within the guidance.

However, our reasons for teaching RSE go further.

### 4. 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 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, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing 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 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 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.

## 6. Aims of Relationships and Sex Education at Margaret Roper School

At Margaret Roper School we are committed 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 strive to develop each child's knowledge, skills and understanding in order that they value themselves and promote positive relationships, harmony and understanding amongst all peoples.

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"<sup>vii</sup> 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 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

Pupil's learning will be assessed through formative assessment including; questions, discussions, observations, written work and assignments.

## 7. Broad Content, Programme and Resources

Three aspects of RSE - attitudes and virtues; personal and social skills; knowledge and understanding, will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex education curriculum.

At Margaret Roper School we will follow a developmental programme for children in primary years entitled *Life to the Full*. Most teaching will be whole class but some lessons, for example those on puberty, might be taught to boys and girls separately. Children with Special Educational Needs and disabilities (SEND) will have support in varying ways depending upon their individual needs.

*Life to the Full* is a fully-resourced, media-rich programme for Catholic primary schools which embraces and fulfils the new statutory curriculum.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created, chosen and loved by God. The programme is fully inclusive of all pupils and their families. The Curriculum Programme pathway is **Appendix 1**

#### Children's questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal experience of children, or of disagreement with the official teaching of the Church. The governors 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 discussion.

Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of

the pupils in their care. In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents/carers if appropriate.

Teachers should never discuss their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

### 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. Visitors may need guidance to ensure that sessions they deliver are respectful of the teaching of the Catholic Church. The Education Commission of Southwark diocese has provided guidance on working with external visitors<sup>viii</sup> this is available at [www.rcaoseducation.org.uk](http://www.rcaoseducation.org.uk) and should be consulted before inviting external agencies or visitors into the school.

## 8. Roles and Responsibilities

### 8.1 PARENTS AND CARERS

*"Sex education, which is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centres chosen and controlled by them. In this regard, the Church reaffirms the law of subsidiarity, which the school is bound to observe when it co-operates in sex education, by entering into the same spirit that animates the parents."*<sup>ix</sup>

The Church recognises that parents (and other carers who stand in their place) are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development.

Catholic schools are a principal means by which the Church assists parents and carers in educating their children. Therefore, Margaret Roper 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. 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 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 some of the resources on the *Life to the Full* website.

Parents do not have the right to withdraw their children from Relationships Education. However, they have the right to request that their child be withdrawn from any sex education delivered, except for 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 headteacher. The school will support these parents by providing material for them to help their children with their learning.

We believe that the controlled environment of the classroom is a safe place for this curriculum to be followed. Please refer to the *DfE guidance*<sup>6</sup> Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

### 8.2 GOVERNORS

The 1996 Education Act places responsibility for the school's policy on RSE in the hands of the Governing Body. They are required to ensure that there is an up to date RSE policy that is available for parents to read and that the policy is consistent with other relevant whole school policies (e.g. SEND; Safeguarding; Anti-Bullying). Foundation Governors are appointed by the Archbishop to promote and safeguard the Catholic character of the school. They have a particular responsibility to ensure that the RSE policy for the

school, the RSE curriculum and all resources are informed by and in harmony with the teachings of the Catholic Church. They must ensure that RSE provision complies with Diocesan policy, directives, and guidance regarding RSE.

### 8.3 HEADTEACHER

Responsibility for the implementation of the RSE policy is delegated to the Headteacher. It is the task of the Headteacher to integrate RSE into the school's curriculum.

### 8.4 RSE SUBJECT LEADER

The Subject Leader, 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. The Subject Leaders for RSHE is Emma Holloway.

### 8.5 TEACHERS AND OTHER STAFF

Relationships and Sex Education is a whole-school task. All staff have a responsibility of care and the safeguarding of pupils and all are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school and appropriate training will be made available. 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.

## 9. MONITORING AND EVALUATION

The RSE Subject Leaders and Head Teacher will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and discussions with pupils at regular intervals. The programme will be evaluated mainly through discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

## APPENDIX 1

Programme Pathway \*please note Year 6 Module 1 Unit 4, Making babies Part 2 will be omitted.

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<sup>i</sup> Liberia Editrice Vatican, *Amoris Laetitia: The Joy of Love* (19 March 2016) paragraph 280

<sup>ii</sup> Liberia Editrice Vatican, *Amoris Laetitia: The Joy of Love* (19 March 2016) paragraph 73

<sup>iii</sup> Liberia Editrice Vatican, *Amoris Laetitia: The Joy of Love* (19 March 2016) paragraph 74

<sup>iv</sup> Department for Education, *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

<sup>v</sup> *Ibid*, Page 19

<sup>vi</sup> Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*. paragraph 45, (2019)

<sup>vii</sup> *Gravissimum Educationis* 1

<sup>viii</sup> Guidance on visitors and external speakers working with pupils in Catholic schools in the Diocese, Southwark Education Commission, September 2015

<sup>ix</sup> Pontifical Council for the Family, *The Truth and Meaning of Human Sexuality*, paragraph 43, (1995)

## APPENDIX 1

### Pathway #3: 1-year cycle over 3 terms

Life to the Full Primary

**Ten:Ten**  
Resources

### EYFS

#### Preschool & Reception

Term	Module and Unit	Session Title	Session Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: <b>Handmade With Love</b>	5 x 15-minute sessions over 5 days
	EYFS, Module 1, Unit 2	Session 1: <b>I Am Me</b>	15 minutes
		Session 2: <b>Heads, Shoulders, Knees and Toes</b>	15 minutes
		Session 3: <b>Ready Teddy?</b>	15 minutes
Spring I	EYFS, Module 1, Unit 3	Session 1: <b>I Like, You Like, We All Like!</b>	15 minutes
		Session 2: <b>Good Feelings, Bad Feelings</b>	15 minutes
		Session 3: <b>Let's Get Real</b>	15 minutes
	EYFS, Module 1, Unit 4	Session 1: <b>Growing Up</b>	15 minutes
Spring II and Summer I	EYFS, Module 2, Unit 1	Session 1: <b>Role Model</b>	2 x 15-minute sessions
	EYFS, Module 2, Unit 2	Session 1: <b>Who's Who?</b>	15 minutes
		Session 2: <b>You've Got A Friend in Me</b>	15 minutes
		Session 3: <b>Forever Friends</b>	15 minutes
	EYFS, Module 2, Unit 3	Session 1: <b>Safe Inside and Out</b>	15 minutes
		Session 2: <b>My Body, My Rules</b>	15 minutes

### Pathway #3: 1-year cycle over 3 terms

Life to the Full Primary

**Ten:Ten**  
Resources

Term	Module and Unit	Session Title	Session Length
Summer II		Session 3: <b>Feeling Poorly</b>	15 minutes
		Session 4: <b>People Who Help Us</b>	15 minutes
	EYFS, Module 3, Unit 1	Session 1: <b>God Is Love</b>	15 minutes
		Session 2: <b>Loving God, Loving Others</b>	15 minutes
EYFS, Module 3, Unit 2	Session 1: <b>Me, You, Us</b>	15 minutes	

### KS1

#### Year 1 & Year 2

Term	Module and Unit	Session Title	Session Length
Autumn II	KS1, Module 1, Unit 1	Story Sessions: <b>Let the Children Come</b>	5 x 10-minute sessions over 5 days
	KS1, Module 1, Unit 2	Session 1: <b>I Am Unique</b>	30 minutes
		Session 2: <b>Girls and Boys</b>	30-40 minutes
		Session 3&4: <b>Clean and Healthy (My Body)</b>	40 minutes (2 sessions)
Spring I	KS1 Module 1, Unit 3	Session 1: <b>Feelings, Likes and Dislikes</b>	40 minutes
		Session 2: <b>Feeling Inside Out</b>	30 minutes
		Session 3: <b>Super Susie Gets Angry</b>	40 minutes
	KS1 Module 1 Unit 4	Session 1: <b>The Cycle of Life</b>	30 minutes

### Pathway #3: 1-year cycle over 3 terms

Life to the Full Primary

Term	Module and Unit	Session Title	Session Length
Spring II	KS1, Module 2, Unit 1	Session 1: <b>God Loves You</b>	40 minutes
		KS1, Module 2, Unit 2	Session 1: <b>Special People</b>
		Session 2: <b>Treat Others Well...</b>	35 minutes
		Session 3: <b>...and Say Sorry</b>	30 minutes
Summer I	KS1, Module 2, Unit 3	Session 1: <b>Being Safe</b>	35 minutes
		Session 2: <b>Good and Bad Secrets</b>	35 minutes
		Session 3: <b>Physical Contact</b>	45 minutes (or 2 x 25 minutes)
		Session 4: <b>Harmful Substances</b>	30 minutes
		Session 5: <b>Can You Help Me? (Part 1)</b>	35 minutes
		Session 6: <b>Can You Help Me? (Part 2)</b>	35 minutes
Summer II	KS1, Module 3, Unit 1	Session 1: <b>Three In One</b>	25 minutes
		Session 2: <b>Who is My Neighbour?</b>	30 minutes
	KS1, Module 3, Unit 2	Session 1: <b>The Communities We Live In</b>	35 minutes

### Pathway #3: 1-year cycle over 3 terms

Life to the Full Primary

#### LKS2

#### Year 3 & Year 4

Term	Module and Unit	Session Title	Session Length
Autumn II	LKS2 Module 1, Unit 1	Story Sessions: <b>Get Up!</b>	5 x 15-minute sessions over 5 days
		Session 2: <b>The Sacraments</b>	45 minutes
	LKS2 Module 1, Unit 2	Session 1: <b>We Don't Have to be the Same</b>	45 minutes
		Session 2: <b>Respecting our Bodies</b>	45 minutes
		Session 3: <b>What is Puberty? Year 4 only</b>	45 minutes
		Session 4: <b>Changing Bodies Year 4 only</b>	45 minutes
	Session 5: <b>Male/Female Discussion Groups (optional) Year 4 only</b>	45 minutes	
Spring I	LKS2 Module 1, Unit 3	Session 1: <b>What Am I Feeling?</b>	45 minutes
		Session 2: <b>What Am I Looking At?</b>	45 minutes
		Session 3: <b>I Am Thankful</b>	45 minutes
	LKS2 Module 1, Unit 4	Session 1: <b>Life Cycles</b>	45 minutes
Spring II	LKS2 Module 2, Unit 1	Story Sessions: <b>Jesus, My Friend</b>	5 x 15-minute sessions over 5 days
	LKS2 Module 2, Unit 2	Session 1: <b>Friends, Family and Others...</b>	45 minutes
		Session 2: <b>When Things Feel Bad</b>	45 minutes
Summer I	LKS2 Module 2, Unit 3	Session 1: <b>Sharing Online</b>	45 minutes

### Pathway #3: 1-year cycle over 3 terms

Life to the Full Primary

Term	Module and Unit	Session Title	Session Length
		Session 2: <b>Chatting Online</b>	45 minutes
		Session 3: <b>Safe In My Body</b>	45 minutes
		Session 4: <b>Drugs, Alcohol and Tobacco</b>	45 minutes
		Session 5: <b>First Aid Heroes</b>	45 minutes
<b>Summer II</b>	LKS2 Module 3, Unit 1	Session 1: <b>A Community of Love</b>	30 minutes
		Session 2: <b>What is the Church?</b>	45 minutes
	LKS2 Module 3, Unit 2	Session 1: <b>How Do I Love Others?</b>	50 minutes

## UKS2

### Year 5 & Year 6

Term	Module and Unit	Session Title	Session Length
<b>Autumn II</b>	UKS2 Module 1, Unit 1	Story Sessions: <b>Calming the Storm</b>	5 x 15-minute sessions over 5 days
	UKS2 Module 1, Unit 2	Session 1: <b>Gifts and Talents</b>	45-60 minutes
		Session 2: <b>Girls' Bodies</b>	45-60 minutes
		Session 3: <b>Boys' Bodies</b>	45-60 minutes
		Session 4: <b>Spots and Sleep</b>	45-60 minutes
<b>Spring I</b>	UKS2 Module 1, Unit 3	Session 1: <b>Body Image</b>	45-60 minutes

### Pathway #3: 1-year cycle over 3 terms

Life to the Full Primary

Term	Module and Unit	Session Title	Session Length
		Session 2: <b>Peculiar Feelings</b>	45-60 minutes
		Session 3: <b>Emotional Changes</b>	45-60 minutes
		Session 4: <b>Seeing Stuff Online</b>	45-60 minutes
	UKS2 Module 1, Unit 4	Session 1: <b>Making Babies (Part 1)</b>	45-60 minutes
		Session 2: <b>Making Babies (Part 2)</b> May be omitted or may be set as a homework task with parents.	45-60 minutes
		Session 3: <b>Menstruation</b>	45-60 minutes
<b>Spring II</b>	UKS2 Module 2, Unit 1	Session 1: <b>Is God Calling You?</b>	45-60 minutes
	UKS2 Module 2, Unit 2	Session 1: <b>Under Pressure</b>	45-60 minutes
		Session 2: <b>Do You Want A Piece of Cake?</b>	45-60 minutes
<b>Summer I</b>	UKS2 Module 2, Unit 3	Session 3: <b>Self-Talk</b>	45-60 minutes
		Session 1: <b>Sharing Isn't Always Caring</b>	45-60 minutes
		Session 2: <b>Cyberbullying</b>	45-60 minutes
		Session 3: <b>Types of Abuse</b>	45-60 minutes
		Session 4: <b>Impacted Lifestyles</b>	45-60 minutes
		Session 5: <b>Making Good Choices</b>	45-60 minutes
<b>Summer II</b>	UKS2 Module 2, Unit 3	Session 6: <b>Giving Assistance</b>	45-60 minutes
		UKS2 Module 3, Unit 1	Session 1: <b>The Trinity</b>

### Pathway #3: 1-year cycle over 3 terms

Life to the Full Primary

Term	Module and Unit	Session Title	Session Length
		Session 2: <b>Catholic Social Teaching</b>	45-60 minutes
		UKS2 Module 3, Unit 2	Session 1: <b>Reaching Out</b>