



St. Joseph's Catholic Primary School

## RELATIONSHIPS AND SEX EDUCATION

September 2025

This policy should be read in light of our Mission Statement as follows:

*At St. Joseph's, we live love and learn by the example of Jesus.*

The Governors have chosen to use the CES Model policy when writing this policy as well as aspects of our reviewed PHSE policy.



### Our curriculum intent.

At St Joseph's, the intent of our Relationship and Sexual education curriculum is a part of our PSHE curriculum to promote the spiritual, moral, cultural, mental and physical development of our children and to prepare them at the school for the opportunities, responsibilities and experiences of later life. Here, at St Joseph's we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme as well as our RE lessons. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE as well as Ten Ten planning for RSE as our chosen teaching and learning programme and tailor it to your children's needs.

### The National Curriculum for PSHE.

At St Joseph's School, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.



### **Statutory Relationships and Health Education**

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

### **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”<sup>1</sup>. It is

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<sup>1</sup> 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



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 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>2</sup> This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

## STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of 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

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<sup>2</sup> 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



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.

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## 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 the 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.

## 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 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"<sup>3</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;

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<sup>3</sup> *Gravissimum Educationis* 1



- 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;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.



## 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.

#### **The structure of this RSE curriculum.**

This RSE curriculum as set by the Catholic Education Service covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils.

#### **The three themes are:**

##### **1. Created and loved by God** (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

##### **2. Created to love others** (this explores an individual's relationships with others.)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

##### **3. Created to live in community – local, national & global** (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.



## Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

## Balanced

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools. We will use our science ,RE ,RSE curriculum(Ten Ten resources) and Jigsaw PSHE curriculum to deliver this curriculum.

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We will use our Jigsaw PSHE scheme to deliver aspects of our RSE curriculum but still being mindful and cautious to adhere to CES recommended planning. Therefore we incorporate Ten Ten resources for RSE and to follow CES guidance into our planning and teaching sequence.

## PSHE

Jigsaw topics (Puzzles) which will be used to support our PSHE teaching and curriculum.

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills



## Ten Ten

### RSE (Ten Ten) Overview 2025 – 2026

#### The curriculum will be as following

- Nursery & Years 1, 3 and 5 with ‘Module 2’
- Reception & Years 2, 4, and 6 with ‘Module 1’
- All Years to undertake sessions from ‘Module 3’

The Gospel story sessions in Module One and the Trinity story sessions in Module Three are run every year as they are foundational to the Religious Understanding taught in the programme.

<b>Year Group</b>	<b>Session name</b>	<b>Year group</b>	<b>Session name</b>
Nursery	Handmade with love Role model Who’s who? You’ve got a friend in me Forever friends What is the internet Playing online Safe inside out My body my rules Feelings poorly People who help us God I love Loving God, Loving others Me, You, us	Reception	Handmade with love I am me Head, shoulder knees and toe Ready Teddy? I like, you like, we all like! All the feelings! Let’s get real Growing up God I love Loving God, Loving others Me, You, us
Year 1	Let the children come God Loves you Special People Treat others well..and say sorry Good and bad secrets Physical contact Harmful substances Can you help me? Three in one Who is my Neighbour? The Communities we live in	Year 2	<ul style="list-style-type: none"> <li>• Let the children come</li> <li>• I am unique</li> <li>• Girls and boys</li> <li>• Clean and healthy</li> <li>• Feelings, likes and dislikes</li> <li>• Feelings inside out</li> <li>• Super Susie gets angry</li> <li>• The cycle of life</li> <li>• Beginnings and endings</li> <li>• Real life online</li> <li>• Rules ot help us</li> <li>• Three in one</li> <li>• Who is my Neighbour?</li> <li>• The Communities we live in</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Get up!</li> <li>• The Sacraments</li> <li>• Jesus, my friend</li> <li>• Family, friends and others..</li> <li>• When things feel bad</li> <li>• Sharing online</li> </ul>	Year 4	<ul style="list-style-type: none"> <li>• Get up!</li> <li>• We don’t have to be the same</li> <li>• Respecting our bodies</li> <li>• What is puberty?</li> <li>• Cahnging bodies</li> <li>• What am I feeling?</li> </ul>



	<ul style="list-style-type: none"> <li>• Chatting online</li> <li>• Safe in my body</li> <li>• Drugs alcohol and Tobacco</li> <li>• First Aid Heros</li> <li>• A community of love</li> <li>• What is the church?</li> <li>• How Do I love others?</li> </ul>		<ul style="list-style-type: none"> <li>• What am I looking at?</li> <li>• I am thankful</li> <li>• Life cycles</li> <li>• A time for everything</li> <li>• A community of love</li> <li>• What is the church?</li> <li>• How Do I love others?</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Calming the storm</li> <li>• God is calling you</li> <li>• Under pressure</li> <li>• Do you want a piece of cake?</li> <li>• Self- Talk</li> <li>• Sharing isn't always caring</li> <li>• Cyberbullying</li> <li>• Types of abuse</li> <li>• Impacted lifestyles</li> <li>• Making good choices</li> <li>• Giving assistance</li> <li>• The Holy Trinity</li> <li>• Catholic Social teaching</li> <li>• Reaching out</li> </ul>	<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Calming the storm</li> <li>• Gifts and talents</li> <li>• Girls' bodies</li> <li>• Boys' bodies</li> <li>• Spots and sleep</li> <li>• Body imge</li> <li>• Peculiar feelings</li> <li>• Emotional changes</li> <li>• Seeing stuff online</li> <li>• Making babies part 1&amp;2</li> <li>• Menstruation</li> <li>• Hope beyond death</li> <li>• Build others up</li> <li>• The Holy Trinity</li> <li>• Catholic Social teaching</li> <li>• Reaching out</li> </ul>

**PROGRAMME / RESOURCES**

We use TEN TEN as a specific scheme to teach RSE.

We use Jigsaw scheme for PSHE

We will also teach aspects as relevant in RE and Science lessons.

Teaching strategies will include:

- establishing ground rules
- Jigsaw rules
- Circle time /Jigsaw pieces
- discussion
- project tasks
- reflection (weekly )
- active
- brainstorming /mind mapping
- film & video
- group work
- role-play



- values clarification
- discussion
- questioning

## ASSESSMENT

We assess PSHE using Jigsaw materials ½ termly and lesson reflections for each lesson.

We will use aspects of this to feed into our assessment (using the planning template from our RSE curriculum) .Against each statement we will note as achieved or next steps to address. This will form part of PSHE, RSE and RE assessment for all pupils.

## 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.

## CONSULTATION

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.

### Our Consultation JOURNEY SO FAR AND NEXT STEPS

Summer 2020	<ul style="list-style-type: none"> <li>• Discussion with Governors</li> <li>• Initial planning</li> </ul>
	<ul style="list-style-type: none"> <li>• Discussion with staff</li> <li>• Staff training</li> </ul>
Autumn 2020	<ul style="list-style-type: none"> <li>• Letter to parents</li> <li>• Policy to parents for consultation</li> </ul>
Spring 2021 – Jan	<ul style="list-style-type: none"> <li>• Final consultation with all</li> <li>• Agree policy</li> <li>• Further staff training</li> </ul>
Spring 2021	<ul style="list-style-type: none"> <li>• Teach RSE as planned in curriculum planning document</li> </ul>



Summer (2) 2021	<ul style="list-style-type: none"> <li>• Letter to parents before more specific 'content' teaching</li> </ul>
Summer 2021	<ul style="list-style-type: none"> <li>• Evaluation staff</li> </ul>
2021-22	<ul style="list-style-type: none"> <li>• Ongoing parent voice,pupil and staff voice.</li> <li>• Ongoing review of our planning and delivering</li> </ul>
2022-23	<ul style="list-style-type: none"> <li>• Policy review</li> <li>• Curriculum delivery –staff evaluation – based on cycles of teaching</li> </ul>
Autumn/Spring 2023	<ul style="list-style-type: none"> <li>• Consultation with parents</li> </ul>
Spring/ Summer 2024	<ul style="list-style-type: none"> <li>• Review consultation documents and share as necessary to finalise the policy.</li> <li>• Agree policy with Governors</li> </ul>

### **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 (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). 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 specific relationships and sex education programme lays with the class teacher with support from lead RSE and SLT/Head.

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.



### External Visitors

Our school will often 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 developed in line with CES guidance 'Checklist for External Speakers to Schools'<sup>4</sup>.

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

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- 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;
- 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 PSHE.

### 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 Education Authority, also appropriate agencies.

### PSHE/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 curriculum deputy and the member of staff with responsibility for child protection).*

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<sup>4</sup> CES Checklist for External Speakers to Schools, 2016



## 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 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 PSHE classes will link to/complement learning in those areas identified in the RSE audit.

## 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.

## Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. 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.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)



Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

### **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 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 evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should 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.



## Review

This policy should be viewed as a working document for the benefit of all concerned in the education of the children at St. Joseph's Catholic Primary School.

This policy will be reviewed will be agreed Spring 2025 and then reviewed September **2026**