



Holy Family Catholic Primary School

Relationship and Sex Education Policy

APPROVED BY: BOARD OF TRUSTEES

DATE APPROVED: MARCH 2025

DATE REVIEWED: MARCH 2025

DATE OF NEXT REVIEW: MARCH 2026



Our Mission

'Learning together, playing together, praying together'

'Holy Family School is a place that is committed to create challenging, stimulating and effective learning.

We know that God's love surrounds us and we are all valued, gifted and unique.'

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their aims and their approach to Relationship and Sex Education (RSE) at Holy Family Catholic Voluntary Academy.

The following consultation has taken place:

- Consultation with parents
- Review of RSE curriculum content with all staff
- Consultation with school governors

Implementation and Review of the policy

This policy has been in place since 2021 and has been reviewed annually by the Headteacher, RSE Co-ordinator, the Governing Body and Staff. The next review will be due to take place in March 2026.

Dissemination

This 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 prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the Holy Family Catholic Voluntary Academy 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 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." ² This would include the topics of families and the people of 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

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 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 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.

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*

Aim of RSE and the Mission Statement

Our Mission Statement commits us to promoting the spiritual and moral education of our pupils through the whole life of the school. We aim to create community of faith and love with the work and relationships being central to the message received from Christ. We promote the gospel values of trust, respect, tolerance, honesty and forgiveness which is at the heart of the RSE aims. We aim to provide the opportunity for social development in a structured and loving atmosphere where we all feel safe and secure. We lead by example teaching and encouraging awareness and concern for others from all races and beliefs. We believe that RSE is an integral part of this education.

In partnership with parents, to provide children and young people with a, “positive and prudent sexual education”³ 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.

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

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.

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.

Our programme will cover 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:

- **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.
- **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.
- **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.

Appendices to this policy provide further information about the programme and resources used.

Teaching strategies will include:

- establishing ground rules
- discussion
- individual project work
- reflection
- the use of positive examples
- being active
- mind-mapping
- film & video
- group work
- role-play
- values clarification

How pupils' learning in RSE will be assessed

Pupils complete pre and post assessment tasks for each unit which is designed to assess prior knowledge and support subject planning, taking into account the age and stage of the children. Teachers will use these tasks to track and monitor pupil outcomes. The RSE Lead and Headteacher monitor this closely throughout the year to assess the needs of the pupils and ensure that adequate support is in place to support any change in needs.

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. Parents/carers will be informed by letter 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 the resources used by the school in the RSE programme. 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.

Parents continue to have the **right to withdraw** their children from Sex Education except in 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 provide support by providing material for parents to help the children with their learning.

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

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. 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. **For further information regarding RSE in the curriculum including planning and assessment, please refer to the RSE Curriculum Policy at the end of this document.**

Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme lays with Ms McFadden (Headteacher) and Mrs Nicol (RSE Lead). 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'⁴

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.

Headteacher

The Headteacher 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.

RSE Co-Ordinator

The co-ordinator, with the Headteacher, 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.

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 teaching staff have completed statutory training of SRE and additional training on the TENTEN programme. The Induction Programme for new staff has been amended to include arrangements for future staff appointed after this date to complete training. 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 (Anti-Bullying policy & Safeguarding and Child Protection Policy) 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 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.

CES Checklist for External Speakers to Schools, 2016

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 of school, 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 and assessments at regular intervals. The programme will be evaluated biannually by means of a parent questionnaire, needs assessment given to pupils, and by discussion with pupils and staff. 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.

Curriculum Policy

Intent

At Holy Family, we value RSE as an integral part of our children's right to a broad and balanced curriculum. The teaching of RSE is developed to **build on children's prior learning** and provide opportunities to **be reflective** through curricular and cross-curricular topics. Children are enabled to develop and extend their personal and social skills with the opportunity to **try new experiences** and a chance **to build resilience**, confidence and critical thinking skills while working **independently and collaboratively** with others. Children are introduced to a variety of role models from both the local community and beyond, to enhance their understanding of different perspectives and life experiences. This enables children to reflect on their own history and heritage while appreciating the diversity of societies worldwide. At Holy Family, the intent of our RSE curriculum is to encourage children to grow in their understanding of relationships, well-being and personal development.

Implementation

At Holy Family, we follow the National Curriculum 2014, the RSE Curriculum 2019 and the Early Years framework, delivering Relationships and Sex Education (RSE) through the TenTen RSE scheme. Our RSE curriculum is carefully structured to be taught consistently throughout the school, with lessons delivered regularly as part of our broader personal, social, and health education (PSHE) provision. The curriculum is progressive and systematically designed to meet the requirements of the National Curriculum while addressing the specific needs of our children. Long-term planning outlines the key themes covered across each year group, feeding into medium-term planning for each term to ensure a coherent and continuous learning experience. This approach allows children to build on their knowledge and understanding of relationships, emotions and personal well-being each year, reinforcing learning through cross-curricular links.

Through the teaching of RSE at Holy Family, children develop the knowledge, skills and values needed to form positive and respectful relationships, understand their emotions, and navigate changes as they grow.

Lessons includes exploring key themes through stories, discussions, and real-life scenarios, developing essential skills such as empathy, communication and decision-making, and applying these skills to their own lives in a way that reflects our school's values. Knowledge, skills and vocabulary are taught progressively throughout the school, ensuring that children gain a deep and age-appropriate understanding of RSE in line with other curricular subjects.

Impact

By the time the children at Holy Family leave our school, they should have developed the skills to:

- Build healthy, respectful relationships and recognise the importance of kindness, empathy and consent.
- Understand and manage their emotions, developing resilience and strategies for emotional well-being.
- Make informed choices about friendships, online interactions and personal safety.
- Recognise and respect differences in others, valuing diversity in relationships and communities.
- Understand the changes that occur as they grow, including physical, emotional and social changes, in an age-appropriate way.

Children should be confident in applying the knowledge and skills they have learned in a variety of contexts, both in their learning and in real-life situations. They should be able to navigate relationships with respect and confidence, celebrate their individuality, and approach the wider world with a strong sense of self-worth and responsibility.

Planning and Organisation

Relationships and Sex Education (RSE) at Holy Family is delivered through the TenTen RSE scheme, in line with the National Curriculum 2014 and statutory RSE guidance. The curriculum is carefully sequenced and integrated within our broader PSHE provision to ensure a comprehensive and well-structured learning experience for all pupils. RSE is strategically planned to provide age-appropriate progression, ensuring that children develop a secure understanding of key themes as they grow. Long-term planning, developed by the RSE Coordinator, informs medium-term planning, allowing for a consistent and developmental approach to teaching RSE across year groups.

Each topic is designed to complement cross-curricular links with subjects such as Science, Religious Education and Computing, reinforcing learning about relationships, personal well-being and staying safe. Class teachers are responsible for delivering RSE in their classrooms, with guidance and support from the RSE Coordinator and the Senior Leadership Team to ensure high-quality teaching that reflects the values and ethos of our school.

Foundation Stage

Teachers in the Foundation Stage base their RSE teaching on the objectives set out in the Early Years Foundation Stage (EYFS) Framework, ensuring alignment with the most recent updates.

This ensures that children are working towards the 'Early Learning Goals' within the area of Personal, Social and Emotional Development (PSED), which underpins early learning in relationships, self-awareness and well-being.

The goals focus on guiding children to develop positive relationships, understand their emotions, and begin to recognise the feelings and needs of others. Through carefully planned activities, children are encouraged to explore concepts such as kindness, friendships, and personal boundaries in an age-appropriate way. They are also supported in expressing their thoughts and feelings, building the foundations for respectful communication and emotional resilience.

Key Stage 1 and 2

We use the TenTen RSE curriculum for Relationships and Sex Education in Key Stage 1 and Key Stage 2 to ensure full coverage of the subject. Our curriculum provides opportunities for children of all abilities to develop their understanding of relationships, emotions, personal well-being and staying safe in an age-appropriate way.

Opportunities for progression are carefully planned to ensure that children build on their knowledge and skills year by year, deepening their understanding as they grow. Lessons are designed to incorporate cross-curricular links with subjects such as Science, Religious Education and Computing, reinforcing key learning in a meaningful and engaging way.

Long-Term Plans

Our Long-Term Plan for RSE outlines the key objectives for each year group, ensuring a structured and progressive approach to teaching Relationships and Sex Education. This is carefully planned to provide continuity and depth in learning.

Medium-Term Plans

Long-term objectives are broken down into half-termly or termly units of work, ensuring that key themes are revisited and built upon as children progress through the school. Medium-term plans are regularly reviewed to ensure they remain relevant, effective, and responsive to the needs of our pupils.

Short-Term Plans

Planning is implemented from Year 1 to Year 6, ensuring that RSE is taught regularly and meaningfully throughout the timetable. Planning clearly outlines learning objectives, which are drawn from the medium-term plans to ensure consistency and progression.

The RSE Coordinator and Senior Leadership Team monitor planning, lesson delivery and the impact of the curriculum through children's engagement and outcomes.

SEND and Equal Opportunities

At Holy Family Catholic Primary school, we adapt and differentiate learning opportunities for children with SEND in RSE lessons. Differentiation is incorporated into the lessons in a variety of ways:

- setting suitable learning challenges
- responding to children's diverse learning needs

Interventions to enable inclusion may involve:

- grouping for teaching and learning purposes
- additional support
- differentiated use of resources

RSE is incorporated into a wide range of cross-curricular subjects, ensuring a holistic approach to learning about relationships, well-being and personal development. In RSE lessons, we ensure that EAL (English as an Additional Language) children are supported in a variety of ways, such as:

- Emphasising key vocabulary and explaining it in an accessible way.
- Providing additional support from teachers or teaching assistants.
- Speaking clearly and using simple, age-appropriate language.
- Using visual resources, role-play, and real-life examples to enhance understanding.
- Making links to children's prior experiences to help them relate to new concepts.

This inclusive approach ensures that all children can fully engage with RSE lessons, regardless of their language proficiency.

Recording of Children's Work

Children's work in RSE is recorded in a folder, with responses taking a variety of forms, including worksheets, prayers, photos and personal reflections. When appropriate, children may record their thoughts through written responses, mind maps, discussions or creative activities such as drawings or role-play reflections.

Photographic evidence is used to capture group discussions, practical activities and interactive learning moments. Examples of children's work are retained to provide evidence of ongoing RSE teaching, assessment for learning and to celebrate their personal development. Additionally, key learning moments and displays may be shared on the school website to engage parents, carers and the wider community in the children's learning journey.

Marking

Marking is in line with the whole school marking and feedback policy applicable against work completed. Feedback relates to their attainment against the learning objectives for RSE.

Monitoring and Evaluation

RSE is monitored throughout school by the RSE coordinator and RE Team. Evidence is provided through:

- work scrutiny
- data analysis
- review of planning
- learning walks
- pupil interviews

Feedback is shared and discussed with senior management, staff and governors regularly.

Assessment

Teachers make regular assessments of each child's progress and record these using O Track.

Formative assessment opportunities are provided through:

- analysis of children's work
- peer assessment
- questioning
- discussions

Summative Assessment

By using regular formative assessments, teachers are able to determine which objectives have been achieved and which will need revisiting. This information is then reported to parents annually through termly Feedback Reports and through Parents Evenings.

Assessing GDS

Assessing RSE can be challenging as the development of personal skills and emotional understanding cannot be easily measured in right or wrong terms, unlike some other subjects. Teachers must consider the personal growth and the journey each child has undertaken to develop their understanding of relationships, well-being and personal development. Therefore, assessment in RSE should occur continuously through dialogue, discussions and feedback between children and staff, as well as through observations of their work and responses in different contexts.

When assessing children as working at GDS in RSE, staff will consider the following criteria:

Children can:

- Work independently to express their thoughts and feelings about relationships, personal well-being, and safety.

- Research and reflect on deeper aspects of emotional and social development, integrating their learning into their own experiences and demonstrating a nuanced understanding of these concepts.
- Display a higher level of emotional maturity and empathy when discussing and handling complex issues, thinking critically about how to enhance their relationships and personal growth.
- Evaluate their own progress in emotional understanding, demonstrating the ability to reflect on their actions and interactions and to identify ways to improve and develop further.
- Show a broader and deeper understanding of the themes covered in RSE, offering personal insights, making thoughtful judgments, and discussing their learning with confidence.

Oracy in RSE

At Holy Family Catholic Primary School, we recognise the importance of oracy in developing pupils' understanding of relationships, well-being and personal development. We aim to equip our children with the communication skills necessary to discuss, reflect on and evaluate their emotional and social learning, express their thoughts on relationships and engage in meaningful dialogue about their personal growth.

Opportunities for oracy in RSE lessons include:

- Discussion & Reflection: Pupils will regularly engage in discussions about personal well-being, relationships and safety, expressing their thoughts and evaluating different approaches to handling situations.
- Explaining Decisions and Feelings: Children will articulate their feelings, explaining their responses to various social and emotional situations and how they relate to their own experiences.
- Questioning: Open-ended questions will encourage pupils to reflect on their understanding of RSE topics, fostering critical thinking about their relationships and emotional development.
- Presentation Skills: Pupils will present and share personal reflections, demonstrating confidence in discussing sensitive topics and communicating their feelings effectively.
- Structured Talk Opportunities: Activities such as peer discussions, role-play, think-pair-share, and group reflections will be embedded into lessons to encourage active listening, empathy, and collaboration.

Arrangements for review

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the RSE policy aims are being met and that the standards of RSE are continuing to improve.

This policy will be reviewed again by the Executive Headteacher, Head of School and RSE coordinator by March 2026.