

**Our Lady of the Rosary
RSE Policy**

Our Journey
Love God
Others First
Respect All
Persevere to Succeed

Title Policy Approval: Policy Renew :	RSE Policy July 2026 July 2028
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Relationships Education, Sex Education and Health Education (RSHE)
Our Lady of the Rosary Primary School
Date of policy: July 2026

Foreword

Education is about more than academic achievement. Schools seek to prepare our young people for life in the world today. Their health and wellbeing and their relationships with others are vital components for living a fulfilled life and making a positive contribution to society. So, not surprisingly, Relationships Education, Sex Education and Health Education (RSHE) are an essential part of the overall school curriculum and the Government, through its Department for Education, regulates the content of those aspects of the curriculum.

Within the Catholic Church, we have a particular context in which we wish this education to be offered and specific views about certain elements of it. Consequently, on behalf of the Bishops' Conference of England and Wales, the Catholic Education Service (CES) offers advice and a model policy for how this area of the curriculum should be approached in Catholic schools. Our own Diocesan Department for Education has taken both the Government and the CES documents and brought them together into this model policy for use in schools within the Diocese of Salford. This ensures that Catholic teaching is set alongside the secular State requirements and will enable teachers to approach these often, sensitive matters with confidence and clarity.

When it comes to Sex Education, parents do have a legal right to withdraw their children (except for those aspects required by the National Curriculum for Science). Hopefully such incidences would be few and far between, since we believe that it is much better for children to be educated about these matters in a safe and structured environment, where the content and message accord with our Catholic values, rather than learning about them from randomly accessed sources.

Thanks must go to the professionals (advisers and teachers) who have helped to prepare this policy for the benefit of our staff and our young people. May it help to enhance the quality of their lives.

Rev Canon Michael Cooke VG
Moderator of the Curia

SCHOOL MISSION STATEMENT

Our Journey

Love God

Others First

Respect All

Persevere to Succeed



In this policy the Governors set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

Consultation has taken place involving

- Letter inviting questions and feedback from parents
- Links to parent classes and resources
- Pupil voice
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors. This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator and the Governing Body.

Dissemination

The draft 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, published on the school's web site.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that “children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships”. High quality RSE does this by promoting their “moral, social, mental and physical development” and cultivating “positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness”¹. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on “teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.”² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should “provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds...By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.”³

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections.

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’

(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.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.2

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.7

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.11

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.

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"⁴ 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**:

⁴ *Gravissimum Educationis* 1

- 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;
- how to keep themselves safe by 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 ADAPTIVE TEACHING AND LEARNING

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. See appendix for further information on adaptations for children with SEN

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 is The Life to the Full Programme which is designed for Catholic Schools. The scheme is organised into three main themes: **Created and Loved by God, Created to Love Others**, and **Created to Live in Community**.

Created and Loved by God focuses on personal identity, self-worth, emotional wellbeing, and understanding that every person is unique and made in the image and likeness of God. Pupils learn about physical and emotional development, including changes during puberty and the importance of caring for their mental and physical health.

Created to Love Others explores friendships, family relationships, respect, kindness, and communication. As pupils grow older, they learn about healthy relationships, personal boundaries, consent, and the Christian understanding of love and commitment within marriage and family life.

Created to Live in Community encourages pupils to recognise their responsibilities to others and to society. It promotes values such as compassion, service, inclusion,

and respect for diversity, while encouraging pupils to contribute positively to their communities and the wider world.

Throughout the programme, themes of dignity, respect, responsibility, and faith are emphasised. At Our Lady of the Rosary School, we have also woven the explicit teaching of British Values throughout the scheme, ensuring that pupils develop an understanding of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. The overall aim is to support children in developing the knowledge, skills, and virtues needed to build healthy relationships and make positive, informed decisions throughout their lives.

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include: **(not necessary, but some comment is useful)**

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

To ensure high-quality teaching and learning within the RSE curriculum, staff at Our Lady of the Rosary School consistently use the Education Endowment Foundation 5-a-day principles within all lessons. Key vocabulary for each unit is explicitly taught to develop pupils' understanding and confidence in using subject-specific language.

Each lesson begins with a flashback activity to support retrieval practice and strengthen pupils' retention of prior learning. At the end of every unit, staff complete an assessment sheet which identifies the key knowledge and understanding that pupils are expected to demonstrate. Teachers assess pupils against these objectives and, where a child is not yet meeting the expected standard, provide a commentary outlining the reasons for this and the next steps required to support further progress.

Assessment information is overseen by our monitoring cycle, and a governor supports and reviews an aspect of this process annually. Staff also use observations, discussions, and end-of-lesson activities to inform accurate teacher assessment and to ensure that pupils' understanding is regularly checked throughout the unit.

Learning is carefully adapted to meet the needs of all pupils, including those with additional needs. We have a specific document that is shared with both staff and parents which outlines the strategies and approaches used to ensure that all children can access and succeed within the curriculum (see Appendix).

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.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (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 delivery of the Relationships and Sex Education programme rests with Mrs H.Groves and Mrs Higson as PSHE/RSE leads along with staff, including those responsible for Religious Education, Science, Physical Education, PSHE and RSE. However, all staff have an important role to play in supporting the aims of the programme and in promoting the values that underpin it. Staff contribute to the development of pupils' understanding of positive relationships, respect and personal responsibility through their daily interactions and by modelling healthy, respectful and professional relationships with colleagues, parents and pupils. In doing so, they support the development of pupils' personal, social and emotional skills and help to foster an environment in which children feel valued, safe and able to flourish.

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 should adhere to the code of practice in the CES guidance 'Checklist for External Speakers to Schools'⁵ see appendix.

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 the policy meets statutory requirements;
- 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;

⁵ CES Checklist for External Speakers to Schools, 2016

- 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 diocese, CAT directors (where appropriate) and the Local Authority and 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.

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 specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. 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 a 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: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 for more detail) Parents will always be informed via Google Classroom if there are particularly sensitive subject/issues being taught that week.

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

H.Groves and H.Higson 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.



CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

In this checklist '**School(s)**' means all Catholic school(s). For the avoidance of doubt this includes:

- Catholic voluntary aided schools;
- Catholic independent schools (including Catholic academies);
- Catholic sixth form colleges; and
- Catholic non-maintained special schools.⁶

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.

Schools should also be mindful of the DfE guidance on "political impartiality in schools" which can be found by following this link:

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/political-impartiality-in-schools)

This checklist should be completed *prior* to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker's communications with pupils and parents and carers.

⁶ For the avoidance of doubt, the CES advises that the DfE guidance and this checklist should be followed by all of the specified educational settings listed above. This is the case, even where the DfE guidance does not apply to the setting type.

Name of Speaker		
Question	Answer	Actions needed/Comment
1. Will the Speaker be supervised at all times during their visit? If not, why not?	yes ☐ no ☐ further comment ☐	
2. Have you carried out safeguarding checks (if appropriate) for the Speaker and have these been recorded in accordance with the school's safeguarding procedures?	yes ☐ no ☐ further comment ☐	
3. Has the Speaker understood and confirmed that their communications in the school will: • be respectful towards Catholic teachings; • not be prejudicial or detrimental to the Catholic character of the school; • not engage pupils in political activity; • not cover certain partisan political views which are not deemed relevant or appropriate (provide details if applicable); • be delivered in accordance with the requirements set out in the DfE's guidance on political impartiality in schools (if appropriate).	yes ☐ no ☐ further comment ☐	
4. Have you reviewed the resources/materials that will be used by the Speaker?	yes ☐ no ☐ further comment ☐	
5. Have you reviewed other resources produced by the Speaker (and by any organisation the speaker	yes ☐ no ☐	

represents) even if they will not form part of the speaker's activities at the school?	further comment ☐	
6. Have you conducted a general internet search using the Speaker's name (e.g. a google search)? If parents or children and young people conducted a similar search are any concerns likely to arise?	yes ☐ no ☐ further comment ☐	
7. Can you confirm that the political views espoused by the speaker/speaker's organisation are in compliance with British values and do not involve taking an extreme political position?	yes ☐ no ☐ further comment ☐	
8. Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?	yes ☐ no ☐ further comment ☐	
9. Are there any other outstanding issues or concerns with the Speaker and/or their suitability?	yes ☐ no ☐ further comment ☐	
10. Will the Speaker deliver content of a high quality that is appropriate to the age and maturity of the children or young people in the audience?	yes ☐ no ☐ further comment ☐	

If you have any concerns regarding the suitability of this Speaker, you should contact your Diocese to seek further clarification.

Signed _____
Position _____
Dated _____

Approved for booking
Senior Staff member Name _____
Position _____
Dated _____

Our focus at OLOR is on teaching the fundamental building blocks and characteristics of positive relationships. In particular we focus on reference to friendships, family relationships, and relationships with other children and with adults.

We ensure British Values are promoted and weaved through everything we do at OLOR

We focus on equality and diversity, explicitly teaching pupils that our similarities and difference make us unique

PSHE and RSE
'I have come that you might have life and have it to the full' (John.10.10)

We teach that all children are made in the image and likeness of God. We encourage our children to develop their sense of worth through playing a positive contribution to school life and our community.

We teach that every child, regardless of gender, social disadvantage or special educational needs understands safe, happy and consensual relationships.

We aim to educate all our children on how they can become healthy, independent and responsible members of society

We enrich our PSHE and RSE curriculum by working with a range of charities and external agencies to provide expert-led workshops, real-life learning experiences and enhanced support for pupils' personal, social, and emotional development.

SEND RSE Overview for Parents



Supporting Your Child in PSHE & RSE

At OLOR we are committed to ensuring all children, including those with SEND, can access high-quality Relationships and Sex Education (RSE) in a safe and supportive environment. We adapt lessons to meet the needs of each child while following diocesan guidance and the school's RSE and PSHE policies.

Area of Need	Challenges Your Child Might Face	How We Support Them	Examples of Resources/Activities
Cognition & Learning	Understanding abstract concepts (relationships, consent, emotions); retaining key vocabulary	Use clear, simple language; break lessons into small steps; pre-teach vocabulary; use visuals and concrete examples	Emotion cards, social stories, visual timelines, simplified worksheets, keyword mats
Communication & Interaction	Difficulty expressing feelings; understanding social cues; anxiety in group discussions	Structured discussion formats; sentence starters; visual prompts; small-group or 1:1 support	Role-play with scripts, comic strip conversations, video modelling, choice boards

Area of Need	Challenges Your Child Might Face	How We Support Them	Examples of Resources/Activities
Physical & Sensory	Sensory overload; fine motor challenges; discomfort in busy learning spaces	Sensory breaks; alternative recording methods; calm spaces; adapted seating	Laptops/tablets, fidget tools, movement breaks, drawing or symbol-based responses
SEMH (Social, Emotional & Mental Health)	Anxiety, low self-esteem, difficulty regulating emotions	Trauma-informed approach; emotional check-ins; reassurance; access to trusted adult support	Mindfulness activities, worry boxes, feelings charts, reflective journals, safe-space passes

Non-Negotiables – What You Can Expect

- Lessons follow diocesan guidance and the school RSE & PSHE policies.
- Content aligns with statutory guidance and faith-based values.
- Parents/carers are informed in advance of any sensitive topics.
- Annual consultation with parents/carers regarding PSHE & RSE provision.
- SEND adaptations ensure access and understanding without altering statutory content.
- Safeguarding procedures are consistently followed, with clear signposting for support.

Appendix 4

Teaching of Protected Characteristics at OLOR

We are made in the
image of God,
and there's a part of
who He is that shows
up in this world
through each of us.

At OLOR we wish to promote the following:

- *We are all made in the image and likeness of God*
- *We are all equal in our differences*
- *We should celebrate our uniqueness*
- *There are no outsiders*

Under the Equality Act, you are protected from discrimination:

- When you are in the workplace
- When you use public services
- When you use transport
- When you join a club or organisation
- When you have contact with public bodies

At OLOR in EYFS and Key Stage 1 pupils are taught

- There are laws to ensure everyone is treated fairly
- There are 9 protected characteristics which protect people from being treated unfairly.

In Key Stage 2 children learn:

<i>Protected Characteristic</i>	<i>Year Group and Term</i>
Age	Y3 Summer 1
Disability	Y3 Spring 2
Gender Reassignment	Ten Ten advise to Secondary School
Race	Y3 Summer 1
Religion or belief	Y4 Spring 2
Marriage/Civil partnership	Y5 Summer 1
Sex	Y5 Summer 1
Sexual orientation	Ten Ten advise to Secondary School

Pregnancy and maternity	Y6 Summer 1
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