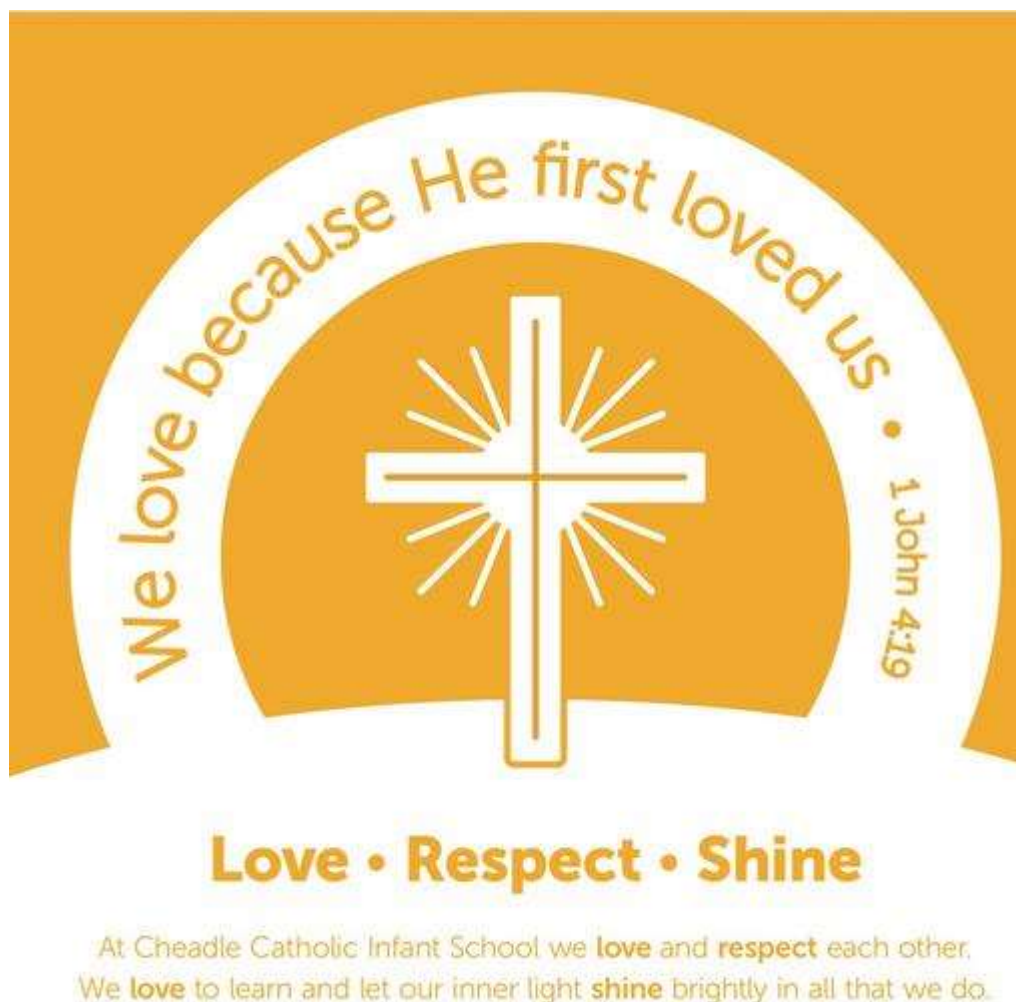


**Love ~ Respect ~ Shine**

# **Relationships & Sex Education Policy**

<b>Version</b>	<b>Author</b>	<b>Policy approved by</b>	<b>Approval date</b>	<b>Review date</b>	<b>Changes made?</b>
V1	P.Glynn Shrewsbury Diocese	Full Governing Body	10.11.20	10.11.22	No
	P. Glynn Shrewsbury Diocese	FGB	Sept 2023	Sept 2025	No

## Mission Statement



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

### Consultation that has taken place includes:

- Questionnaires to parents/ carers
- Review of RSE curriculum content with staff and pupil
- Consultation with parish priests
- Consultation with the school nurse
- Consultation with school governors

### Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors, the staff and parents in the Spring term 2021

This policy will be reviewed every year 2 years by the Head teacher, RSE Co-ordinator, the governing body and staff. The next review date is September 2025.

### **Defining Relationship, Health & Sex Education**

The DFE guidance defines RSE as:

**“Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”**

It is about the development of the children’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.

The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”

### **Statutory Curriculum Requirements**

The Department for Education states that ‘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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary 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.’

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 children. 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 children have a fundamental right to have their life respected whatever household they come from and support will be provided to help children deal with different sets of values.

## **Values & 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.

## **Aims of RSE & 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 children's 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" 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:

- 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
- Celebrating the gift of life-long, self-giving love
- Recognising the importance of marriage and family life
- Fidelity in relationships
- Reverence for the gift of human sexuality and fertility

## **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

## **To Know and Understand:**

- 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

## **Outcomes**

## **Inclusion & Differentiated Learning**

We will ensure RSE is sensitive to the different needs of individual children in respect to their different abilities, levels of maturity and personal circumstances and is taught in a way that does not subject children to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying), 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 children, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender, 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, health and sex curriculum.

## RSE Curriculum: (refer to RSE Long Term Plan)

In brief, our curriculum covers EYFS and KS1 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the children.

The three themes/ modules are:

- Created and loved by God
- Created to love others
- Created to live in community

## Scheme of Work

Our chosen Scheme of Work for RSE is called **'Life To The Full,'**

Each Theme/ Module is then broken down into Units of Work.

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

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.

This scheme has been recommended by the Bishop of Shrewsbury and ensures that RSE is taught within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. The framework of the programme covers all the themes described

above which are taken from the Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

**Life to the Full** is a fully resourced scheme of work in Relationships and Health Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, the pupils revisit the same topics at an age-appropriate stage through their school life.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

### **Life to the Full Content:**

We will be covering Programme Pathway #2.

This programme pathway delivers the programme over three terms on a two-year cycle.

In this pathway:

- Pre-school and Year One undertake Module 2 (Created to Love Others)
- Foundation Two and Year Two undertake Module 1 (Created and Loved by God)
- All year groups will undertake sessions from Module 3 (Created to live in Community)

The Gospel story sessions in Module 1 and the Trinity story sessions in Module 2 are run every year as they are foundational to the religious understanding taught in the programme.

(See Long Term Plan for more information).

### **Teaching strategies will include:**

- Establishing ground rules
- Distancing techniques
- Discussion
- Reflection
- Learning through stories
- Film & video
- Group work
- Role-play

### **Assessment**

Children demonstrate their knowledge of RSE in a variety of different ways.

Assessment is related to the concepts, skills and attitudes developed through the exploration of themes and learning outcomes. Assessment establishes what the children know, understand and can do, through observations and tasks to provide future progress. We have clear expectations of what the children will know, understand and be able to do at the end of each key stage.

### **Parents & 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. 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 RHSE 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.

**Whilst Relationships Education is statutory at Primary School, Sex Education is not and parents have the right to request that their child is withdrawn from Sex Education lessons.**

However, the Science curriculum does include content on human development including reproduction (in Year 6) and is statutory for all pupils.

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

### **Balanced Curriculum**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that children are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Children 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 children have access to the learning they need to stay safe, healthy and understand their rights as individuals.

### **Responsibility for Teaching the Programme**

The Headteacher and SLT have the responsibility for the specific relationships, health and sex education programme. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. Our school may call upon outside agencies and health specialists to deliver aspects of RSE, for example a nurse or midwife. Such visits will always complement the current programme and will not 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. Health professionals will follow the school's policies, minimising the potential for difficult comments using our school ground rules and distancing techniques as our teachers do. Teachers will ensure that all teaching is rooted in Catholic principles and practice.

The governors will ensure that the RSE programme is carried out in line with the agreed policy. The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents and the Diocesan Schools' Service.

### **Other Roles and Responsibilities regarding RSE**

#### **Governors**

- Draw up the RSE policy, in consultation with parents and teachers
- Ensure that the RSE Curriculum meets the requirements of the Diocese
- Ensure that the policy is available to parents
- Ensure that the policy is in accordance with other whole school policies, e.g., SEND, 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/ RE Leaders:**

The Leaders with the head teacher have 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 Key Stage Leaders and the members of staff with responsibility for safeguarding).

**Teachers:**

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 children. 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 child safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc.)

Children 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 pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RHSE long term plan.

**Children's Questions**

We want to promote a healthy, positive atmosphere in which RSE can take place.

We believe that children are best educated, protected from harm and exploitation by discussing issues within the context of the RSE programme. The use of ground rules will help to create a supportive climate for discussion. We advocate prewritten questions where teachers can select appropriate questions to answer.

**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 children, will help to create a supportive climate for discussion. 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

A parent will always be contacted if a child asks a question outside of the remit of a teacher and the RSE programme. In line with our Safeguarding policy, a referral to the Designated Safeguarding team will be made if a child is thought to be at risk of danger or abuse.

**Supporting Children & Young People Who are at Risk**

Pupils will 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 children 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.

### **Confidentiality and Advice**

Governors, teachers, support staff and parents will be made aware of this policy.

Children will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help children facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to children that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents and Headteacher.

### **Monitoring & 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 children's work at regular intervals. The programme will be evaluated annually by means of questionnaires / response sheets/needs assessment given to children, and / or by discussion with children, 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.

The policy will be reviewed every two years.

Appendix A – From DfE Statutory Guidance 2019

### **By the end of primary school:**

#### **Families and people who care for me**

Pupils should know

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage\* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

Pupils should know

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

## **Respectful relationships**

Pupils should know

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

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Marriage, according to the Catholic faith, is the union of one man and one woman.

By law marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

Pupils should know

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

## **Being safe**

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard,
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

