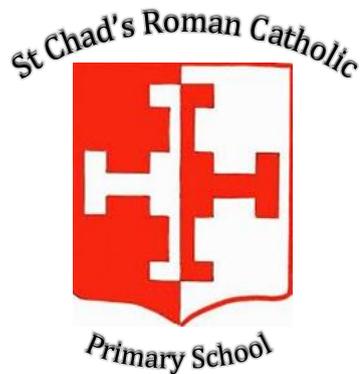


**St. Chad's RC Primary School Policies and Procedures**



# **Relationship and Sex Education (RSE) Policy**

**Updated: January 2021**

**Review Date: January 2023**

## **Aim of the RSE and the Mission Statement**

Through the partnership of parish, home and school, the mission of St Chad's is to support each other on our journey of faith. Our school Mission Statement states that we have a welcoming atmosphere, 'firmly rooted in Gospel values, we hope that each member of the school community is able to say with Jesus Christ, 'Love One Another As I Have Loved You' John, 15:12

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" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

To further support our mission statement, we believe in the unique dignity of the human person made in the image and likeness of God, as outlined in the key document 'Learning to love; An introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educators' This underpins our approach to RSE in school.

## **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors and parents in the spring term of 2021. This policy will be reviewed every 2 years by the Headteacher, RSE Co-ordinator, the Governing Body and school staff. The next review date is January 2023.

## **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 via email and a copy is available in the school office. Details of the content of the RSE curriculum and the RSE policy will also be published on the school's website.

## **Defining Relationship and Sex Education (RSE)**

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". 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." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

## **Statutory Curriculum Requirements**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further. 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.

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.

Parents **only** have the right to request that their child be excused from sex education within RSE only. The programme we have chosen to use is called 'Life to the Full' and within this programme, we have chosen to **not include** the teaching of sexual intercourse. Therefore, children cannot be withdrawn from lessons as the programme covers the statutory elements of the National Curriculum. Any parent who wishes to discuss this, are welcome to come and speak to the Headteacher, as withdrawing children from any part of the non-statutory curriculum has detrimental effects on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019).

### **RSE Programme - Life to Full**

We have chosen to use the Life to the Full programme, this is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. Therefore, we have confidence that the programme will be fit for purpose in supporting the growth and development of your child.

Life to the full is a fully resourced Scheme of Work for RSE for Catholic primary schools which embraces and fulfils the new statutory curriculum. The programme is taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life. The programme includes: teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The 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.

### **Programme Structure**

In Life to the Full, we will be following a three-stage structure which is repeated across three different learning stages:

- Key Stage One is aimed at Years 1 and 2\*
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

\*EYFS to follow in the future

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

1. Created and Loved by God
2. Created to Love Others
3. Created to Live in Community

Each 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

More information about the content of the RSE programme, 'Life to the Full', can be found in the appendix.

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

Responsibility for the specific relationships and sex education programme lays with the class teacher. 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 in their interactions 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. Health professionals i.e. the school nurse, 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.

## **Dealing with Sensitive issues**

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, children's questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate i.e. questions about a teacher's personal life or of a sensitive nature.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the emotional maturity and level of understanding of the child. In some instances certain questions will require parental involvement. The use of ground rules, negotiated between teachers and pupils, 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.

This RSE policy is compatible with the school's other policy documents (see Anti- Bullying policy, Safeguarding Policy, Behaviour Policy and SEN Policy).

## **Specific issues**

Children may sometimes refer to statements in or out of contexts that contains offensive language about homosexuals. These will be recorded and dealt with appropriately, as ignorance to such comments breeds an acceptance of homophobic attitudes and behaviour that is not acceptable in our school. All individuals have a basic right to safety and freedom from discrimination. Homophobic behaviour is as unacceptable as racism and sexism. This would be consistent with the aims and principles of current legislation and the guidelines of Ofsted.

## **Supporting Children 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 (see Safeguarding Policy).

### **Self-review, monitoring and evaluation**

The school is committed to delivering effective RSE programme for its pupils and recognises the value and importance of monitoring and evaluating the provision of RSE and the way in which all individuals are supported. The school will continually monitor the RSE programme through the work of the PSHE/RSE co-ordinator, which includes lesson observation, and teacher, pupil and parent feedback. They will report their findings to the Governing body on an annual basis in order to inform future policy development, planning and delivery.

# Appendix

## Programme Content

The programme adopts a spiral curriculum approach so that as your child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

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

### Module One: Created and Loved by God

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

In these sessions, we explore:

**Key Stage One** – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

**Lower Key Stage Two** – understanding differences, respecting our bodies, puberty and changing bodies (Year 4), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

**Upper Key Stage Two** – appreciation of physical and emotional differences, a more complex understanding of physical changes in girls' and boys' bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

### Module Two: Created to Love Others

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

**Key Stage One** – In the Unit ‘Personal Relationships’, children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit ‘Keeping Safe’, we explore the risks of being online by incorporating the ‘Smartie the Penguin’ resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource the NSPCC).

**Lower Key Stage Two** – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified Cognitive Behavioral Therapy (CBT) techniques for managing thoughts, feelings and actions.

Once again, for the ‘Keeping Safe’ unit, there are some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.

**Upper Key Stage Two** – The sessions for UKS2 in the ‘Personal Relationships’ module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

### **Module Three: Created to Live in Community**

Finally, Module Three: Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity.

In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.