



Relationships & Sex Education Policy

Mission Statement (5 Promises)	
Keep Everyone LEARNING	<p><i>Because God calls us to fullness of life in Christ we provide varied exciting opportunities for children to achieve highly.</i></p> <p>God invites us to promise; to keep everyone learning</p>
Keep Everyone INCLUDED	<p><i>Because God calls us to love our neighbour we respect and include each other and develop the skills of confidence, resilience, independence, empathy and understanding.</i></p> <p>God invites us to promise; to keep everyone included</p>
Keep Everyone SAFE	<p><i>Because God shows us the best way to live we get to know ourselves and learn how to be safe.</i></p> <p>God invites us to promise; to keep everyone safe</p>
Look After the World Around Us	<p><i>Because God calls us to live as faithful members of the community we respect the world around us.</i></p> <p>God invites us to promise; to look after the world around us</p>
Be Honest	<p><i>Because God calls us to be like him we get to know ourselves and learn to respect the truth.</i></p> <p>God invites us to promise; to be honest</p>

Approved by	Approval date	Review date
SDC	14 th September 2020	April 2022

Approved by Bishop Ralph Heskett CSsR June 2017

INTRODUCTORY MISSION STATEMENT

Relationships education becomes statutory in all primary schools in England from September 2020. In line with government guidance, it is recommended that age-appropriate sex education is also taught in all primary schools.

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 and sex education in the school.

“We expect all Catholic schools to ensure that space is made in the curriculum for Relationship and Sex Education (RSE)”.

Learning to Love: Catholic Bishops’ Conference of England and Wales 2017

Implementation and Review of Policy

Implementation of this policy will take place after consultation with the governors and parents during the summer term 2020 so that it may be in place in the Autumn term 2020. This policy will be reviewed every 2 years by the head teacher, RE co-ordinator, the governing body and staff.

Dissemination

The policy has been given to all members of the governing body, all parents and all teaching and non-teaching members of staff. Copies of the document can be found on the web site along with details of the content of the RSE curriculum.

DEFINING RELATIONSHIP AND SEX EDUCATION

In our school, we want relationship and sex education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy both physically and mentally.

STATUTORY CURRICULUM REQUIREMENTS

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. We are also legally required to teach those aspects of RSE which are statutory parts of National Curriculum for Science.

“The Second Vatican Council spoke of the need for a ‘positive and prudent sex education’ to be imparted to children and adolescents ‘as they grow older’....We may well ask ourselves if our educational institutions have taken up this challenge.”

Amoris Laetitia (AL) 280

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.

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 and support will be provided to help pupils deal with different sets of values.

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, 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.

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

We are committed 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, 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.

"..we all need to learn lessons in love, and to find joy and fulfilment in life."

Learning to Love: Catholic Bishops' Conference of England and Wales 2017

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;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- 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;
- 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 that there are different aspects of love.
- 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;
- medical advice on health and hygiene

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. This policy will also support the school to develop pupils who are conscious of the need to treat everyone with dignity, respect and tolerance.

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. We will ensure that pupils who are vulnerable, for whatever reason, are not subject to exploitation.

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.

Journey In Love is the RSE scheme that we use at Holy Family Catholic Primary School. An overview of the scheme can be found in Appendix 2. It is a recommended programme of study and has been written so that year on year the children build on their knowledge and awareness. It also supports the Religious Education, PSHE and Science curriculum taught within the school. We have also had training on the use of **10:10** resources which may be available for use after April 2021.

As with all aspects of learning, children are naturally curious and many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and again these are treated with care and understanding.

Whilst sex education may not be statutory in primary schools the government continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

PARENTS AND CARERS

We recognise that parents and carers 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 have **the right to withdraw** their children from Sex Education elements of this curriculum (see above) but not the Relationship Education part or 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. **However, it is strongly advised that parents discuss their concerns with the headteacher before giving notice of withdrawal.** 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.

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the Lead teachers for RE Science and PE. 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 may 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 'Protocol for Visitors to Catholic Schools'.

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 head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Schools' Department and the Local Education Authority (where appropriate), also appropriate agencies.

RE Co-ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. *(They may be supported by the DSL).*

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 policy should be read in conjunction with the Child Protection Policy, E-Safety Policy, Behaviour Policy and Anti-Bullying Policy.

All pupils, including those with special educational needs and disabilities 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.

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 in an age-appropriate manner, and be sure that they will be free from bullying or harassment from other children and young people. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. As we use a graduated, age-appropriate programme of Relationships Education this should help build the confidence for children to be open and help staff to respond to questions in an appropriate manner – this may be after the lesson has ended and with consultation with parents. We recognise that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and create a potential for discussion on a one-to-one basis. We will consider what is appropriate and inappropriate in a whole-class setting, and support teachers with training in answering questions that are better not dealt with in front of a whole class.

There may be sensitive or controversial issues when teaching about relationships. 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. At all times teachers should seek support of the DSL to ensure safeguarding is the priority.

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. Consideration will be given by senior leaders as to how teachers will be able to create the right environment for delivering lessons. 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. Teachers will be supported in ensuring that they know what to do, particularly in the case of disclosure of abuse.

CONFIDENTIALITY AND ADVICE

School leaders will ensure that 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 circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The RE Co-ordinator, in association with other relevant curriculum co-ordinators, 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.

References

DfE: Statutory Guidance June 2019 <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Hallam Diocese School Department Model RSE Policy 2017

Learning to Love: An introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educators; Department of Catholic Education and Formation, Catholic Bishops' Conference of England & Wales; March 2017

Amoris Laetitia (The Joy of Love): Apostolic exhortation, Pope Francis, March 2016

Gravissimum Educationis 1; (Declaration on Christian Education); Second Vatican Council 1965

Protocol for Visitors to Catholic Schools; CES Feb 2011

APPENDIX 1: Sources of Information

Catholic Documents

- A Model Primary Catholic RSE Curriculum: Catholic Education Service (CES); 2019
<file:///C:/Users/head/Downloads/13419 Attachment 1 - A model Primary Catholic RSE curriculum 2019.pdf>
- Good practice in developing a school RSE policy: Revised 2020
<file:///C:/Users/head/Downloads/Good practice in developing a school RSE policy 2020.pdf>
- Catholic RSE Quality Standard: <file:///C:/Users/head/Downloads/CatholicRSEZQualityZStandard.pdf>
- Governor Audit for Monitoring RSE: <file:///C:/Users/head/Downloads/GovernorZauditZforZmonitoringZRSE.pdf>
- A Journey in Love - Volume 1 - A developmental programme for children in the primary years.: Sister Jude Groden
- Learning to Love: Catholic Bishops' Conference of England and Wales; March 2017
- Arundel & Brighton Diocese : Resources
<https://www.abeducationservice.org.uk/ViewArticle/?section=Resources&id=552>
Curriculum Map:
<https://www.abeducationservice.org.uk/ContentDocuments/1061.PDF>
- Made in God's Image: Challenging homophobic and biphobic bullying in Catholic Schools; St Mary's
○ University Twickenham & Catholic Education Service 2017
- Scottish Catholic Education Service: God's Loving Plan (Primary) SCES website. <http://sces.org.uk/gods-loving-plan-2/>

Other resources that have been used in formulating this policy.

- Human development and reproduction in the Primary Curriculum: The Association for Science Education and the PSHE Association : March 2016
- Big Talk Education: providing visiting speakers' programme for schools and parents:
<http://www.bigtalkeducation.co.uk/>
- No Outsiders in Our School: Teaching the Equality Act: Andrew Moffat
- Sex Education Forum Resource List: Website link:
<http://www.sexeducationforum.org.uk/resources/resources-for-sre.aspx>

APPENDIX 2

A Journey in Love is a resource created by Sister Jude Groden of BRES. It is the recommended programme of study for Catholic schools for Relationship and Sex Education, and has been written as a progressive scheme of work that supports the Religious Education, PSHE and the National Curriculum for Science and PE taught at this school.

Throughout A Journey in Love, an aspect of the mystery of love is focussed upon in each group, children and young people are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth in the Primary Years through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development.

As with all aspects of learning, children are naturally curious and many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and again these are treated with care and understanding.

A Journey in Love highlights the importance of parental input and children will be told to discuss their lessons at home. As a parent, you have the right to withdraw your child from the Sex Education part of these lessons if you wish to do so.

The programme is made up of 4 areas:

- Physical
- Social
- Emotional
- Intellectual

Each area is broken down into:

- Activities
- Pause & Reflect
- Prayer

Topics covered in each year group:

Reception: God loves each of us in our uniqueness

Y1: We meet God's love in our family

Y2: We meet God's love in the community

Y3: How we live in love

Y4: God loves us in our differences

Y5: God loves me in my changing and development

Y6: The wonder of God's love in creating new life

Overview

Year Group	Theme	Intended Outcomes	Key Vocabulary
Reception	God loves each of us in our uniqueness.	Children know and understand that God has made them unique and that although we are all different we are all special to him.	God, unique, different, special, eyes, hair, boy/girl, hands, fingers, name, family, love, womb, describe
Year 1	We meet God's love in our family	Children know and understand that they are growing and developing as members of their own family and God's family.	God, unique, friend, important, different, special
Year 2	We meet God's love in the community	Children know and understand that they are growing and developing in a God-given community	God, community, belonging, family, father/mother, carer/guardian, feelings, emotions
Year 3	How we live in love	Children know and understand the virtues essential to friendship, e.g. loyalty, responsibility... and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.	God, forgiveness, health, safe, exercise, relationships, community, alone, lonely, personal space
Year 4	God loves us in our differences	Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.	God, gifts, talents, difference, development, change, male and female body parts, conflict, appreciate, celebrate, achievement
Year 5	God loves me in my changing and development	Children become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom, etc. and grow further in their understanding of God's presence in their daily lives.	God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, reproduction, production, hormones, menstruation
Year 6	The wonder of God's love in creating new life	Children develop in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.	God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, marriage, fiancé, fiancée, sperm duct, bladder, prostate gland, penis, testicle, scrotum, ovary, uterus, vagina