

St. Theresa's Catholic Primary School

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Catholic Primary School



Relationships and Sex Education Policy

"We learn together, we play together, we pray together, we grow together in the love of God"

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Catholic Primary School



Validation grid

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1. Defining Relationship and Sex Education (RSE)

The Department for Education (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 themselves 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.

At St. Theresa’s the focus is 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.

2. Statutory Curriculum Requirements

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

3. 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 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 and support will be provided to help pupils deal with different sets of values. It will also prepare pupils for life in modern Britain.

4. 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.

5. Policy Aims

Our Mission Statement "We learn together, we play together, we pray together, we grow together in the love of God" 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, 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.

6. Objectives

To develop the following *attitudes and virtues*:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following *personal and social skills*:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To *know and understand*:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

7. 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.

8. Equalities Obligations

The Governing Body has 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.

9. 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.

10. Programme/Resources

The school will teach Science as prescribed by the National Curriculum in Key Stages 1 and 2. Topics related to RSE will cover:

- identifying and naming basic parts of the human body
- understanding that animals, including humans, have offspring which grow into adults
- describe the changes as humans develop to old age
- describing the life process of reproduction in some plants and animals

In addition to this, the Year 6 pupils will be given explicit human reproduction lessons.

The school will also use the Ten:Ten "Life to the Full" resources. Please see Appendix I for the overview.

Teaching strategies will include:

- establishing ground rules
- discussion
- reflection
- brainstorming
- film & video
- group work
- values clarification

11. 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.

Y6 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 are consulted 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 the specific Y6 Sex lessons. Before granting any such request the Headteacher will discuss the request with the parent to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have 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 (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

12. Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

13. Responsibility for Teaching the Programme

Responsibility for the specific RSE programme lays with the relevant curriculum staff; this will normally include science, religious education, physical education, RSE and PSHE.

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.

14. 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. We will use the CES guidance for these occasions: [6771eb850cc26c0b8fd1a98c Checklist for external speakers FINAL 2022.docx](#)

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.

15. 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;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-ordinator

The co-ordinator with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering

academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching RSE. All 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.

16. 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, Child Protection and Safeguarding Policy etc.)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

17. 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.

18. 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.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g. where a child's questions hint at abuse, are deliberately tendentious or are of a personal nature.

19. 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.

20. 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, for instance in matters which are illegal or abusive. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken.

21. Monitoring and Evaluation

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans and schemes of work at regular intervals. The programme will be evaluated biannually by discussion with 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.

Ten:Ten Resources (Programme Pathway #2) Overview

	<u>Module 1</u> Created and Loved by God	<u>Module 2</u> Created to Love Other	<u>Module 3</u> Created to Live in Community
<u>EYFS</u> Reception	<ul style="list-style-type: none"> • Our uniqueness in real terms • Celebrating difference and individual gifts, talents and abilities • Looking after and using our bodies • The necessity of when and how to say sorry in relationships • A basic exploration of Jesus' forgiveness and growing up as God's plan for us • Understand that change is a part of growing up 	<ul style="list-style-type: none"> • Vocabulary to identify different family/friend relationships • The features of positive/negative behaviour in relationships • The importance of resolving conflict and asking for forgiveness where necessary • Practical ways to stay safe inside and out • Staying safe around medicines • People who help us in emergencies 	<ul style="list-style-type: none"> • Understanding the responsibilities they have to people and the planet now, and increasingly as they get older • Learning about different jobs in the community and how work can contribute to a sense of fulfilment • Understand different jobs in the community and that "money does not grow on trees"
<u>Key Stage 1</u> Year 1 and 2	<ul style="list-style-type: none"> • We are uniquely made by a loving God • We have differences and similarities • Key information about staying physically healthy • Understanding feelings and emotions, including strong feelings such as anger • Celebrating how they already have changed and grown and how their experiences help prepare them for changes to 	<ul style="list-style-type: none"> • 'Special people' in their lives who they love and can trust • Coping with various social situations and dilemmas • The importance of saying sorry and asking for forgiveness within relationships • The risks of being online • The difference between good and bad secrets • Teaching on physical boundaries (incorporating the 	<ul style="list-style-type: none"> • Children will learn about the different communities that they are part of, both local and global • They will think about what it means to belong to a community and the rights and responsibilities that come with it • Children will also learn that how they act can help or harm their communities • The skills, strengths and qualities needed for different jobs, and

	come, including the transition to their next class	<p>PANTS resources from the NSPCC)</p> <ul style="list-style-type: none"> • The effects of harmful substances (including alcohol and tobacco) • Some basic First Aid and what they should do in an emergency 	<p>consider some of their own strengths and interests</p> <ul style="list-style-type: none"> • Money is something to be valued and taken care of but that money and things we have are not more important than love
<p><u>Lower Key Stage 2</u></p> <p>Year 3 and 4</p>	<ul style="list-style-type: none"> • Understanding differences • Respecting our bodies • Puberty and changing bodies • Strategies to support emotional wellbeing including practicing thankfulness • The development of pupils' understanding of life before birth • Learning some coping strategies and explore how to prepare for new changes, including relying on the constancy of God 	<ul style="list-style-type: none"> • A more complex appreciation of different family structures • Activities and strategies to help them develop healthy relationships with family and friends • Techniques for managing thoughts, feelings and actions • Incorporate some NSPCC resources around online safety • Teaching on bullying and abuse through a series of animated stories • The effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older • The crucial role of First Aid in emergency situations • Identify legal rights, discuss scenarios where these are compromised, and offer an opportunity for pupils to consider how their own responsibilities relate to rights 	<ul style="list-style-type: none"> • How we can put love into action in the communities we live in • Why people do different jobs and the factors that influence job choices • Practicalities of managing money including different payment methods, budgeting and keeping track of spending and how our choices can impact on our lives and the lives of others

<p><u>Upper Key Stage 2</u></p> <p>Year 5 and 6</p>	<ul style="list-style-type: none"> • 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 • Menstruation • Feelings about moving to secondary school and strategies that will help them with this transition, with a particular focus on resilience and gratitude 	<ul style="list-style-type: none"> • Equip children with strategies for more complex experiences of relationships and conflict • Identify and understand how to respond to spoken and unspoken pressure • The concept of consent • Further teaching on how our thoughts and feelings have an impact on how we act • Risks of sharing and chatting online • A more complex understanding of different forms of abuse (neglect, physical, emotional, sexual) • How drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning • Essential First Aid such as DR ABC and the recovery position 	<ul style="list-style-type: none"> • Look at current news stories, applying Catholic Social Teaching to analyse the issues and come up with ways of reaching out to others and spreading God's love in their communities • The process of getting and changing jobs, the factors that influence job choices, and the challenges of gender stereotyping and unemployment • Practicalities of managing money including different payment methods, budgeting and keeping track of spending and how our choices can impact on our lives and the lives of others
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