

Relationships and Sex Education Policy

St Francis' Catholic Primary School



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Committee Responsible: N / A

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RELATIONSHIPS AND SEX EDUCATION

This policy was written in collaboration with the Newman Partnership.

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

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. Please see Appendix 2 for these elements.

Parents/carers will be informed 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 have the right to withdraw their children from part or all of the sex education delivered as part of RSE that are not included in the Science National Curriculum. Should parents wish to withdraw their child/ren they are asked to notify the school by contacting the head teacher.

RATIONALE: ‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)

We teach 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 family and marriage whilst acknowledging that all pupils have a fundamental right to have their home life respected.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, family life and marriage. 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: respect, appreciation, patience, forgiveness, justice and commitment. These virtues are the pillars around which the entire teaching and learning will be based.

We aim to develop the following attitudes and virtues:

- respect 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 family life and marriage;
- fidelity in relationships.

We aim 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;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

Pupils will know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;

- the Church's teaching on family life, marriage and the importance of marriage;
- 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.

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' 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. (In looking at these questions, it is important to draw links to the school's equality information and behaviour 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 pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

BROAD CONTENT OF RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

PROGRAMME / RESOURCES

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

Appendix 1 – Curriculum coverage

ASSESSMENT

Pupil's learning will be assessed in line with our Assessment Policy and take into account children's age and stage of learning.

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.

ROLES AND RESPONSIBILITIES

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., 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 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 in-service training. *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the science, PHSE and Sex Education Programmes. It includes guidelines about pupil safety and is compatible with the school's other policy documents.

CONTROVERSIAL OR SENSITIVE ISSUES

The school wants 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.

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 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.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents will 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 Safeguarding Policy.

MONITORING AND 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 pupils work at regular intervals. The programme will be evaluated biannually. The next review date is February 2022. Governors remain ultimately responsible for the policy.

St Francis' Primary RSE curriculum

This curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- **Created and loved by God** (this explores the individual). The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others** (this explores an individual's relationships with others). God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- **Created to live in community – local, national & global** (this explores the individual's relationships with the wider world). Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society. 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.

Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

Theme 1: Created and Loved by God

Education in virtue

EYFS & KS1

In a Catholic school, pupils are growing to be:

- 1.1.1.1. Respectful of their own bodies and character
- 1.1.1.2. Appreciative for blessings
- 1.1.1.3. Grateful to others and to God
- 1.1.1.4. Patient when they do not always get what they want

KS2

In a Catholic school, pupils are growing to be:

- 2.1.1.1. Respectful of their own bodies, character and giftedness
- 2.1.1.2. Appreciative for blessings
- 2.1.1.3. Grateful to others and to God
- 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods
- 2.1.1.5. Discerning in their decision making
- 2.1.1.6. Determined and resilient in the face of difficulty
- 2.1.1.7. Courageous in the face of new situations and in facing their fears

Religious understanding of the human person: loving myself

Pupils should be taught:

- 1.1.2.1. We are made by God and are special
- 1.1.2.2. We are all God's children
- 1.1.2.3. Ways of expressing gratitude to God
- 1.1.2.4. About the sacrament of Baptism

Pupils should be taught:

- 2.1.2.1. We are special people made in the image and likeness of God
- 2.1.2.2. We are children of God with an innate dignity
- 2.1.2.3. God has created us for a purpose (vocation)
- 2.1.2.4. Life is precious and their body is God's gift to them
- 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God
- 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

Me, my body and my health

EYFS & KS1

Pupils should be taught:

Me

- 1.1.3.1. We are all unique individuals
- 1.1.3.2. We all have individual gifts, talents and abilities

My body

- 1.1.3.3. The names of the external parts of the body
- 1.1.3.4. The similarities and differences between girls and boys

My Health

- 1.1.3.5. How to maintain personal hygiene
- 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating

KS2

Pupils should be taught:

Me

- 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy
- 2.1.3.2. Strategies to develop self-confidence and self-esteem
- 2.1.3.3. Each person has a purpose in the world
- 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)

My body

- 2.1.3.5. Their body will change and develop as they grow
- 2.1.3.6. About the growth and development of humans and the changes experienced during puberty
- 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)

My health

- 2.1.3.8. How to make informed choices that have an impact on their health

Emotional well-being and attitudes

EYFS & KS1

Pupils should be taught:

Emotional well-being

- 1.1.4.1. That we all have different likes and dislikes
- 1.1.4.2. A language to describe feelings

Attitudes

- 1.1.4.3. A basic understanding that feelings and actions are two different things
- 1.1.4.4. Simple strategies for managing feelings and behaviour
- 1.1.4.5. That choices have consequences

KS2

Pupils should be taught:

Emotional well-being

- 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty
- 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings
- 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)
- 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves

Attitudes

- 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky
- 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources

Life cycles and fertility

EYFS & KS1

Pupils should be taught:

Life cycles

1.1.5.1. That there are life stages from birth to death

KS2

Pupils should be taught:

Life cycles

2.1.5.1. How a baby grows and develops in its mother's womb

2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)

Fertility

2.1.5.3. The nature and role of menstruation in the fertility cycle

2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova

Theme 2: Created to love others

Education in virtue

EYFS & KS1

In a Catholic school, pupils are growing to be:

- 1.2.1.1. Friendly, able to make and keep friends
- 1.2.1.2. Caring, attentive to the needs of others and generous in their responses
- 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs
- 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them
- 1.2.1.5. Courteous, learning to say, "please" and "thank you"
- 1.2.1.6. Honest, able to tell the difference between truth and lies

KS2

In a Catholic school, pupils are growing to be:

- 2.2.1.1. Loyal, able to develop and sustain friendships
- 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble
- 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different
- 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships
- 2.2.1.5. Courteous in their dealings with friends and strangers
- 2.2.1.6. Honest, committed to living truthfully and with integrity

Religious understanding of human relationships: loving others

Pupils should be taught:

- 1.2.2.1. We are part of God's family
- 1.2.2.2. All families are important
- 1.2.2.3. That saying sorry is important and can help mend broken friendships
- 1.2.2.4. Jesus cared for others
- 1.2.2.5. That we should love other people in the same way Jesus loves us

Pupils should be taught:

- 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese
- 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation
- 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness
- 2.2.2.4. The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment

Personal Relationships

Pupils should be taught:

- 1.2.3.1. The characteristics of positive and negative relationships
- 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special
- 1.2.3.3. There are different family structures and these should be respected
- 1.2.3.4. Families should be a place of love, security and stability.
- 1.2.3.5. The importance of spending time with your family
- 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours
- 1.2.3.7. To recognise when people are being unkind to them and others and how to respond
- 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable

Pupils should be taught:

- 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong
- 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family
- 2.2.3.3. Marriage represents a formal and legally recognised commitment
- 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments
- 2.2.3.5. The characteristics of a healthy family life.
- 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences
- 2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond
- 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond
- 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised
- 2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes

Keeping safe and people who can help me

Pupils should be taught:

Keeping safe

1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online

1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable

1.2.4.3. The difference between good and bad secrets

1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation

1.2.4.5. Importance of seeking and giving permission in relationships.

People who can help me

1.2.4.6. Who to go to if they are worried or need help

1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations

Pupils should be taught:

Keeping safe

2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe

2.2.4.2. How to use technology safely

2.2.4.3. That not all images, language and behaviour are appropriate

2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond

2.2.4.5. Importance of seeking and giving permission in relationships

People who can help me

2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them

2.2.4.7. How to report and get help if they encounter inappropriate materials or messages

2.2.4.8. To keep asking for help until they are heard

Theme 3: Created to live in community (local, national and global)

Education in virtue

EYFS & KS1

In a Catholic school, pupils are growing to be:

- 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally
- 1.3.1.2. People who serve others, locally, nationally and globally
- 1.3.1.3. Active in their commitment to bring about change

KS2

In a Catholic school, pupils are growing to be:

- 2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally
- 2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally
- 2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally

Religious understanding of the importance of human communities

Pupils should be taught:

- 1.3.2.1. That God is Father, Son and Holy Spirit
- 1.3.2.2. Some scripture illustrating the importance of living in community
- 1.3.2.3. Jesus' teaching on who is my neighbour

Pupils should be taught:

- 2.3.2.1. God is Trinity – a communion of persons
- 2.3.2.2. The key principles of Catholic Social Teaching
- 2.3.2.3. The Church is the Body of Christ

Living in the wider world

Pupils should be taught:

- 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community
- 1.3.3.2. That their behaviour has an impact on the communities to which they belong
- 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;
- 1.3.3.4. About what harms and improves the world in which they live

Pupils should be taught:

- 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)
- 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers
- 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread

1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands

2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another

APPENDIX 2

Elements of the Science National Curriculum Included in the RSE Scheme of Work:

Living things and their habitats Y2 Sc2/2.1b
Animals including humans Y2 Sc2/2.3b and c
Animals including humans Y3 Sc3/2.2
Animals including humans Sc5/2.2a