



Relationships and Sex Education Policy

Date:	May 2019	Review:	May 2022
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Mission Statement

'WE ARE A FAMILY WHO LOVE, BELIEVE AND ACHIEVE TOGETHER.'

Policy Statement

This policy sets out the intentions of the Relationships and Sex Education Curriculum (RSE). We set out our rationale for and how we will approach the relationships and sex education in St Margaret Ward.

Consultation/preparation carried out prior to writing this policy

A. Flynn sought advice from Colette Garner (Assistant Director of Schools in Shrewsbury Diocese) as to what scheme the Diocese recommends primary schools use and what schemes are being used by other Trafford schools also in the Shrewsbury Diocese.

A Flynn also spoke to colleagues in different authorities and dioceses to research how they teach RSE and the schemes that they use.

Defining Relationships 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” (Sex and Relationship Education Guidance, DfEE, 2000.) It is about the development of the pupil’s knowledge and understanding of her/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
- Knowledge and Understanding

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.

‘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 Christian life is the Trinity: Father, Son and Holy Spirit in communion; united in loving relationships and embracing all people and all creation. We believe that we are made in the image and likeness of God and gender and sexuality are seen as God's gift and reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationships 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 curriculum 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.

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 God's call to love others with a respect for their dignity and the dignity of the human body. The following virtues will be explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aim of RSE

We believe that RSE is an integral part of education at our school. Furthermore, we aim to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of every person 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" (Gravissimum Educationis) which is compatible with their physical, cognitive, psychological, and spiritual maturity and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and values:

- 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, social media 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
- 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
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

When teaching RSE, it is important to create an environment where children:

- Feel safe and secure
- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination
- Use positive and encouraging language

Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils, in respect to pupils of different abilities, levels of maturity and personal circumstances. 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.

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, sex, gender identity, religion or sexual orientation or whether they are looked after children.

A Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with the teaching of the Church, 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. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Where is RSE taught?

The relationship aspect of RSE is developed through the children's Religious Education Curriculum (see Appendix 1). In its wider sense, RSE will be taught through a planned

programme (for year 5 and year 6 – All that I am). RSE will also be covered through Science lessons. It is taught throughout the years, either as discrete topics/units or integrated into other topics at a level appropriate to the needs and maturity of the pupils (see appendix 2). We ensure that the same messages about being safe online are taught in Computing/E-Safety.

The RSE Curriculum

The RSE programme used at St Margaret Ward is called: *A Journey in Love* .

It is a 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 Science curricula taught within the 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.

Themes explored in each year group...

- Nursery - Wonder at God's Love.
- Reception - God loves each of us in our uniqueness.
- Year One - We meet God's love in our family.
- Year Two - We meet God's love in the community.
- Year Three - How we live in love.
- Year Four - God loves us in our differences.
- Year Five - God loves me in my changing and development.
- Year Six - The wonder of God's love in creating new life.

Our school nurse is invited into school to talk to children in year 5 (during the summer term) about puberty.

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.

How will we assess pupils' learning in RSE?

Pupils' progress in learning in RSE is assessed as part of the assessment of RE, science and PSHE.

How will we monitor and evaluate RSE?

The RSE Subject Lead 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 by discussion with pupils, staff and parents.

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.

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 child's learning. They will be sent a copy of the PowerPoint that will be used (from the Journey in Love scheme) and will have the opportunity to ask their child's class teacher any questions that they have.

Parents have ***the right to withdraw*** their children from RSE (except in those sessions which are required by the Science National Curriculum). If parents wish to withdraw their child from the RSE sessions, they are asked to notify the school by contacting the headteacher.

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

Who is responsible for teaching the RSE programme?

The responsibility for the specific relationships and sex education programme is with the RSE Subject Lead as well as coordinators of the following subjects: Religious Education, PSHE, Science, Computing and Physical Education.

All Staff

All teachers have a responsibility of care. As well as fostering academic progress, they should actively contribute to the physical, moral and spiritual well-being of 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. The contents of this

policy and the RSE programme will be shared with all staff so everyone is fully aware of their responsibilities.

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 developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

Health professionals should follow the school's policies. They will ensure that all teaching is rooted in Catholic principles and practice.

Governors

Governors have a responsibility to ensure:

- that the policy is available to parents
- that the policy is in accordance with other whole school policies
- that parents know of their right to withdraw their child/children
- a link governor is involved in sharing the monitoring and evaluation of the programme, including resources used
- that the policy provides 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.

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.

Supporting children and young people who are at risk.

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 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, 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 our school's policies. 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 circumstances, they would have to inform others, e.g. Designated Safeguarding Lead, parents, head teacher etc but that the pupils would always be informed first that such action was going to be taken.

This policy needs to be read alongside other school policies including:

- Inclusion
- Safeguarding
- PSHE
- Behaviour
- Single Equality
- Science
- E-Safety

Appendix 1

RSE and Religious Education (The Way, The Truth and The Life)

RSE is relevant in the following topics of the RE curriculum:

Autumn:

- God's World (EYFS) – We are part of God's family
- God's Great Plan (Year One) – God loves us
- Mysteries (Year Two) - God's gift to us is Jesus
- The Christian Family (Year Three) – The Church is the family of God
- The Bible (Year Four) – God's story of love
- Creation (Year Five) – God's gifts to us
- The Kingdom of God (Year Six) – Values of the Kingdom of God
- Advent/Christmas – Loving: gift

Spring

- Getting to know Jesus (EYFS) –Showing love to others
- Families and Celebrations (Year One) – Families/Churches family
- Following Jesus (Year One) - Friendships
- The Good News (Year Two) – Helping others
- Sacrament of Reconciliation (Year Three) - Forgiveness
- Jesus the Teacher (Year Four)- Lent is an opportunity to make changes for the better.
- Inspirational People (Year Five) – Jesus' Mission and The Beautitudes
- Reconciliation (Year Five) - Forgiveness
- Exploring the Mass (Year Six) – Commandments – Jn 13:34 –“Love one another; just as I have loved you.”

Summer

- Our Church Family (EYFS) – That we all belong to God's Family.
- The Resurrection (Year One) – Disciples reaction to what happened during Easter.
- Eastertide (Year Two) – To hear and reflect on the story OF Easter.
- Celebrating Easter and Pentecost (Year Three) – To hear and live out the message of Easter.
- The Church (Year Four) – Belonging to a community.
- Other Faiths (Year Five) – Being friends with people of other faiths.
- Called to Serve (Year Six) – Responding to God's Call.

Appendix 2

RSE and Science in the National Curriculum

Key Stage 1

Year 1

Animals, including humans

Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on:

- questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow.

Key Stage 2

Year 3 - No content linked to RSE

Year 4 - No content linked to RSE

Year 5

Living things and their habitats

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals.

Non-statutory guidance

Pupils should find out about different types of reproduction, including sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age.

Non-statutory guidance

Pupils should draw a timeline to indicate stages in the growth and development of humans.

They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 - No content linked to RSE