

# Relationship and Sex Education Policy



*"A Christ-centred family, illuminated by the light of faith, inspired to achieve."*

**"In the light of God's love, together we will grow."**

## Rationale:

*I have come that you might have life and have it to the full. (John 10:10)*

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as RSE are all underpinned by a theology of relationship and are all encompassed in the title, 'Relationships and Sex Education'. (RSE)

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our school. Our approach to relationship and sex education, therefore, is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently.

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically and physically towards our understanding of Christian maturity.

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DfE, all relationship and sex education in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

All relationship and sex education 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.

## Aim of RSE

We aim, in partnership with parents and rooted in the Catholic vision of education of the human person, to provide our pupils with the values and personal skills to develop positive relationships in their lives. Pupils will be educated about sexual relationships comparable with their level of maturity and according to the National Curriculum.

## Objectives of RSE

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people, as they are prepared to be active citizens in the Catholic and wider communities.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To develop pupils' ability to make good choices.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To help pupils manage emotions within relationships, especially when relationships break down.
- To develop a sense of responsibility for their own actions and a recognition of the impact of these on others.
- To help pupils to develop a healthy, safe lifestyle.
- To help pupils recognise and manage risk
- To ensure that pupils protect themselves and ask for help and support when needed, including on-line safety.
- To ensure that pupils are prepared for puberty.
- To offer sex education in the wider context of relationships.
- To know and understand the facts about human reproduction within a safe and loving relationship.

## Delivery of RSE

RSE is taught through our ethos in school and through the subjects of Religious Education, PSHE, science, computing and by way of a cross-curricular, integrated approach.

All elements of PSHE and Citizenship, whilst non-statutory at Key Stage 1 and 2 are covered. Significant aspects of relationship and sex education remain part of the National Curriculum for science. These will be taught to all pupils. (Parents are unable to withdraw pupils from such lessons.)

## Foundation Stage

### Personal and social development

ELG 08 Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### Understanding the World

ELG 13 People and communities: children talk about past and present events in their own lives and in the lives of family members.

They know that other children do not always enjoy the same things, and are sensitive to this.

They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14 The world: children know about similarities and differences in relation to places, objects, materials and living things.

They make observations of animals and plants and explain why some things occur, and talk about changes.

#### Key Stage 1

- Identify, name, draw and label the basic parts of the human body
- Notice that animals, including humans, have offspring which grow into adults
- 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 processes of reproduction and growth in animals. They should not be expected to understand how reproduction occurs.

#### Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life processes of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents

Non-statutory guidance:

- Pupils should learn about changes experienced in puberty.

- Research and compare gestation periods of other animals compared to humans

We acknowledge that every area of school life can potentially contribute to RSE, as the school, of its very nature, operates through positive human relationships. We recognise value and greatly appreciate the contribution made by all members of staff in deepening the quality of our Christian community.

Teachers will use their professional judgement when addressing issues in RSE. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

Whilst we operate a whole school approach to RSE through our RSE programme, pupils in Years 5 and 6 will learn about the emotional and the physical changes of puberty. For this particular part of the curriculum, children will be taught together.

### Resources

We acknowledge that parents and carers are the key persons for children learning about relationships and sex; the foremost educators. Our role and our programme simply complement their role in nurturing their children's human wholeness. However, the following curriculum resources currently support the role of parents and our day-to-day interactions in school:

A Journey in Love

A model Catholic Primary RSE Curriculum

All that I am

RSE links to Come and See

Seal topics: New Beginnings, Going for Goals, Good to be Me, Say no to Bullying, Getting on and Falling out, Changes, Relationships.

Visits by The Ten Ten Theatre Company

### Assessment, Recording and Reporting

A record is kept in teacher's planning of the delivery of RSE using a yearly overview as a starting point. The programme is assessed, monitored and evaluated by the SLT in accordance with the school's monitoring and evaluation policy. This will be followed by an annual staff meeting to discuss developments and progress. A report will be sent to the Curriculum Committee. Pupils are given the opportunity for self evaluation at an appropriate level for each year group. Reporting is made in individual pupils' reports under 'General Comments'.

### Outside agencies

The expertise of outside agencies will be used appropriately *to support* but not at the expense of the school's delivery. Curriculum content will be viewed by school staff before delivery according to school policy.

### Curriculum continuity

The school has an ongoing dialogue with the PSHE Co-ordinator of St. Bede's school and other feeder schools; RSE, RE, Spiritual, Moral and PSHE policies complement each other as appropriate.

### Safeguarding procedures

The school has procedures to deal with any sensitive issues or children thought to be vulnerable. Staff will pass on any concerns of this nature to the Designated Safeguarding Lead (DSL) in school.

### The Governing Board

The Governing Board and Foundation Governors in particular, recognise their responsibility to ensure the RSE programme follows Diocesan principles and reflects the Church's teaching.

### The role of parents

The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development, particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.

Staff will liaise with parents in the case of sensitive topics and questions which are raised by children in school.

Parents are given the opportunity to view resources used in Y5 and 6. This policy and the content of the A Journey in Love Programme is available on the RE page of the website.

The Governing Board fully subscribes to the views expressed by the Bishop's Conference and will always ensure that:

- Parents are supported in their task
- Parents are consulted and kept informed of the RSE Programme, its contents, evaluation and review and any subsequent developments.

### Right of withdrawal

It is our hope that parents would wish their children to be involved in the school's positive and prudent programme of relationship and sex education, following annual consultation regarding the school's approach. However, we recognise parents have the right to withdraw their children from such lessons after discussion with the Head teacher.

Monitoring and review

This policy will be reviewed in accordance with school procedures.

December 2015 MLH

Reviewed June 2017 after consultation with staff, Governors and parents. Also having read "Learning to Love" document and following advice from Archdiocese.

Completed by staff November 6<sup>th</sup> 2017 MLH