

# St Joseph's Catholic Primary School



## Relationship and Sex Education (RSE) policy

### Mission Statement

At St Joseph's we welcome all as members of our school family. We learn and care for each other as brothers and sisters; enriched by the teachings of Jesus.

We encourage creativity; valuing our unique talents and skills as gifts from God. Working alongside pupils and parents\*/carers, we can all succeed and realise great things.

Serving the communities within the Parish of St Joseph's and St John the Baptist and beyond, we reach out to all.

We respect each other, our different cultures and faiths; celebrating our richness and diversity.

Through worship and prayer we show our love; striving to achieve our very best.

## **Introduction**

Our Governing Body believes that Relationship and Sex Education (RSE) is an essential part of OUR education since its focus is the individual, uniquely created by God in His own image. The foundation of our RSE is based on the teaching of the Catholic Church and its focus is on the human person created by God in his Image and Likeness.

### **Catholic teaching on Sexuality**

“Love is the fundamental and innate vocation of every human being.”

*Sexuality* affects all aspects of the human person in the unity of his body and soul. It especially concerns affectivity, the capacity to love and to procreate, and forming bonds of communion with others.

In creating male and female God gives man and woman an equal personal dignity.

The teaching of the Catholic Church is that sexuality is truly personal when it is integrated into the relationship of one person to another in the complete and lifelong mutual gift of a man and a woman. Every baptized person is called to lead a chaste life, each according to his particular state of life.

The *union of man and woman* in marriage is a way of imitating God’s love and faithfulness: “*Therefore a man leaves his father and his mother and cleaves to his wife, and they become one flesh.*” In marriage physical intimacy is a sign of spiritual communion. Marriage bonds between baptized persons are sanctified by the sacrament.

A child is not something *owed* to one, but a gift and may not be considered a piece of property. The child possesses the right to be respected as a person from the moment of his/her conception.

## Aims

- To develop in pupils a sense of their own self-worth and uniqueness as created by God.
- To help pupils to come to a deeper understanding about themselves as they grow.
- To provide pupils with accurate, factual information about the reproductive process according to age, experience and level of understanding.
- To teach pupils to respect their own and each other's bodies.
- To teach pupils about the importance of love and respect in relation to all relationships and *especially* sexual relationships and to set this in the context of family life and marriage.
- To teach pupils about responsibility for oneself and others.
- To develop an understanding about the importance of parenting skills.
- To develop an awareness of the importance of emotions, feelings, instinct and right judgement in relation to self protection.
- To provide a supportive environment for RSE to take place where questions can be asked and honestly answered.

## Organisation of School Relationship and Sex Education

We intend that the school's RSE policy and programme shall be delivered in the wider context of the school's Education for Personal Relationships (EPR) programme. Aspects of RSE will be covered as part of the statutory element of the Science National Curriculum.

Key elements of the RSE programme are outlined in **Appendix 1**.

In teaching RSE, staff may seek support from the PSHE co-ordinator as well as external agencies including PSHE advisory staff and the school nurse. Visitors who support the school will be informed of the values held within this policy.

## **Dealing with sensitive issues and responding to questions**

Teachers will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner.

Guidance in the context of Catholic teaching is provided for teachers when responding to children's questions about sex and relationships.

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

## **Confidentiality**

Staff conduct RSE lessons in a sensitive manner. If a pupil makes a reference to being involved in or likely to be involved in sexual activity (or any activity which may put themselves or others at risk), then the staff will take the matter seriously and deal with it as a matter of Child Protection.

## **Parents\***

The school recognises that parents are the primary educators of their children and will seek to support them in their task. It will ensure that parents are kept informed of what is happening in RSE in terms of content, delivery and timing.

St. Joseph's recognises that good communication is vital in this area. Parents/carers are consulted about the RSE provided by the school prior to delivery and are offered the opportunity to view the materials used beforehand and discuss the content of lessons.

The Education Act 1993 gives parents the right to withdraw their child from any or all of the schools RSE programme. However, as certain elements are covered under the Science National Curriculum which is the entitlement of all children parents cannot withdraw their child from this aspect. Parents who wish to withdraw their children from the RSE programme are asked to apply in writing through the Governors.

## **Dissemination of the Policy**

Parents have been made aware of the Sex and Relationships Education Policy and the document is available to all parents/carers via the school office.

## **Roles and Responsibilities**

### **Governors**

In accordance with the Education Act of 1993 the governing body will keep up to date the school's policy for RSE, in consultation with parents and will make copies available to them. They will make known to parents their right to withdraw their children from all or part of RSE provided at school except for those parts included in the statutory National Curriculum.

### **Teachers**

All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guidance of the physical, moral 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 to all staff teaching RSE.

\*Section 576 of the Education Act 1996 defines 'parent' as:

- All natural parents, whether they are married or not
- Any person who, although not a natural parent, has parental responsibility for a child or young person
- Any person who, although not a natural parent, has care of a child or young person (having care of a child or young person means that the child lives with and is looked after by that person, irrespective of what their relationship is).

# Appendix 1

## St. Joseph's Catholic School Relationship and Sex Education (RSE) Programme

### Foundation Stage

- Hear that they are created uniquely by God
- Learn that their body is a gift from God
- Name the main parts of the body
- Hear about babies growing into children and adults
- Learn that babies have special needs
- Learn that family and friends should care for each
- Recognise and deal with feelings in a positive way.

### Key stage 1

- Recognise that they are created by God
- Know that humans move, eat, grow and reproduce
- Name parts of the body (set out exactly what should be learnt)
- Recognise themselves as male and female
- Learn how to improve personal hygiene
- Hear about the ideal of loving and sharing in a Christian marriage
- Know that there are different types of families
- Recognise the roles of individuals, within the family
- Know that secure loving relationships within the family are important
- Recognise that families and friends care for each other.
- Learn that humans can produce babies
- Learn that babies grow into children and adults
- Understand how to treat themselves and others with mutual respect and dignity
- Understand that their bodies are special and develop ways to protect and respect them
- Reflect on their contributions to building up loving family relationships
- To recognise, name and deal with their feelings in a positive way
- Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations.
- Be able to talk about their emotions

## Key stage 2

### Year 3

- How to value themselves as children of God
- Learn the main stages of the human life cycle from birth to death.
- Learn about daily routines to care for your body and understand about a healthy life-style
- Explore the expressions of love and joy in a family
- Explore the sacrament of marriage as an expression of love as taught by the Church
- Investigate what is meant by relationships within families
- Investigate why parents need to care for their families
- Understand the importance of honesty and self-discipline
- Explore ways in which actions can enhance or spoil loving family relationships.
- Explore the ways in which feelings affect, and are affected by actions.

### Year 4

- Learn about themselves as a child of God and their body as a God's gift to them
- Develop awareness of the life cycle from conception to birth
- Learn about what makes a healthy life style
- Learn about the place of love and joy in families
- Continue to explore the Sacrament of marriage as an expression of love
- Deepen the understanding about what is meant by relationships within families
- Explore and develop strategies to maintain good relationships
- To be aware of different types of relationship, including marriage and those between friends and families and to develop skills to be effective in relationships.

### Year 5

- Explore ways to reflect God's unconditional love in their lives.
- Explore the changes that come about through changes, body and feelings/emotions (including menstruation)
- Explore the need for a healthy life-style
- Learn how to manage their feelings as they change.
- Investigate what is involved in bringing up children
- Explore the marriage liturgy, especially to parents' responsibility towards children as expressed through the vows of Christian marriage.
- Explore the meaning of friendship, trust and loyalty
- Learn about different types of relationships among friends and families and develop the skills needed to be effective in relationships.
- Learn about sources of help and support for individuals, families and groups.
- To be able to talk about relationships and know how to seek advice from significant adults.
- Understand that pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure.
- To recognise that actions have consequences for themselves and others, recognise others' feelings and put themselves in someone else's shoes.
- Reflect upon personal responsibility for maintaining good relationships.
- Explore ways of dealing with broken relationships and bringing about reconciliation.
- Understand about a healthy life-style and the options and choices they make.

## Year 6

- Reflect upon the importance of God's unconditional love.
- Know the basic biology of human reproduction within the context of marriage (including sexual intercourse)
- Develop an appreciation of what is involved in bringing up children.
- Hear about the commitment of Christian parents in bringing up their children
- Explore the responsibilities that parents have in bringing up children
- To recognise the risks in different situations and make judgements about behaviour.
- Learn about different kinds of relationships among friends and families and to develop the skills to be effective in relationships.
- To recognise that actions have consequences for themselves and others, recognise others' feelings
- Develop the skills to form, and end relationships.
- Continue developing ways to talk about relationships and to seek advice from significant adults.
- Recognise the importance of forgiveness in relationships
- Develop ways to deal with the consequences of wrong choices
- Investigate ways to achieve a healthy body and life style.

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- Any person who, although not a natural parent, has care of a child or young person (having care of a child or young person means that the child lives with and is looked after by that person, irrespective of what their relationship is).