

St Aidan's Catholic Primary School

Relationships and Sex Education Policy (Including Personal, Social and Health Education Curriculum)



Mission Statement

"In the love and truth of Jesus we grow"

School Mission Statement

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions with regard to relationships and sex education. (RSE) We set out our rationale for and approach to relationships and sex education in the school.

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”¹. 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, and knowledge and understanding”².

Following the Ofsted report in June 2021, ‘Review of sexual abuse on schools and in colleges’, we will now ensure we teach children about pressure from their peers and possible peer abuse they need to be aware of including online abuse. This will be covered in Lower key stage 2, Ten: Ten resources in the module, ‘ I am thankful’ and addressed in further detail in Upper key stage 2 in the module, ‘ Under Pressure’. In Key stage 1, pupils learn what to do if they feel uncomfortable with what someone is asking them to do or is saying to them.

The reasons for our inclusion of RSE into our PSHE curriculum go further.

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 Wales³ and as advocated by the DFE relationships and sex education 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.

¹ Sex and Relationship Education Guidance, DfEE, 2000

² ibid

³ Education in Sexuality, Catholic Education Service

Aim of RSE and the Mission Statement

In partnership with parents, we aim to provide children 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.

To develop the following **attitudes and virtues**:

- o respect for the dignity of every human being – in their own person and in the person of others;
- o joy in the goodness of the created world and their own bodies;
- o responsibility for ones actions and a recognition of the impact of these on others;
- o recognising and valuing their own sexual identity and that of others;
- o cultural teaching of relationships;
- o celebrating the gift of life-long love;
- o recognising the importance of marriage and family life of all different types;

To develop the following **personal and social skills**:

- o making sound judgements and good choices;
- o loving and being loved, and the ability to form friendships and loving, stable relationships;
- o managing emotions within relationships including when relationships break down;
- o managing conflict positively, recognising the value of difference;
- o cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- o developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- o building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups;

To develop the following **knowledge and understanding**:

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

These will be covered through overlapping themes within the Diocesan Primary Curriculum Framework for PSHE – moral, spiritual, physical, emotional and social development.

There are three core themes which we include in our programme of study-

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

CORE THEME 3: LIVING IN THE WIDER WORLD

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community

5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

There are nine overarching concepts which are developed through our PSHE Curriculum-

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010).
6. **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Curriculum Content

Our programme for PSHE and RSE encompasses a variety of materials for each year group with planning adapted to meet the needs of the children in those year groups. Within the three core themes, we cover a wide variety of aspects, which are-

-British Values

-Safety/Personal Safety

-Relationships/Sex Education

-Equality/Diversity

-Drug Education

- Physical Activity
- Eating and Health
- Emotional Health / Responsibility / Self Esteem
- Citizenship
- Radicalisation/Extremism

Statutory Curriculum Requirements

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

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 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.

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 ensuring that pupils receive clear scientific information as well as covering the law.

Equality

We will ensure equality by ensuring SRE is sensitive to the different needs of individual pupils 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.

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., SEN, 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 provision of in-service training. They are supported by the curriculum lead 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.

Parents

Recognising that parents are the primary educators of their children the school will seek to support them in this task. Parents have the right to be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the relationship and sex education programme.

Should parents wish to withdraw their children they are asked to notify the school by contacting the head teacher. The school will provide support by providing material for parents to help the children with their learning.

Provision / Programme

Organisation

The three aspects of relationship and sex education, 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

The main RSE programme will be 'Live life to the full', Ten: Ten resources.

St Aidan's Catholic Primary School also use the following programmes and resources within the PSHE and RSE curriculum;

- **A weekly 'Statement to Live By'** which forms the theme for that week
- **Come and See** (RE Programme)
- **A PSHE scheme of work** with the RSE programme running within, as themes come up.

Staffing

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. Class teachers have the responsibility for teaching PSHE and, as such, the RSE curriculum.

Specific Issues

Inclusion and differentiated learning

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Pupils with Special Needs

We will ensure that all pupils receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Relationship to other policies / initiatives

This RSE policy is to be delivered as part of the PSHE framework and thus contribute to the school's National Healthy School Standard. It includes guidelines about pupil safety and is cross-referenced to the Child Protection/ Safeguarding policy.

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.

Guidelines

The governors recognise that RSE can be a sensitive issue for all concerned and are concerned that teachers' training and support needs are properly provided for. The governors therefore require the school to provide such training and support to all those involved in the RSE programme. This training will cover legislative requirements, Church teaching, the demands of this policy and the development of appropriate skills to deliver the RSE programme.

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 child protection 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 is a victim of or is at risk of abuse they should follow the school's child protection policy and immediately inform the designated senior member of staff responsible.

Withdrawal

Parents have the right to withdraw their children from RSE excepting those elements which are required by the National Curriculum science orders. However, we will remind parents of the words of the late Cardinal Hume. He expressed some concerns about withdrawing children from sex education lessons. He wondered whether such action might damage the parent-child relationship in terms of confidence and trust, whether it could really inhibit the passing on of information within peer groups and "might well remove one possible means of correcting, or putting in perspective, the uncontrolled information circulating within peer groups." (Cardinal

Hume in a speech given at Bradford, reported in Briefing ...). We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Parents will be able to examine the programme their children are following and provide additional preparation and information as they wish.

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. 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 hints at abuse, is deliberately tendentious or is of a personal nature.

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.

(See also 'Sex and Relationship Guidance '. DCSF 2000 and Welsh Assembly Government, *Relationship and sex education in Schools, Circular 019/2010*, Cardiff: Welsh Assembly, 2010 for more detail)

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.

Safeguarding Procedures

If a teacher has any concerns re the welfare of a particular child then that teacher will make a dated note of their worries and liaise with the nominated persons on the staff. Any information thus obtained will be regarded as strictly confidential and will be passed to staff on a need to know basis only. After consultation it is the decision of the Head teacher as to whether the information is forwarded to the relevant body.

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 circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

If there is a suspicion of possible abuse teachers will follow the school's child protection / safeguarding policy.

External Visitors

National Healthy School criteria 1.7 requires schools 'to involve professionals from appropriate external agencies to create specialist team to support the delivery and improve skills and knowledge...'

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of health promotion. It must however be noted that such visits will always complement the current programme and never substitute or replace teacher led sessions. The delivery will also be in line with the Church's teaching⁶.

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, 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.

Monitoring, review and evaluation

The RSE Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils work. The programme will be evaluated biennially. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

Date of Implementation/Review: September 2023

Date of next Review: September 2024

This policy will be reviewed every year/two years by the head teacher, RSE coordinator, the governing body and staff.

Named Persons

Mrs J Teer and Mrs A Howe – RSE/PSHE Co-ordinator and Staff

Governor

Mr Michael Moran – Head teacher

Author of document:	Julie Teer	Job role:	RSE Co-ordinator
Date document created:	June 2020	Approval by Governing Body:	

⁶ Protocol for Visitors to Catholic Schools, CES, Feb. 2011

Appendix 1

Sex and Relationship Education (SRE)

Foundation Stage (3-5 years)

- Learn that they are created uniquely by God
- Learn that their body is a gift from God
- Name the main parts of the body
- Learn 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 (5-7 years)

- 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
- 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
- Hear about the ideal of loving and sharing in a Christian marriage
- 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 (7-11 years)

- 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 lifestyle
- Explore the sacrament of marriage as an expression of love
- Investigate why parents need to care for their families
- 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
- Deepen the understanding about what is meant by relationships within families
- To learn about unacceptable behaviour from their peers, including online and what to do if they feel concerned or worried.
- 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 meaning of friendship, trust and loyalty
- 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.
- Understand about a healthy life-style and the options and choices they make.
- 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.
- 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
- 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

