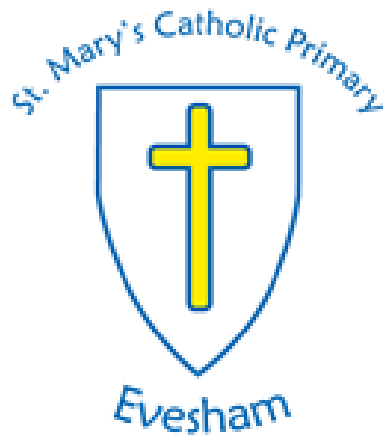


St Mary's Catholic Primary School

Evesham

Policy Statement for
Relationships and Sex Education



Policy Written: March 2021

Approved by Governors: April 2021

To review: March 2024

'Through God's Love
We Will Achieve'

POLICY FOR RELATIONSHIPS AND SEX EDUCATION

(This policy is based on the CES Model Policy for Relationships and Sex Education 2016 Revised 2020)

SCHOOL MISSION STATEMENT

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (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.

Consultation that has informed this policy:

- review of RSE curriculum content with staff
- consultation with school governors
- questionnaires to parents / carers
- meeting with parents/carers
- consultation with diocesan advisor
- pupil focus groups will take place during the summer term 2021

Following consultations key decisions were made with regard to aspects of the RSE curriculum. These are:

- Pupils in KS1 will be taught the correct scientific names for genitalia. Two main reasons informed this decision the first is that this is the stage at which we talk to children about the differences between boys and girls. Here, it is important not to uphold negative gender stereotypes and, in fact, the non-physical differences between boys and girls at this age are small and difficult to define. By linking gender to biological sex, it helps children to understand the difference, equality and complementarity of boys and girls. The second is a safeguarding issue. If young children are better able to confidently articulate about private body parts, they are better equipped to identify experiences of feeling uncomfortable if any form of abuse takes place.
- Puberty and bodily changes will be taught to pupils from Year 4 upwards. This decision will be kept under review and will be taught with regard to the varying needs each cohort from lower key stage 2 upwards. This decision was made in recognition of the advice on the NHS website that "The average age for girls to begin puberty is 11, while for boys the average age is 12. But it's different for everyone. It's completely normal for puberty to begin at any point from the ages of 8 to 14. The process can take up to 4 years."
- Talking about sex in the context of answering the question of where babies come from. Our decision to give these sessions to parents of upper key stage two children to teach at home enable parents, as their child's primary educator, to introduce this topic when appropriate for their child. The full video content will be made available through the Online Parent Portal and the school will support all parents with delivery of this topic and encourage the parents to cover this before their child's transition to secondary school when the teaching of this topic is compulsory. Parents can, if they choose, opt out of showing their children the video and talking about this topic. (Please see appendix 2 for consultation results).

Implementation and Review of Policy

Implementation of the policy will take place in the spring term 2021.

This policy will be reviewed every 3 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is March, 2024.

Dissemination

This policy will be given to all members of the Governing Body, and all teaching and **non-teaching members of staff**. Copies of the document will be available to all parents on the school's website and a paper copy is available from the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

DEFINING RELATIONSHIP AND SEX EDUCATION

The Department for Education guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". It is about the development of the pupil's knowledge and understanding of themselves 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. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe."

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.

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 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 Department for Education, 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 marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

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.

AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons 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" 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 virtues:

- reverence for the gift of human life;
- respect for the dignity of every human being
- 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 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 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.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the Church's teaching on respecting all family life including those that don't conform to the Church's teachings.
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

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

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, health and sex curriculum.

The RSE Curriculum will be delivered using "Life to the Full" scheme of work and delivered using a range of teaching strategies to promote a safe and secure learning environment and engage pupils fully in their learning.

Pupils' learning in RSE will be assessed with formative and summative assessment tasks linked to each module taught. Their learning will be recorded within the relevant subject area e.g. R.E., PHSE, Science, Computing.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) 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. Therefore the school will support parents and carers by providing material to be shared with their children at home. 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 children's learning.

Parents have been consulted before this policy was produced and they will continue to be consulted at every stage of the development of the RSE programme and during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Parents who wish to withdraw their children 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. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

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.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the Headteacher, RSE lead and class teachers.

However, 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.

External Visitors:

Our school may 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. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to 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.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Miss Dominique Hardiman is the link governor for RSE and will share in the monitoring and evaluation of the programme, including resources used.

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.

All Staff

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. Teaching 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 PSHE framework. It includes guidelines about pupil safety and is compatible with other policy documents (see appendix 1)

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.

CHILDREN'S QUESTIONS

We want to promote a healthy, positive atmosphere in which RSE can take place. We 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.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. We 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 inform the designated safeguarding lead (Miss Smith) or in her absence the deputy safeguarding lead (Mrs Howard).

CONFIDENTIALITY AND ADVICE

The whole school community has been 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. They will follow the school's safeguarding procedures as required.

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 at least annually and the results of the evaluation will be reported to groups of interested parties and their suggestions sought for improvements.

Appendix 1 Linked Policies:

For issues relating to:	Please refer to:
Inclusion and differentiated learning	School Inclusion Policy School SEND Policy
Equalities obligations	School Inclusion Policy
Supporting children and young people who are at risk	School Safeguarding Policy
Confidentiality and advice	School Child Protection and Safeguarding Policy
RSE Statutory Curriculum Content	Relationships Education, Relationships and Sex Education (RSE) and Health Education. (DfE publications 2019)

Appendix 2 – Summary of parent questionnaire and consultations with staff, parents and governors

Q1	I understand what my child will be taught and when.				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	39.13%	39.13%	17.39%	4.35%	0%
Q2	I am comfortable with the Catholic ethos of the programme and trust the school's judgement to deliver this area of the curriculum.				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	47.8%	30.43%	21.74%	0%	0%
Q3	I feel that my child will need some support in understanding this content.				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	13.04%	60.87%	13.04%	13.04%	0%
Q4	I understand and accept my role of the first educator of my child in matters related to teaching human sexuality.				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	52.17%	43.48%	4.35%	0%	0%
Q5	I approve of my child learning the names of external genitalia in KS1.				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	30.43%	34.78%	30.43%	4.35%	0%
Q6	I think that Y4 is a good time to learn about physical changes including puberty.				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	34.78%	47.83%	17.39%	0%	0%
Q7	I am happy for my child to be taught about personal relationships in year 6 in a way that is respectful of Catholic beliefs				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	47.83%	43.48%	8.70%	0%	0%
Q8	I think that it is important that children are aware of the types of dangers from an internet safety perspective.				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	78.26%	21.74%	0%	0%	0%

Following consultation with parents, governors and teachers regarding the implementation of the new statutory RSHE curriculum we will be teaching, "Life to the Full" from the spring 2 term 2021.

In general a significant majority of parents agree with how this programme will be taught and with those who did not indicate agreement they were mostly undecided and only a very small minority indicated disagreement with any of the aspects of this programme.

We are following statutory curriculum guidance and taking into consideration the age and maturity of each year group and we will teach each topic appropriately to the needs of the children. With this in mind we are more than happy to discuss any concerns that parents may have prior to each

topic that is taught. Parents will be informed at the beginning of each half-term which topics will be taught and can access them via the parent tool on the Ten: ten website.

References:

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

⁴ *Gravissimum Educationis* 1

⁵ CES Checklist for External Speakers to Schools, 2016