



# **St Joseph's Catholic Primary School**

## **RSE Policy (Relationships and Sex Education Policy)**



**March 2020**

**To be reviewed March 2022**

This policy was written in collaboration with the Newman Partnership.

## **School Vision & Mission Statement**

“Together we love - Together we hope - Together we learn.”

St Joseph’s Catholic Primary School is an inclusive, vibrant, Catholic community where we encourage everyone to share a love of learning and the love of Christ.

Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

### **Rationale:**

At St. Joseph’s School we believe that the pupils have a right to a curriculum which will help them to develop spiritually, morally, socially and culturally and also to prepare them for adult life. Relationships and sex education (**RSE**) is integral to this process. We believe that each pupil is entitled to experience a school in which the quality of relationships between staff and pupils, and between pupils themselves, is marked by honesty, personal identification, warmth, trust and security.

Relationships and sex education is more than biological facts and hygiene. It has moral, legal, spiritual, social and cultural dimensions. Knowledge of how the human body functions is important, but so are the feelings about love, sexuality and responsibility towards oneself and others.

As a school we have consulted with:

- Parents / carers via meetings and e mail
- Review of RSE curriculum content with staff
- Consultation with school governors

### **Implementation and Review of Policy**

This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff.

The next review date is March 2022

### **DEFINING RELATIONSHIP 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”.

It is about the development of the pupil’s knowledge and understanding of her or 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”.

### STATUTORY CURRICULUM REQUIREMENTS

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

### RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

We teach 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 Wales and as advocated by the DFE 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 family and marriage whilst acknowledging that all pupils have a fundamental right to have their home life respected.

### VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, family life and marriage. It also promotes those virtues which are essential in responding to the 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: respect, appreciation, patience, forgiveness, justice and commitment. These virtues are the pillars around which the entire teaching and learning will be based.

### Objectives

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

- Respect 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 family life, marriage and 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 sexual love
- The Church's teaching on family life, marriage and the importance of marriage
- 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

### **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 own sexual orientation, 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 and sex curriculum.

#### **PROGRAMME / RESOURCES**

Appendices to this policy provide further information about the programme and resources for suggested use.

Appendix 1 – Curriculum coverage –Primary curriculum Framework indicates resources that are used from Ten Ten and Journey in Love.

### **Assessment**

It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that the programme is having for pupils and for whole school outcomes. Within RSE, assessment can be difficult to quantify so we will incorporate "ipsative assessment"; that is, comparing how much a pupil has moved on from the start of the unit to the end. Ipsative assessment is the most meaningful because it allows pupils the space for personal reflection to accurately assess, for example, the development of selfconfidence, or their sense of identity and values.

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 and workshops to help parents/carers to find out more. **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 ratified by the governors. They will be able to view the resources used by the school in the RSE programme.

**Parents have the right to withdraw their children from part or all of the sex education delivered as part of RSE that are not included in the Science National Curriculum.** Should parents wish to withdraw their child/ren they are asked to notify the school by contacting the Headteacher.

### **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.

### **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 in-service training. *(They may be supported by the curriculum deputy 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 and Carers**

Parents (and other carers who stand in their place) are the primary educators of their children. The school has a responsibility to support parents in this role, by keeping them informed of what is happening in RSE and of our experience of their children. All parents will have access to the 'Journey in Love' and Ten Ten programme and will be able to choose whether or not they would like their child to be a part of it.

### **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 the school's other policy documents.

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.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

### **Controversial or Sensitive issues**

The school wants 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.

There will always be sensitive or controversial issues in the field of RSE. These may be 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, 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 immediately inform the designated senior member of staff responsible.

### **CONFIDENTIALITY AND ADVICE**

All governors, all teachers, all support staff, all parents 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 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 Safeguarding Policy.

### **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 biannually.

Governors remain ultimately responsible for the policy.

#### **Link to other Policies:**

Inclusion  
Special Educational needs and disability  
Peer on peer abuse  
Safeguarding

Signed chair of Governors \_\_\_\_\_ Date \_\_\_\_\_

Signed Head Teacher \_\_\_\_\_ Date \_\_\_\_\_