



# St Mary's Catholic Primary School

## Relationships and Sex Education Policy

### **RATIONALE**

This policy has been written in accordance with our school Mission Statement which aims to 'build positive relationships, encouraging our pupils' sense of self-respect, respect for others and for all life which is reflected in their conduct.'

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.

'I have come that you may have life and have it to the full.'(Jn.10.10)

At St. Mary's 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 Wales and as advocated by the DFE (and the Welsh Assembly Government), 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.

## **AIMS**

The aims of relationships and sex education (RSE) at St. Mary's are:

- 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 understand the nature of relationships and to encourage them to reflect on their own relationships and respect similarities and differences between people;
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships;
- To help pupils acquire the skills necessary to develop and sustain relationships;
- To offer sex education supported by the school's wider curriculum for personal, social and health education;
- To be able to know their body, learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated with each sense. Include the introduction of genitals, if agreed after consultation with parents/carers, and describe the changes as humans develop to old age;
- To ensure that pupils are prepared for puberty and the opportunities, responsibilities and experiences that adult life will bring;
- To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed;
- To help pupils to develop a healthier, safer lifestyle;
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

## **STATUTORY REQUIREMENTS**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St. Mary's we teach RSE as set out in this policy.

## **DEFINITION**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

All RSE taught in St. Mary's will be in accordance with the Church's moral teaching as portrayed in the guidance delivered by the Conference of Bishops of England and Wales and as advocated by the DfE.

The teaching of RSE 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. It will emphasise the central importance of marriage and the family, recognising that most families include a mother, a father and children but some families may not. It will also recognise different types of relationship, including those between acquaintances, friends, relatives and families. It will acknowledge that all pupils have a fundamental right to have their life respected and their views listened to and responded to in order to ensure that their confidence and self-esteem will be strengthened. ( DfE SRE Guidance 2000 pg7)

Teaching high quality RSE lessons is essential in creating an inclusive ethos and is central to developing healthy relationships and behaviours where children are able to assess and manage risk.

It is essential that RSE is communicated to, and taught in conjunction with, the parents/carers of our pupils, as we recognise that parents/carers are the natural primary educators of their children and they are the experts on the development of their own

children. The views of all parents/carers are actively sought, allowing their voice to be heard and responded to accordingly.

## **CURRICULUM**

Our curriculum will be taught through the Ten Ten programme 'Life in the Full', which is set out as per Appendix 2, but may need to be adapted as and when necessary.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and will not need to seek answers online.

Primary sex education which is applicable to pupils in upper Key Stage 2 will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Parents will be given access to this material prior to their children being taught it, and will have the right to withdraw their child from this if they wish to do so.

For more information about our curriculum, see our curriculum map in Appendix 1.

## **DELIVERY OF RSE**

RSE at St. Mary's will be delivered with a cross curricular and integrated approach and embedded within the context of Personal, Social and Health Education (PSHE) and the school's RE programme, The Way, the Truth and the Life, together with a specific RSE programme 'Life in the Full'.

All pupils will be taught the significant aspects of RSE that remain as statutory elements of the National Curriculum for Science (see Appendix 1). Parents are unable to withdraw pupils from these statutory sessions.

Lessons will be modelled and delivered to ensure inclusion and that RSE is sensitive to the different needs of individual pupils, respecting pupils' different abilities, levels of maturity and personal circumstances e.g. sexual orientation, faith and culture.

The Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked after children or young carers).

## **ROLES AND RESPONSIBILITIES**

### **The Governing Body**

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

All class teachers will be responsible for the teaching of RSE in their respective classes in accordance with the Catholic ethos of the school. Staff will receive appropriate training and the teaching will continue to be reviewed and developed.

### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **PARENTS' RIGHT TO WITHDRAW**

Parents do not have the right to withdraw their children from relationships education or health education, nor the statutory elements of the science curriculum.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. If the school deems it necessary to teach any components of RSE that are not part of the statutory curriculum, parents will be notified and given the opportunity to withdraw their child.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

### **TRAINING**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **SAFEGUARDING**

Any safeguarding issues that arise as a result of these lessons will be dealt with according to the school safeguarding policy and reported to the DSL immediately.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

## **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.

## **MONITORING ARRANGEMENTS**

The delivery of RSE is monitored by the RSE Subject Leader through the monitoring of planning, books scrutiny, learning walks etc. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RE Subject Leader annually. At every review, the policy will be approved by the Governing Body.

## **Appendix 1**

All pupils will be taught the significant aspects of RSE that remain as statutory elements of the National Curriculum for Science. Parents are unable to withdraw pupils from these statutory sessions. During teaching we will ensure that RSE is sensitive to the different needs of individual pupils, respect pupils' different abilities, levels of maturity and personal circumstances e.g. sexual orientation, faith and culture. The Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010.

### **Key Stage 1 (5-7) Statutory:**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including human, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### **Key Stage 2 (7 – 11) Statutory:**

- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.



## Appendix 2

### RSE Programme using 'Life to the Full'

The programme has 3 modules

1. Created and Loved by God	2. Created to Love Others	3. Created to Live in Community
<b>Units:</b> <ul style="list-style-type: none"> <li>Religious Understanding</li> <li>Me, My Body, My Health</li> <li>Emotional Well-Being</li> <li>Life Cycles</li> </ul>	<b>Units:</b> <ul style="list-style-type: none"> <li>Religious Understanding</li> <li>Personal Relationships</li> <li>Keeping Safe</li> </ul>	<b>Units:</b> <ul style="list-style-type: none"> <li>Religious Understanding</li> <li>Living in the World</li> </ul>

<p><b>Module 1: Created and Loved by God</b> explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p>		
KS1: Module 1	LKS2: Module 1	UKS2: Module1
We are uniquely made by a loving God We have differences and similarities Key information about staying physically healthy Understanding feelings and emotions, including strong feelings such as anger The cycle of life from birth to old age	Understanding differences Respecting our bodies Puberty and changing bodies Strategies to support emotional well-being including practising thankfulness The development of pupils' understanding of life before birth.	Appreciation of physical and emotional differences A more complex understanding of physical changes in girls' and boys' bodies Body image Strong emotional feelings The impact of the internet and social media on emotional well-being A more nuanced and scientific understanding of life in the womb and how babies are made Menstruation

<p><b>Module 2: Created to Love Others</b> explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and the teaches strategies for developing healthy relationships and keeping safe.</p> <p>At the start of each learning stage, we begin with a series of story sessions based on a key Gospel story which provides the religious foundation for the teaching that will follow.</p>
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<b>KS1: Module 2</b>	<b>LKS2: Module 2</b>	<b>UKS2: Module 2</b>
<p><b>Unit ‘Personal relationships’:</b> Special people in their lives who they love and can trust Coping with various social situations and dilemmas The importance of saying sorry and forgiveness within relationships.</p>	<p><b>Unit ‘Personal relationships’:</b> Children to develop a more complex appreciation of different family structures Activities and strategies to help them develop healthy relationships with family and friends Techniques for managing thoughts, feelings and actions.</p>	<p><b>Unit ‘Personal relationships’:</b> Equip children with strategies for more complex experiences of relationships and conflict Identify and understand how to respond to spoken and unspoken pressure The concept of consent Further teaching on how our thoughts and feelings have an impact on how we act</p>
<p><b>Unit ‘Keeping Safe’:</b> The risks of being online The difference between good and bad secrets Teaching on physical boundaries</p>	<p><b>Unit ‘Keeping Safe’:</b> Incorporates some NSPCC resources around online safety Teaching on bullying and abuse through a series of animated stories</p>	<p><b>Unit ‘Keeping Safe’:</b> Risks of sharing and chatting online A more complex understanding of different forms of abuse</p>

**Module 3: Created to Live in Community** explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

Trinity House is a story told throughout the programme from Years1-6 at a growing level of complexity through each learning stage. It tells the story of the Trinity family who live in Trinity House – Abba, Adam and Amara – symbols of the creative circle of love between the Father, Son and Spirit. Children will learn that just like the Trinity of God, we are made to love God and love others, and we are made to be loved by God and others. This extends not only to us, our families and our personal relationships, but also to the wider world.

In subsequent sessions, this religious understanding is applied to the real world such as the community we live in, and through exploring the work of charities which work for the Common Good.