



St Nicholas Catholic Primary School

Relationships and Sex Education Policy (RSE)

Mission

Introduction

The school is a Catholic Primary serving the parish of Blessed Edmund Sykes. Our aim is to develop the full potential of each individual as a child of God, responding to present needs and assisting in growth towards responsible adulthood.

Worship

We aim to provide a meaningful variety of opportunities for the celebration and worship of God, in order to educate and deepen awareness and understanding of the individual's faith journey through life.

Programme of Study

The Christian ethos, based on the values of the Gospel, will be in evidence throughout the delivery of the curriculum, together with the provision of a formal religious education.

Communications and Relationships

We aim to ensure effective communication within the school, and with those involved in its life, and to foster loving, caring relationships in accordance with the teachings of Jesus Christ.

Individual Support and Development

We will be aware of the uniqueness of each individual within our community, and will seek to promote a sense of self-esteem, and mutual love and respect through responding to each personal, spiritual and educational need.

School in the Community

We aim to serve God and His people, and create an awareness of our school's responsibility to the local, national and international community.

Our Mission Statement commits us to the education of the whole child and we believe that Relationships and Sex Education (RSE) is an integral part of this education. It is in this context that we commit ourselves, in partnership with parents¹, to provide children and young people with a "positive and prudent [relationships and] sexual education"² which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Catholic vision of education and the human person.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their aims and their approach to RSE in the school.

Consultation took place:

- review of RSE curriculum content with staff
- consultation with school governors

¹ Parents is used to refer to carers, guardians and parents.

² *Gravissimum Educationis* 1

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Summer term 2019. This policy will be reviewed every year 2 years by the Headteacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is [Summer 2021](#).

Dissemination

The policy will be given to all members of the Governing Body and all teaching and non-teaching members of staff. Details of the policy and content of the RSE curriculum will be published on the school's web site. Copies of the policy will be available to all registered parents on request and a copy is available in the school office.

Statutory Curriculum Requirements

The statutory framework that surrounds education about human relationships largely falls within three key areas.

- The National Curriculum (2014)
- Statutory Guidance: 'Sex and Relationships Education Guidance' (2000)
- The Children's Act (2004)

	State Funded Maintained Schools	Academies and Free Schools
Whole Curriculum	Every state-funded school must offer a curriculum which is balanced and broadly based and which: -promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; -prepares pupils at the school for the opportunities, responsibilities and experiences of later life.	
Personal, Social, Health & Economic Education	Department for Education: all schools should make provision for PSHE, drawing on best practice. Schools are free to develop their own PSHE programme to reflect the needs of their pupils.	
Sex and Relationships Education	Statutory for secondary aged children to have sex education that includes HIV, Aids and other sexually transmitted infections	
Sex and Relationships Education Guidance	Any school that provides SRE has a statutory duty to have due regard to Sex and Relationships Education Guidance DfEE 2000	
National Curriculum	Statutory sex education forms part of the science programmes of study across Key Stages 1-3.	
Sex and Relationships Education Policy	DfEE Guidance (2000) states that all schools should have an up to date SRE policy available for inspection and on request for parents or carers.	SRE policy is advisable but not compulsory

In Catholic education, the reasons for our teaching of RSE go further.

Aim of Catholic Relationships and Sex Education

The aim of Catholic RSE is rooted in a particular context, that Catholic Christianity is a living tradition of lifelong learning in the knowledge and love of God. This learning is not additional to learning about ourselves and our relationships with others and the world, but constitutive of such learning because it treats of God and of all things, in their relationship to God as their beginning and their end, their origin and destiny.³

'God is love and anyone who lives in love lives in God and God lives in him.' (1 Jn. 4:16)

'I have come that they may have life and have it to the full.' (Jn.10:10)

'God created man in the image of himself, in the image of God he created him, male and female he created them.' (Gen. 1:27)

We teach RSE precisely because of our Christian beliefs about God and about the human person. At the heart of the Christian life is the Trinity, God the Father, God the Son and God the Holy Spirit. This communion of love at the heart of God reveals that the desire for fulfilling and flourishing human relationships, is God-given. 'Communities are brought into being by the participation of men and women, responding to the divine impulse to love and to be loved – which was implanted by the God who created them.'⁴ In short, human beings are not simply created to be relational, but created to love and to be loved just as God is love.

The belief that God became man in Christ animates our approach to RSE. The Incarnation endows the human form with an extraordinary dignity and shows that our relationship with our own bodies is not casual but infused with the Holy Spirit⁵. Humanity is called to embrace Christ's invitation to follow him, because the encounter with Christ gives life a decisive direction – gives life to the full.

The belief in the unique dignity of the human person made in the image and likeness of God underpins our approach to RSE. We believe that everyone possesses a 'basic dignity that comes from God, not from any human quality or accomplishment, not from race, or gender, age or economic status'.⁶ As a consequence, not only is every member of the school community worthy of great respect but gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity.

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. The school will aim to ensure, through a faith motivated person centred approach that all pupils, appropriate to their age, level of maturity and developmental needs, develop the necessary attitudes and values, the personal and social skills, and knowledge and understanding to ensure that they have the capacity to make sound judgements, good choices and enjoy relationships based on love, mutual respect, dignity and responsibility free from any abuse or exploitation and to accept their own and others' sexuality in positive ways and as a gift essential to their personal identity.

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 to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following

³ Thomas Aquinas, *Summa Theologiae*, 1a, q.1, ad2; q.1, a. 7. C.

⁴ *The Common Good in Education*, p. 6, Catholic Education Service 1997.

⁵ 'Your body, you know, is the temple of the Holy Spirit, who is in you since you received him from God. You are not your own property ... That is why you should use your body for the glory of God' 1 Cor. 6:19-20

⁶ *The Common Good in Education*, p. 6.

virtues will be explicitly explored and promoted: love, mercy, compassion, faithfulness, temperance (chastity), fortitude and prudence.

Our approach acknowledges 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.

Defining Relationships and Sex Education

In RSE children will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs. We promote and teach the importance of love for relationships, including love's sexual expression in marriage. The teaching of sex, sexuality and sexual health will be placed in the context of Catholic Church teaching.

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"⁷. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding"⁸.

Objectives

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

- reverence 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 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;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.
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⁷ Sex and Relationship Education Guidance, DfEE, 2000

⁸ *ibid*

To **know and understand**:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- 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;
- fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- the reasons for delaying sexual activity and the benefits to be gained from such delay
- how to keep themselves safe from sexually transmitted infections and avoid unintended pregnancy.

Entitlement and Delivery

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. (In looking at these questions, it is important to draw links to the school's inclusion 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.

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

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.

Integrated curriculum

The RSE programme will promote Catholic values and virtues in accordance with Church teaching and ensure that pupils are offered 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 (in secondary schools⁹ relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. **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.**

⁹ Secondary refers to High Schools, Colleges and Academies with either 11-16, 11-18 or 16-18 age groups.

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. Governors 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. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

OUR PROGRAMME WILL COVER:

- *Sex and relationship education (RSE)*
- *Drug, alcohol and tobacco education (D:Side)*
- *Physical health and wellbeing*
- *Mental health and emotional wellbeing*
- *Keeping safe and managing risk*
- *Careers, financial capability & economic wellbeing*
- *Identity, society and equality*
- *PSHE education should take account of existing school guidance on Sex and Relationships Education, preventing and tackling bullying,*
- *Safeguarding and equality.*
- *British Values*

PROGRAMME/RESOURCES

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

TEACHING STRATEGIES WILL INCLUDE:

(See 'Sex and Relationship Guidance '. DCSF 2000)

- *establishing ground rules;*
- *distancing techniques, e.g. role play, case studies with invented characters, appropriate video material, theatre visits and workshops, etc.;*
- *knowing how to deal with unexpected questions or comments from pupils;*
- *using discussion and project learning method and appropriate materials; and*
- *encouraging reflection time*

Assessing Pupils' learning:

- *Ongoing observations*
- *Pupil talk*
- *Set tasks*
- *Hot and cold tasks*

Roles and Responsibilities

Parents

Parents are the primary educators of their children. The school seeks to support and not replace them in this task. We recognise that parents sometimes experience and express difficulty in discussing RSE with their children. Support, understanding and advice will be offered to parents to deal with sensitive issues they may need to address. Parents 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 about this policy before it was ratified by the governing body. The school will also provide parents with opportunities for consultation on the RSE programme including during the process of its 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 will have full confidence in the school's RSE policy and programme.

Parents have the right to withdraw their children from RSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will support parents by providing material to help the children with their learning.

Governors

The Foundation Governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school. Governors will consult on the policy and approve the RSE policy in accordance with the Catholic character of the school and in line with other policies. Governors will ensure that the policy is made available to parents and ensure that parents know of their right to withdraw their children. Governors will provide an effective system for the monitoring and evaluation of the RSE policy, programme and resources used. Finally, governors will ensure that the RSE policy places RSE within PHSE and provides effective coverage of the relevant National Curriculum science orders.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Vicariate for Education and appropriate agencies.

PHSE / RSE Co-ordinator

The co-ordinator with the headteacher 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 Continuing Professional Development (CPD). *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

The RSE co-ordinator, Mrs Smith with the Head Teacher, Mrs Burns, 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 Continuing Professional Development (CPD). Mrs Fox, in her role as PSHE Coordinator, and members of staff with responsibility for child protection may also offer support.

Responsibility for teaching the specific RSE programme lays with Mrs Smith (RSE Coordinator), Mrs Fox, (PSHE coordinator) Mrs Haigh (Science Coordinator), Miss Chatt and Mrs Wallis (Physical Education Coordinator). Each class teacher will deliver the cohort specific objectives to their own classes. The RSE & PSHE co-ordinators 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 by means of questionnaires and discussion with pupils, staff, governors and parents.

The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Teachers of RSE

All teachers should actively contribute to the guardianship of the physical, moral and spiritual well-being of their pupils as well as fostering academic progress. Teachers will be expected to teach RSE in accordance with the Catholic character of the school. Appropriate training will be made available for all staff teaching RSE.

All Staff

RSE is a whole school issue. Every member of staff has a duty of care to uphold the dignity of all. 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 relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

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.

Outside Agencies and External Staff

Support and guidance from outside agencies and health professionals will always complement the current RSE programme and never substitute or replace teacher led sessions. The school's leadership will inform any external visitor of the school's policy and Catholic character so they are clear about their role and responsibility when delivering a session in a Catholic context. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools' and the diocesan protocol for visitors to Catholic schools.¹⁰

Safeguarding

There will always be sensitive or controversial issues discussed in RSE. Children will 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. Where a teacher has any concerns they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

¹⁰ Protocol for Visitors to Catholic Schools, CES, Feb. 2011

Appendix 1

Summary of RSE Curriculum taught by Year group:

As part of our planned PSHCE programme we teach our SRE unit of work.

Both of the resources we use in school are resources designed to support teachers and parents in Catholic schools. ('All that I am' for years 5 and 6, and 'A Journey in Love' for Reception to Year 6.)

Reception

- Children grow in understanding that God has made them unique and special
- Children focus on their hands, eyes, faces and body and note colour, shape, size etc. discussing how they are similar and different from each other.
- My special name – parent's names
- They grew in their mummy's womb for 9 months before they were born
- Who do they play with at school / home – what do you play
- Friends – emotions about friends
- Jesus – a special friend
- Mary as Jesus' mother – he grew in her womb before he was born.

Year 1:

- Who is in my family
- When I was a baby – what can babies do / not do – my first steps etc.
- How do we help at home
- Happy / sad moments in my family – how we show love
- Why do we need to grow up in a family
- Other families we may belong to – Baptism
- Being members of God's family

Year 2:

- Communities we belong to
- Signs of belonging
- What do we give to and receive from our communities
- Emotions we share in our community
- God as 'Our Father'
- How do we as children of God treat each other

Year 3:

- Who takes care of me
- How do I look after myself
- How am I changing
- How do I keep safe
- How do I help others make and keep friends
- How do I take care of others
- Emotions of friendship
- Difference between being alone and lonely – need for personal space
- Story of Zacchaeus – need for forgiveness in friendship

Year 4:

- Continue to recognise we all grow and develop at different rates
- Accepting and celebrating who I am
- Accepting differences in others
- Managing conflicts
- Dealing with natural, negative emotions
- Identifying and understanding my feelings
- St Paul's teaching on Love (patient, kind, not jealous etc)

Year 5:

- Physical changes in girls and boys during puberty
- Menstruation and Ovulation
- Social and emotional changes as we grow up – dealing with our emotions
- Celebrating their understanding of how we change as part of the cycle of life
- Life Changes
- Body cleanliness – care of body, hair, teeth, food
- Spiritual me – unhappy/happy/friendships

Year 6:

- The road ahead – review of Year 5 work
- How human life is conceived as part of the 'circle of life'
- Organs of the human body including male and female reproductive organs
- Understanding how a child grows within the mother's womb
- Relationships – love and commitment
- Different types of friendships
- Signs of love
- Celebrate God's creative love
- Responsibility
- Big fish small pond – moving onto secondary school
- Friends – making new friends.

