



RELATIONSHIPS EDUCATION POLICY

SCHOOL MISSION STATEMENT

“A learning community, celebrating Christ in all, building a kingdom of love, hope and joy.”

In this policy we set out our rationale for, and approach to relationships and education in the school.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors during the academic year 2020-21.

This policy will be reviewed every two years by the Head teacher, RE/PSHE Leaders, the Governing Body and Staff.

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 content of the RSE curriculum will also be published on the school’s website. Copies of the document will be available to all parents and a copy is available in the school office.

DEFINING RELATIONSHIP EDUCATION

The DfE 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 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. 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.

RATIONALE

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

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).

At St Edmund's Catholic Primary School, we believe that our approach to teaching and learning R.S.E. must be rooted in the Catholic Church's teachings; thus our aim is to educate the whole child spiritually, intellectually, morally, emotionally and physically towards maturity and adulthood.

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.

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.

All Relationship Education 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.

Aim of RSE

As a Catholic school, our role is to nurture the development of the whole person. Children, will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs because their ability to form loving, caring, happy, strong, healthy, stable relationships is based upon this lifelong learning. Parents are the primary educators in this regard. This development is also fostered in many areas of the school curriculum and includes aspects of character such as self-respect, confidence and responsibility, and fundamentally an understanding of oneself as a unique and beautiful part of God's creation. The centrality of self-giving love, the importance of love for relationships, is taught and promoted. Education in sex and relationships will reflect on and explore family life and relationships because it is in the family that children first experience love, affection, respect, forgiveness and other ways of relating to others.

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.

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;

Outcomes

Inclusion and differentiation

At St Edmund's Catholic Primary School, 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.

Equality

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.

Organisation of Catholic Education in Sex and Relationships

We intend that the school's RSE shall be delivered with a cross curricular and integrated approach and embedded in the wider context of the school's Education for Personal, Social and Health Education (PSHE). Cross-curricular links are also formed with Religious Education and Science as appropriate to the age, understanding and expectations of each year group

Broad content of RSE

Our relationship and sex education is based on our children understanding the importance of marriage and family life, stable and loving relationships, respect, love and care. Our implementation of RSE will ensure sufficient attention is paid to developing the self-esteem of children in order that they can make informed choices in the future. The children will also be provided with sufficient factual knowledge related to their age. Although RSE is taught through different aspects of the curriculum it will be rooted in the RE, PSHE.

We will be using the Ten Ten's programme for Catholic primary schools recommended by our diocese of Portsmouth, Life to the Full, to teach Relationships Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Life to the Full is a scheme of work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. It is taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life.

The programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created chosen and loved by God.

The programme is fully inclusive of all pupils and their families.

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/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.

The school will 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 all or part of the sex education provided, but not from the biological aspects of human growth and reproduction as required by the National Curriculum Science Order. 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.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. 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).

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with Headteacher, RE and PSHE leader. 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.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

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/RE 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.

The responsibility for teaching the specific RSE programme lies with science, religious education, physical education and PSHE leads.

The 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 annually by means of questionnaires and discussion with pupils, staff 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. 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.

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 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 'Checklist for External Speakers to Schools.'

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 (for example, Anti-Bullying policy, Safeguarding Policy etc.)

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

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.

Safeguarding Procedures

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. The school has procedures to deal with any sensitive issues or children thought to be vulnerable. Staff will pass on any concerns of this nature to the designated child protection officer in school.

Children 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. 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.

Monitoring and Evaluation

The RSE team (head teacher, science, religious education, physical education and PSHE leads) 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 annually and 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.

Policy written **December 2020**

To be reviewed **December 2022**