



St Cuthbert's RC Primary

Policy for Relationships and Sex Education

'Be yourself, but be it very well.'

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional). We believe that Relationships and Sex Education (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, recognising the value of all persons and develop caring and sensitive attitudes.

Consultation:

This policy has been produced in consultation with staff, governors and parents/carers:

- Questionnaires to parents and carers
- Parents/Link Governor Meeting
- School Council
- Review of RSE curriculum content with staff

Rationale:

'I have come that you might have life and have it to the full' (John 10:10)

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, RSE will be firmly embedded in the PHSE 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 Christ'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 and support will be provided to help pupils deal with different sets of values.

The Aim of RSE:

In partnership with parents, we aim to provide children with a 'positive and prudent sexual education' (*Gravissimum Educationis* 1), which is compatible with their cognitive, psychological and spiritual maturity, and rooted in a Catholic vision of education and the human person.

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

- 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 bodies
- Responsibility for ones' 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 love
- Recognising the importance of marriage and family life

To develop the following **personal and social skills**:

- Making sound judgements and good choices
- Loving and being loved, and the ability to form friendships and loving, stable relationships
- Managing emotions within relationships including when relationships breakdown
- 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 of the media, internet and peer groups

To develop the following **knowledge and understanding**:

- 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

These aims will be addressed by using the Diocesan Primary Curriculum Framework for Personal, Social and Health Education (PHSE) with RSE. These will be covered through overlapping themes - moral, spiritual, physical, emotional and social development (see Appendix 1)

Inclusion and Differentiated Learning:

We will ensure RSE is sensitive to the needs of individual pupils in respect to pupil's different abilities, levels of maturity and personal circumstances 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. These questions will be responded to in the context of the school's inclusion policy.

Statutory Requirements:

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

Equalities Obligations:

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do their best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, 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, personal and social skills and knowledge and understanding - will be provided in three inter-related ways: the whole school ethos, a cross-curricular PSHE approach and a discreet RSE curriculum.

Programme/Resources:

The main RSE programme will be '*A Journey in Love*', McCrimmons 2008 and '*Lucinda and Godfrey*'.

The biological names for body parts are used throughout our RSE programme.

Assessment of RSE:

Individual pupil progress in RSE will be assessed in line with the assessment of Religious Education.

Parents and Carers:

Parents and carers are the primary educators of their children. They were consulted before this policy was ratified by governors. They will be consulted at every stage of the development of any revision of the RSE programme, as well as during the process of monitoring, review and evaluation.

Resources used by the school in the RSE programme will be made available each year for parents and carers to view.

Parents have the right to withdraw their children from RSE, excepting those elements which are required by the National Curriculum Science orders. Should parents wish to withdraw their children, they should notify the school by contacting the Head Teacher in writing. The request will be made on a year to year basis. The school will provide support by providing material for parents to help their children with their learning.

Teaching the Programme:

Class teachers have the responsibility for teaching PHSE and, as such, the RSE curriculum.

On some occasions, adults from other agencies will be used to deliver some aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school Visitor Policy and will be required to ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities regarding RSE:

Governors will:

- 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 school policies, the ethos of our school and our Christian beliefs
- Ensure that parents know of their right to withdraw their children
- Establish a link-governor to share 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 PHSE.

The Head Teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority and other appropriate agencies.

The PHSE and RSE Co-ordinators, 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 information relating to RSE and the provision of in-service training.

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.

Children's Questions:

The governors want 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.

Controversial or Sensitive Issues:

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teachings 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. (See also *Sex and Relationship Guidance*, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail).

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

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 are aware of the needs of pupils and will not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim or is at risk of abuse, they will follow school's Safeguarding Policy and immediately inform the Designated Safeguarding Leads Mrs C. swale, Mrs A. Garrity or Mrs R. Kerr.

Confidentiality and Advice:

All governors, teachers, support staff, parents and pupils must be 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 or 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 systems. 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 conditions they would have to inform others eg parents, Head teacher, but that pupils would always be informed first that such action was to be undertaken.

Related Policies:

The following policies are also related to the RSE Programme:

- Safeguarding Policy
- PHSE Policy
- E-Safety Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Equality Policy

Monitoring and Review of the Policy:

The RSE Co-ordinator will monitor provision by scrutinising plans, schemes of work and samples of pupil's work. The programme will be evaluated bi-annually. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

The RSE Co-ordinator is Mrs Clare Swales

The Link Governor for RSE is Dr Catherine Dawson

This policy will be reviewed every two years by the Head Teacher, RSE Co-ordinator, Governing Body and staff.

Approved by Governors: June 2019

To be reviewed: May 2021