

Holy Family Catholic Primary School

Policy for Relationships and Sex Education (RSE)



We live, love and learn together in the light of God by...

praying together

learning together

playing together and

respecting each other.

Mission Statement

As God's family we work together as brothers and sisters in a safe, happy and compassionate environment. We take pride in everything we do ensuring that our children are motivated to achieve and be the very best they can be.

Built on the foundation of Christ and through teaching of Gospel values, we develop the whole child in a setting which has an understanding and appreciation of all faiths.

Inspired by Pope Francis we endeavour to 'light a fire in the hearts' of our children, empowering them to make a real difference in our diverse, ever changing society.

The Catholic Education Service for England and Wales generally supports Sex and Relationships Education within Personal, Social, Health and Economic education. This is appropriate to the needs of the children and young people and will help them develop healthy lifestyles and respect for the sanctity of life. It is imperative as a Catholic school that we teach the Gospels' message. The Gospel values of trust, honesty, forgiveness, love and caring for each other are part of our everyday life.

Catholic Education Service 2009

All of our curriculum must reflect these values. In our search for excellence, each individual must be encouraged to use God's gift fully to realise their potential. We make this real for the children by asking, 'Who has God called you to be?'

Purpose

In this policy, the Governors and staff, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school.

Pupils' spiritual, social, personal health and emotional development are promoted by a caring and supportive school ethos. All are valued and encouraged, where positive relationships are seen as essential, and there is a safe and secure learning environment. Implementing this policy is the responsibility of the Headteacher, co-ordinator and all class teachers.

Rationale

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

We are involved in relationships and sex education precisely because of our Christian beliefs about God and the human person. The belief in the human person's unique dignity made in the image and likeness of God underpins the approach to all education in a Catholic school. Therefore, our approach to RSE 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 relationships and embracing all people and 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. RSE is concerned with nurturing human wholeness and is integral to pupils' physical, spiritual, emotional, moral, social, and intellectual development. It will also be delivered in conjunction with teaching the Religious Education programme and as part of the statutory element of the Science National Curriculum.

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 lives respected whatever household they come from. Support will be provided to help pupils deal with different sets of values.

RSE will be taught following the principles set down in other relevant schools' policies, such as Equal Opportunities and Inclusion. The school will use the Ten Ten Resource' Life to the Full' to deliver RSE curriculum content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Aims

- To develop children's ability to express their opinions.
- To encourage them to listen to others and be listened to.
- To foster respect for other people's viewpoints.
- To enable them to recognise the physical and emotional changes happening during puberty.
- To encourage them to be self-confident in a range of new situations, such as seeking new friends.
- To help them recognise their self-worth and identify positive things about themselves.
- Develop in our children an understanding of their rights and responsibilities whilst showing respect and tolerance for each other's' differences
- Involve and value parents and carers in all aspects of their child's progress, behaviour, well-being and achievement

Planning

Class teachers are responsible for leading the RSE lessons following the planning and resources provided for by TenTen. It is recognised that sensitive issues may arise in RSE lessons that are not part of formal planning, e.g. questions/ responses from pupils. It is vital that in responding to this that we use the Church's teaching but without judgment and refer to the personal choices that individuals make. We also have had sessions provided by the Loudmouth Theatre Group and NSPCC to guide the children about protecting themselves and their bodies from physical and emotional abuse. Pupils' protective behaviours are developed through the use of the NSPCC "Underwear Rule" PANTS which covers 5 key points:

- **P**rivates are privates
- **A**lways remember your body belongs to you
- **N**o means no
- **T**alk about secrets that upset you
- **S**peak up; someone can help.

These points are expanded upon using the NSPCC resources within sessions covering the human body.

TenTen lessons are taught every 2 out of 3 weeks, with the 3rd week covering a KIVA/PSHE lesson. The TenTen lessons are split into phase groups to ensure that all lessons are taught within the first year of the phase and then revisited the previous year with more in-depth discussion (Apart from lessons specific to a set year group which is highlighted on the RSE overview). The TenTen resources are constantly being updated and offer differentiation content through questioning and activities for the 2-year groups within each phase. Class teachers will liaise with the RE and PSHE subject leads if any planning issues arise.

After consultation with parents, it was agreed that puberty lessons would be taught in gender groups and that correct scientific vocabulary would be used for body parts.

RSE lessons are referred to by teachers and pupils as TenTen lessons.

‘Outcomes

Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils regarding pupils' different abilities, levels of maturity and personal circumstances; for example, their own culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying); links will be made to the school's inclusion policy.

Equalities Obligations

The Governing Body has wider responsibilities under the Equalities Act 2010. They will ensure that our school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation, or looking 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 specific relationships an

TenTen’s ‘Life to the Full’ is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, 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 well-being, 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 sense 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.

Our 'Life to the Full' programme will cover:

Module 1:

Created and Loved by God

- Religious Understanding
- Me, my body, my health
- Emotional well-being
- Life cycles

Module 2:

Created to Love Others

- Religious Understanding
- Personal Relationships
- Keeping Safe

Module 3:

Created to Live in Community

- Religious Understanding
- Living in the Wider World

Teaching strategies will include:

- establishing ground rules
- distancing techniques (COVID)
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings

Working with Parents

As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. We recognise that parents (and other carers who stand in their place) are the primary educators of 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 have been informed during an extensive consultation process during the Autumn Term 2019, where the content and resources were

shared. Through this consultation, agreements were made over how the lessons for the more sensitive aspects of RSE would be conducted.

Parents have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to remove their children, they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents 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.

Parents will be made aware of when the teaching of different aspects of Sex Education will be taught via a letter that will be sent home (Y4,5,6).

Responsibility for teaching the programme

Responsibility for the specific relationships education programme lies with the Headteacher and her Senior Leadership Team. The Science Co-ordinator will also play an integral role in developing the curriculum and policy.

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 between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher-led sessions.

Any external visitor must be clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools' [4].

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice and other Roles and Responsibilities regarding RSE

Roles and Responsibilities Governors

In accordance with the Education Act, 1993 the governing body will keep up-to-date with the school's policy for RSE, in consultation with parents. They will make known to parents their right to withdraw their children from all or part of RSE provided at school except for those parts included in the statutory Science National Curriculum.

Headteacher

The Headteacher takes overall delegated responsibility for implementing this policy and liaison with the Governing Body, parents, the Diocesan Schools' Service, the Local Education Authority, and appropriate agencies.

RE/ PSHE/Science Co-ordinator

The co-ordinators with the headteacher has a general responsibility for supporting other staff members in the implementation of this policy and will provide a lead in disseminating the information relating to RSE and the provision of in-service training. (They may be supported by the SLT and the staff member with responsibility for Safeguarding).

Teachers

All teachers have a responsibility of care and fostering academic progress; they should actively contribute to the guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE following the Catholic ethos of the school.

Parents

The school recognises that parents are the prime educators of their children and will seek to support them in their tasks. It will ensure that parents are kept informed of what is happening in RSE in terms of content, delivery and timing.

Monitoring and Evaluation

The RE subject leader, the PSHE subject leader and the Science subject leader will monitor the provision of RSE in the school.

This policy will be reviewed in May 2024

Signed _____ Chair of Governors

Date _____ May 2023