



ST TERESA'S RC PRIMARY SCHOOL

RSE POLICY

MISSION STATEMENT

At St Teresa's Roman Catholic Primary School;

We grow together with Jesus, as we live our lives according to Gospel values.

We grow together as a community in respect, friendship and responsibility.

We grow together in understanding as we encourage each child
to achieve their true potential.

We grow together in God's love.



I am the vine, you are the branches' (John 15:5)

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and 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, 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 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.

Briefly describe any consultation that has taken place e.g.

- pupil focus groups / school council
- questionnaires to parents / any meetings etc.
- review of RSE curriculum content with staff and pupils
- consultation with wider school community e.g. school nurse, Life Education rep.
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the autumn 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 November 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.

DEFINING RELATIONSHIP AND SEX EDUCATION

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.' 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 a fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: 'attitudes and values, personal and social skills, and knowledge and understanding.'

Statutory Curriculum Requirements

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

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

Rationale

'I have come that they may 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 about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins our 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, God the Father, God the Son and God the Holy 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. 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.' In short, human beings are not simply created to be relational, but created to love and to be loved just as God is love.

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. 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 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 and support will be provided to help with pupils deal with different sets of values.

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 virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

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;
- 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.
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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.

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.

Our SRE Scheme – A Journey in Love

At the heart of Christian faith is love. St John says that God is love (1 John 4:8) and the whole purpose of Christianity is to live it as fully as possible in and through love. This means that we have to link every aspect of our being, from birth to death, with love. Parents and teachers are privileged to assist children every moment of their lives to further this link of love with their humanity and thus with God. Our programme outlined in 'A Journey in Love' is a brilliant reconciliation between the human and divine aspects of love and is truly fully Christian in its vision.

Our teachers' resource, 'A Journey in Love', has as its foundational premise that 'we are made in the image and likeness of God and, as a consequence, gender and sexuality are God's gift, reflects God's beauty and share in the divine creativity.' In order that children may grow and develop healthily and holistically towards an understanding of their gender and its implications for successful relationships, they must be at ease with themselves and grow in self knowledge.

An aspect of the mystery of love is treated in each year group; children and young people are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth in the Primary years through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development.
(Sr Jude Groeden RSM McCrimmon 2006)

The focus will be as follows:-

Nursery - Wonder at God's Love

Children begin to know and understand that they are part of the wonder of God's love and creation.

Reception – God loves each of us in our uniqueness

Children know and understand that God has made them unique and that although we are different we are all special to him.

Year 1 – We meet God's love in our family

Children know and understand that they are growing and developing as members of their own family and God's family.

Year 2 – We meet God's love in the community

Children know and understand that they are growing and developing in a God-given community.

Year 3 – How we live in love

Children know and understand the virtues essential to friendship e.g. loyalty and responsibility and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.

Year 4 – God loves in our differences

Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.

Year 5 – God loves me in my changing development

Children know and become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in their understanding of God’s presence in their daily lives.

Year 6 – The wonder of God’s love in creating new life

Children develop in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.

PROGRAMME/RESOURCES

Appendices to this policy provide further information about the programme and resources for suggested use. NSPCC ‘PANTS’, Coram Life Education – SCARF Material, Come and See, A Journey in Love

TEACHING STRATEGIES WILL INCLUDE:

(See ‘Sex and Relationship Guidance’. DCSF 2000). To be following legislation from September 2020.

Assessments from SCARF material will be used. Verbal feedback and questioning will also be used to assess.

Roles and Responsibilities

Parents

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school we provide the principal means by which the Church assists parents and carers in educating 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 find out more. 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. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, 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 to meet their child’s needs.

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.

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

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers 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. Knowing about facts and enabling young people to explore different viewpoints is not the same as promoting behaviour and is not incompatible with our school’s promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the programme

Responsibility for the specific relationships and sex education programme lays with the Governing Body, the Headteacher and the RSE subject lead. 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 pupil's personal and social skills.

External Visitors

Our school will often 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. It is important that any external visitor is 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 the CES guidance 'Protocol for Visitors to Catholic Schools.'

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.

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 establish a link governor to share in the monitoring and evaluation of the RSE policy, programme and resources used. Finally, governors will ensure that the RSE policy provides proper and adequate coverage of the National Curriculum science topics and the setting of RSE within PSHE.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan School's Service and the Local Education Authority, also 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).*

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.

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 (Bullying, Safeguarding 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.

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.

Safeguarding

There will always be sensitive or controversial issues discussed in RSE. These may be matters 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 eg. Where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

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.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made 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 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/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 circumstances they would have to inform others eg. Parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The RSE subject lead 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 / response sheets / needs assessment given to pupils and / or by 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.

Signed:.....Mrs S Fairhurst coordinator

Signed:Mrs M Rogers Chair of Governors

Signed:Mrs C Harrison Governor

Signed:.....Mrs S Burgess Headteacher

Updated November 2019