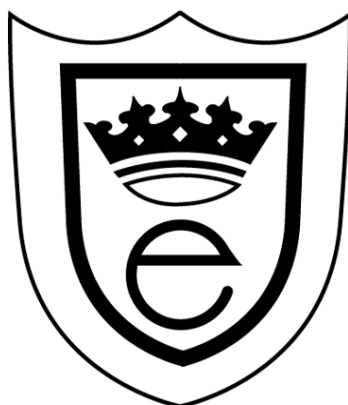


## St Elizabeth's Catholic Primary School



# Policy for Relationships and Sex Education

### School Mission Statement and Values

Our mission at St Elizabeth's Catholic Primary School is to educate our children to reach their full potential in the context of a Catholic community in which each individual shares, or is in sympathy with, the teachings of the Catholic Church and the Christian way of life.

Our core values of **equality, excellence, kindness, forgiveness, perseverance, friendship, courage, service and respect** were chosen by our pupils to be the overriding principles to which the whole school aspires, together with our golden rule, "Love one another as I have loved you" (John 13:34).

We seek to make St Elizabeth's School a secure, happy and inclusive environment that is a place:

- of the highest quality teaching and learning;
- of compassion, co-operation and reconciliation;
- where each child is seen and appreciated as a unique individual;
- in which every child's talents are developed and their needs met;
- where mistakes are learning opportunities;
- in which each child is empowered to keep themselves safe and healthy;
- where endeavour and excellence are encouraged and celebrated;
- in which cultural diversity is respected and valued;
- where we worship together, share our Christian witness, draw strength from our local parishes and serve our wider community.

**Policy agreed by Governing Body - Summer Term 2020**

**Policy to be reviewed by Governing Body – Summer Term 2021**

## **Relationship and Sex Education Policy**

### **Introduction**

In this policy the Governors and teachers, in partnership with 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. This policy is based on the Catholic Education Service (CES) 'Model Policy for Relationships and Sex Education'. It should be read alongside:

- The Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers;
- The school's Personal Social Health Education (PSHE) policy;
- The school's Religious Education (RE) policy;
- The school's Science Curriculum.

### **Implementation and Review of Policy**

Implementation of the policy will take place in the Autumn Term 2020 following consultation with parents. This policy will be reviewed every year by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is the Summer Term 2021.

### **Dissemination**

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff for their comments. Copies of the document will be available to all parents for consultation and the finalised policy will be available through the school website and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's website.

### **DEFINING RELATIONSHIP AND SEX 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"<sup>1</sup>. 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.

<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

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.”<sup>2</sup> This would include the topics of families and the people 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 that are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

## **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 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 (and the Welsh Assembly Government) 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 the 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. It will also prepare pupils for life in modern Britain.

<sup>2</sup> *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19*

## VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues that are essential in responding 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.

## AIM OF RSE AND OUR MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims to be a place where each child is seen and appreciated as a unique individual, made in the image and likeness of God, and where each child is empowered to keep themselves healthy and safe. 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" (*Gravissimum Educationis: Declaration on Christian Education proclaimed by His Holiness Pope Paul VI on October 28<sup>th</sup> 1965*) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

### 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;

**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 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.

**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, 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;
- a specific relationships and sex education curriculum.

## **PROGRAMME /RESOURCES**

Our school will be using the 'Life To The Full' resources produced by Ten:Ten Resources to teach RSE. The appendix to this policy provides further information about the programme content and structure.

## **REVIEWING LEARNING**

There will be a review of children's learning at the end of every RSE teaching unit and findings will be used to inform future teaching and in the evaluation of the teaching programme.

## **PARENTS AND CARERS**

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 to find out more. 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.

Parents will be consulted before this policy is ratified by the governors. They will be able to view the main resources used by the school in the RSE programme. Parents will be given online access to the 'Life To The Full' Parent Portal where they can view the teaching materials.

Parents continue to have the right to withdraw their children from Sex Education in primary school except in those elements that are required by the National Curriculum Science orders. Should parents wish to withdraw their children, they are asked to notify the school to discuss their wish 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 and that children will benefit from learning with their peers. Please refer to the DfE Statutory 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 lies with the RSE leader and the Science 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.

### **External Visitors**

Our school may 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. External visitors will always be accompanied by a member of staff. 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 CES guidance 'Checklist for External Speakers to 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. We will ensure that all teaching is rooted in Catholic principles and practice.

## **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., SEND, PSHE, RE;
- ensure that parents know of their right to withdraw their children whilst also being supported to understand the value of the child learning with their peers;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used. The link governor is Dr Oona Stannard;
- 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, and also appropriate agencies.

### **RSE Co-Ordinator**

The RSE 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. (They may be supported by the Designated Safeguarding Lead.)

### **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. The majority of the RSE curriculum will be taught by the classteachers. They are best placed to do this as they have a consistent relationship with the children. 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.

### **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 and Child Protection 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 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.

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity or of personal involvement or experience of children. The governors believe that children are best educated and protected from harm and exploitation by discussing issues openly within the supported 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 DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail.)



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. Teachers will use their professional judgement to follow up appropriately and will follow the school's Safeguarding and Child Protection Policy where necessary. They also have continuous access to support and guidance from the RSE Co-ordinator and colleagues as appropriate.

### **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 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 and Child Protection Policy and immediately inform the Designated Safeguarding Lead.

### **CONFIDENTIALITY AND ADVICE**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this RSE 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 human sexuality, 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/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties. Teachers will 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, e.g., parents, Designated Safeguarding Lead, head teacher, but that the pupils would always be informed first that such action was going to be taken and pupils will be supported throughout.

### **MONITORING AND EVALUATION**

The RSE Co-ordinator will monitor the provision of the various dimensions of the RSE programme at regular intervals. The programme will be evaluated annually by means of questionnaires 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.

## **Appendix 1**

### **The 'Life To The Full' RSE Programme**

#### **Introduction**

The governors of St Elizabeth's have decided to use the 'Life To The Full' resources produced by Ten:Ten Resources to support the school in the delivery of RSE.

The structure of 'Life To The Full' is based on the CES 'Model Catholic RSE Curriculum'. It provides a fully integrated and holistic programme using interactive video content, story-based activities, music and prayer.

There is also a parent platform to engage parents with the teaching to deepen the experience for children.

#### **The Programme Structure**

The 'Life To The Full' programme delivers the RSE curriculum in four learning stages:

- **EYFS**
- **Key Stage One:** Y1 and Y2
- **Lower Key Stage Two:** Y3 and Y4
- **Upper Key Stage Two:** Y5 and Y6

The materials for teaching RSE in EYFS will be available in September 2020.

Within each learning stage there are three modules which are based on the Model Catholic RSE Curriculum:

- **Created and Loved by God**
- **Created to Love Others**
- **Created to Live in Community**

#### **The timing of the RSE programme**

The RSE curriculum will be taught on a two yearly cycle with ten discrete sessions each year. The session which refers to sexual intimacy 'Making Babies' is only taught in Y6.

#### **The Programme Content**

The programme adopts a spiral curriculum approach so that as a child goes through the programme year after year, the learning will develop and grow with each stage building on the last.

## **Module One: Created and Loved by God**

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

### **Key Stage One**

Children learn that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings like anger, and the cycle of life from birth to old age. Within this module, children will be introduced to the names of genitalia.

### **Lower Key Stage Two**

Children learn to understand differences, respecting our bodies, puberty and changing bodies (Y4), strategies to support emotional well-being including practising thankfulness, and the development of pupils' understanding of life before birth.

### **Upper Key Stage Two**

Children learn appreciation of physical and emotional differences, a more complex understanding of physical changes in girls' and boys' bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made (Y6) and menstruation.

## **Module Two: Created to Love Others**

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships and teaches strategies for developing healthy relationships and keeping safe.

### **Key Stage One**

In the Unit, Personal Relationships, children are taught to identify the Special People in their lives whom they can love and trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit Keeping Safe, they explore the risks of being online using the Childnet resources, the difference between good and bad secrets, and teaching on physical boundaries (incorporating PANTS resource from the NSPCC).

### **Lower Key Stage Two**

The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends: here they are also taught simplified Cognitive Behaviour Therapy techniques for managing thoughts, feelings and actions. In the Keeping Safe unit, NSPCC resources and animated stories are used to teach about bullying and abuse.

### **Upper Key Stage Two**

The sessions in the Personal Relationships Unit aim to equip the children with strategies for more complex experiences of relationships and conflict: this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teachings on how our thoughts and feelings have an impact on how we act. In the Keeping Safe unit the programme explores the risks of sharing and chatting online at a level appropriate to Y5 and Y6, and a more complex understanding of different forms of abuse.

### **Module Three: Created to Live in Community**

In all learning stages this module explores the individual's relationship with the wider world. Children explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

### **Key Stage One**

In this module the children will learn about the communities they live in both local and global. They will learn how they can help or harm a community and they will explore the rights and responsibilities that come with belonging to a community.

### **Lower Key Stage Two**

In this module the children explore some of the principles of Catholic Social Teaching. They learn about the concepts of the Common Good, social relationships and stewardship.

### **Upper Key Stage Two**

The children will build on their learning in Lower Key Stage Two about Catholic Social Teaching. Children will learn that the Trinity demonstrates the perfect loving community, and we are called to emulate this self-giving and self-sacrificing love in our communities.

### **Diversity of Human Relationships**

Throughout the teaching of the RSE curriculum, our teachers will ensure that every child is reassured and that every child's family background is affirmed. The 'Life To The Full' programme will support teachers in this as:

- The 'Life To The Full' resources are inclusive of all children, families and teaching staff;
- From the very start the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers etc) and it celebrates the family unit in whatever form it takes;
- In Upper Key Stage Two the 'Life To The Full' resources make reference to the fact that some children have two mums and two dads as part of a list of family set-ups – this is the only explicit reference to same-sex relationships in the programme;
- The programme does not explicitly refer to transgenderism;
- The programme emphasises very strongly the dignity of every person as being created and loved by God;

- The only reference to sexual intimacy is in the Upper Key Stage Two session 'Making Babies'. In this session sexual intimacy is discussed within the context of a heterosexual marriage, and the Catholic Christian point of view is clearly stated.

This teaching is in line with the statutory guidance from the Department for Education.