

**FEDERATION OF ST ANNE'S AND ST MARTIN'S CATHOLIC PRIMARY
SCHOOLS**

St Martin's



Learning to live by faith and to be known by love

**Relationship and Sex Education
Policy and Procedure**

Policy Management

Policy owner	Headteacher
Approved by:	FGB
Date of next review	March 2025
Review cycle	Triennial
Policy published on website	Yes
Date approved and by whom	28 March 2023
Type of Policy:	Statutory
Template Based on:	The Key / Catholic Education Services / Reading Borough Council
Statutory Guidance	<i>Insert any link to any statutory guidance relating to the policy</i>

Vision Statement

'We are all unique, but one in Christ. Therefore, we aim for our children to know their faith and value themselves and one another as unique children of God. As a community, we strive to reflect Christ's love as we learn together. We foster a safe, vibrant and stimulating learning environment where all feel welcome, and we promote independence and responsibility by caring for our school, the wider community and all of God's creation. St. Martin's staff bring the world to the children and the children to the world through a wide range of engaging and inspiring learning experiences. We aim to ignite children's curiosity and passion for life-long learning and create an environment where everyone feels valued and their voices can be heard. Children are encouraged to develop the personal skills they need to be effective learners. All members of the community work to create a culture of excellence where everyone is inspired to be the best that they can be, the whole child is nurtured and all achievements are celebrated. We encourage each child to recognise and respond to God's purpose for them.'

This document has been produced in response to the Statutory Guidance for Relationships and Sex Education (RSE) which makes Relationships Education compulsory for all pupils receiving primary education. The Statute will take effect from September 2020.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with all stakeholders in the Spring term 2023. This policy will be reviewed every year two years or earlier by the Headteacher, RE Leader, the Governing Body and staff, if there are significant changes to the Curriculum/legal requirements that warrant this.

Dissemination

The draft 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 draft 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 themselves 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. 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 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” 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 is therefore 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 and where pupils in our school community have different values from ours, our priority would always be to include them and to support them pastorally as appropriate.

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 in responding to God’s call to love others with a proper respect for their dignity and the dignity of the human body.

Aim of RSE

Our Vision 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 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 with a “positive and prudent” relationships and sex education which is appropriate with their age and maturity.

Objective of RSE

Our aim is to provide a teaching and learning programme designed to:

- support the personal, physical, emotional and social development of all pupils
- enable pupils to understand that they were made by God to love and to be loved, and that love is central to all meaningful relationships
- help pupils to gain a knowledge and understanding of the values of family life and marriage

enable pupils to understand their physical and emotional development as they grow and change

- explain the process of human reproduction appropriate to the age of the pupils and in line with the requirements of the National Curriculum
- offer pupils a Catholic framework to help them make informed decisions
- to understand that all human beings are created in the image of God and are therefore worth of dignity and respect, and therefore to value others regardless of their background or views.
- enable pupils to have a sense of self-esteem that allows them to foster good relationships based on mutual respect, dignity and responsibility.

Responsibility of the Pupil

Pupils should be willing to listen to the teachings of the Church and be respectful of the variety of views regarding moral issues related to RSE. They should have a positive attitude and sense of responsibility regarding their own and others' sexuality, where appropriate.

Responsibility of the school and staff

The Governors, Head Teacher and RE Co-ordinator will manage and monitor the RSE policy. Training for staff to deliver RSE will be provided. Training for new staff will be provided as part of their induction. Support and guidance will be provided for individual pupils who seek it. 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. 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 discussions 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 or worries go unnoticed. Where a teacher suspects that a child 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 Safeguarding Lead or the Deputy Designated Safeguarding Lead.

Inclusion and differentiated learning

We will ensure that RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances and is taught in a way that does not subject pupils to discrimination.

Equalities Obligation

The Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that the 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 whether they are looked-after children.

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 and the **Journey in Love** Scheme.

A **Journey in Love** consists of four learning areas:

- Physical
- Social
- Emotional
- Intellectual

Each area includes activities, reflections and prayers which ensure all content is rooted within a Catholic framework.

The learning outcomes for each year group are outlined below:

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

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

Year Two: Children know and understand that they are growing and developing in a God-given community

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

Year Four: 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 Five: 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 Six: 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.

Parents and carers

We recognise that parents and carers are the primary educators of their children. As a Catholic School, we provide the principle 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 should parents wish to do so. Parents/carers will be informed when the more sensitive aspects of RSE will be covered by their child's teacher in order that they can be prepared to talk and answer questions about their child's learning.

Parents must be consulted before this policy is ratified by the governors. They will be able to view resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents have the right to withdraw their children from RSE except those elements required by the National Curriculum Science objectives. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head Teacher.

Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme lies with Class Teachers, RE Co-ordinator and RSE Co-Ordinator. 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 contribute 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 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. 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 good practice

Other roles and responsibilities regarding RSE

Governors

- Ensure that the policy is available to parents;

- Ensure that the policy is in accordance with other whole school policies, e.g. SEND, the ethos of the school and Catholic, 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 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 Headteacher will liaise with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority and other appropriate agencies.

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.

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 teaching of the church, of illegal activity or other harmful or dubious activity. The school believes that children are best educated and 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 hints at abuse, is deliberately tendentious or is of a personal nature. In the event of suspected abuse (physical or otherwise) or any other harm, all staff must inform the Designated Safeguarding Lead or Deputy as outlined in the Safeguarding Policy.

Confidentiality and Advice

All Governors, all teachers, all support staff and all parents 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 the values and attributes which underpin 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 difficulties. 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, 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

he RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes or 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 result of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy