

## RELATIONSHIPS AND SEX EDUCATION POLICY Version 2



<b>Name and Designation of Policy Author(s)</b>	Miss Heather Jones, PSHE Leader		<b>Is this a Statutory Document</b>
			Yes
<b>Approved By (Committee / Group)</b>	Curriculum Committee		
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<b>Review Date</b>	Annually – July 2022		
<b>Target Audience</b>	Staff, Parents, Governors		
<b>Links to Other Strategies, Policies, Procedures, etc.</b>	PSHE Policy, Safeguarding and Child Protection Policy, Behaviour Policy, Confidentiality Policy, Equality Policy, Anti-Bullying Policy, Relationship and Sex Education Guidance – DfE (2019), Health and Safety Policy, E-Safety Policy		

### Version History

Date	Ver	Author Name and Designation	Summary of Main Changes
June 2016	1	Nina Chwastek, Headteacher	New policy following new structure, therefore no previous version
May 2021	2	Heather Jones, PSHE Lead	New policy to reflect the requirements of Relationships Education, Relationships and Sex Education (RSE) and health Education (DfE, 2019) and guidance from the PSHE Association <a href="http://www.pshe-association.org.uk/user">http://www.pshe-association.org.uk/user</a> and the Catholic Education Service

### Monitoring Compliance with the Policy

Describe Key Performance Indicators (KPIs)	Target	How will the KPI be Monitored?	Which Committee will Monitor this KPI?	Frequency of Review	Lead
Relationship and Sex Education (RSE) Policy available on the school website	100%	PSHE Link Governor to check availability of policy	Curriculum Committee	Annual	Chair of Curriculum Committee
RSE curriculum embedded into Personal, Social and Health Education curriculum	100%	Through liaison between Link Governor/PSHE Subject Leader	Curriculum Committee	Annual	Chair of Curriculum Committee

RSE curriculum is delivered in line with the year group overview	100%	Through liaison between Link Governor/PSHE Subject Leader	Curriculum Committee	Annual	Chair of Curriculum Committee
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## 1) Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena.

This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

## 2) Rationale

RSE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and wellbeing'.

Our RSE curriculum adopts an holistic approach that promotes positive health and wellbeing, encompassing the faith ethos of our school.

'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.

## 3) Definition of RSE:

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."

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.

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 adults."

This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

RSE is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling and happy lives.
- How to stay safe on and offline in the digital world in which they live.
- How our bodies change and grow during adolescence.

Our definition of Sex Education at St Catherine's is providing children with accurate biological facts about human reproduction.

#### **4) Our school setting**

St Catherine's Primary School serves a diverse mix of children from a wide range of social and economic backgrounds. The school has 5% of its pupils on free school meals and 6.15% of pupils have been identified as having Special Educational Needs. 10.5% of pupils are from a number of minority ethnic backgrounds. The proportion of pupils with home languages other than English is above average and has doubled in recent years. A small number of pupils are at an early stage of English. The school will ensure that Relationships and Sex education meets the needs of all children within our community.

We believe that the teaching about human love and relationships should have Jesus at its core and promote Catholic virtues as well as equipping children with the clear and scientific information they need to maintain successful and happy relationships as well as healthy minds and bodies.

Article 2 (non-discrimination): The UN Convention on the Rights of the Child (UNCRC) applies to every child without discrimination, regardless of their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background. We are a Rights Respecting School and are proud of our Silver status awarded in this area (March 2020).

#### **5) Relationship and Sex Education in a Catholic School**

'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.

The Catholic Education Service states that to be fully effective Catholic Relationship and Sex Education needs to:

- be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;

- involve parents as they are primary educators of their child;
- provide a positive view of human sexuality and dignity of the human person;
- equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- explore and promote virtues which are essential to promoting respect and dignity;
- be delivered in an age appropriate way which reflects the development of the child;
- be part of the cross-curricular work in both primary and secondary schools;
- be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer.

All RSE at St Catherine’s 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 their family situation is. It will also prepare pupils for life in modern Britain.

## **6) Aims**

The overall aim of this RSE policy is to enable effective planning, delivery and assessment of RSE.

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 differing viewpoints and being inclusive 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.

### **Our RSE programme aims to equip our pupils with skills to prepare students for an adult life in which they can:**

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/consent.
- Recognise positive and negative relationships and have the confidence and self-esteem, to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others) equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Teaching staff within our school will be confident in planning, delivering and assessing the RSE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

## **7) Morals, Values and Equalities Framework**

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 the dangers and risks involved to be understood and appreciated.

RSE strives to promote acceptance and end discrimination in line with the Equality Act (2010). St Catherine's Primary School is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The RSE curriculum (Appendix 2) will reflect the values of our PSHE curriculum and will be taught within the context of the relationships.
- The RSE programme at St Catherine's Primary School reflects our ethos, and encourages children to explore faith and cultural perspectives in a respectful way.
- RSE will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act (2010).

## **8) Delivery of Relationships and Sex Education**

RSE and PSHE are delivered throughout the curriculum, and, where appropriate, enhanced by specific theme days. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child and respond in a timely manner to questions that may arise from these lessons to reinforce learning. An overview of the learning can be found on the school website under PSHE/RSE Long Term Planning (See Appendix 3 for Medium Term Planning examples).

Ground rules are used in all PSHE and RSE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school safeguarding procedures must be followed.

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

We use high quality resources that ensure the delivery of RSE curriculum is positively inclusive of all identities and relationships. Lessons are differentiated to ensure they are accessible to all. A selection of these can be viewed during the parent session, prior to each lesson in Years 4, 5 and 6. Prior to these lessons a letter and email are sent home inviting parents to discuss the lesson content and view the resources with teaching staff and the school nurse (Appendix 1).

Correct medical/scientific and inclusive language will be used throughout the RSE and PSHE curriculum.

RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include:

- Questioning
- Circle Time
- Discussion
- Brainstorming
- Role-play, hot-seating, freeze-frame and other drama techniques
- Storyboard. Cartoon strip, scenario script writing
- Mind map or spider diagram
- "Graffiti wall" or "Working wall"
- Quiz
- Questionnaire
- Explain to an alien
- Points on a scale
- Card sort e.g. diamond 9
- "Draw and write"
- Posters

External agencies can be invited to support or enhance the delivery of RSE. These include: the school nurse, voluntary sector, and theatre groups.

External agencies and visitors must make themselves familiar with and understand the school's RSE policy, confidentiality, Child Protection and Safeguarding policy and work within these policies.

All input into RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. Where there are issues which arise from the children's needs and experiences, but outside the curriculum programme, there is flexibility to address these, if appropriate, in an age appropriate manner both individually and in a group or whole class setting. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning. Co-delivery with teaching staff is encouraged and in Years 4, 5, and 6 lessons can be co-delivered with the school nurse; consideration to this is given at the planning stage.

## **9) Parental involvement**

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents, carers and the wider community for our PSHE and RSE programmes.

To promote effective communication and discussion between parents, carers and their children, we notify them through information sessions, coffee mornings, displays, newsletter and the school website or Parent Mail about when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parents also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.
- To ensure school work is in line with the Equality Act (2010) and the RSE Statutory Guidance (2019)
- Encourage spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenged and responsibilities of adult life, enabling them, to access all opportunities.

## **10) Parents right to withdraw**

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders.

Those parents or carers wishing to exercise the right to withdraw their child from a sex education lesson but not relationships education should do so in writing to the Headteacher or by requesting a meeting with the Headteacher. Parents and carers will be then invited in to meet with the Headteacher and/or PSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.

Provision will be made for those children withdrawn from the sex education lesson via an alternative PSHE lesson with a member of staff present and in a familiar classroom.

## **11) Menstruation and Period Poverty**

Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school.

Pupils are beginning to menstruate as early as Year 4. Pupils who are menstruating can obtain sanitary products from any member of staff and from the school office. Sanitary bins are provided in all junior school female and disabled toilets. Sanitary products can also be obtained to take away from the school office as part of the DfE free period products campaign (2020).

## **12) Evaluating and monitoring learning**

To ensure that the curriculum content and teaching is effective, the delivery of RSE will be assessed and evaluated in the classroom. Pupil evaluation of RSE is carried out via surveys and discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, pre-and post-topic mind maps, discussion and

termly learning walks. Pupils will have opportunities to review and reflect on their learning during lessons.

RSE is monitored on an annual basis by the PSHE Co-ordinator in the school to ensure that the content is relevant for the pupils and resources are updated.

### **13) Pupil involvement**

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

It is important that children 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.

There will always be sensitive or controversial issues in the field of RSE. At St. Catherine's we believe 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 or young person's questions hint at abuse, is deliberately contentious or is of a personal nature.

### **14) Accessibility/Equalities Act**

The RSE policy reflects, and is in line with, the schools' Equality Policy as well as the Equality Act (2010). The school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflects the diversity of the school and wider community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.

Inappropriate actions and bullying are not tolerated at St Catherine's Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see the Anti-Bullying Policy).

St Catherine's Primary School is a UNICEF Rights Respecting School and Article 17 from the UN Convention on the Right of the Child states 'the right to get information that is important to your well-being'.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance with the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding. Our school ensures that high quality RSE is accessed by all pupils, including SEND and EAL.

### **15) Confidentiality and Child Protection issues**

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made this will be reported to the appropriate professional as per ground rules. RSE discussion or lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If this occurs or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must discuss with the named Designated Safeguarding Lead or Deputy DSL and follow the procedure set out in the Safeguarding and Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the members of staff with responsibility for Safeguarding/Child Protection issues.

The child concerned will be informed that the confidentiality is being breached and the rationale for this. The child will be supported by staff through the process.

We are aware that Looked After children may not have had consistent access to RSE provision as they have moved schools and are therefore sensitive to their needs which are addressed individually, where necessary, through catch-up sessions, 1:1 delivery, follow-up activities and communication with external agencies.

### **16) Process of professional development for staff**

Staff are updated via email and staff meetings of development in key aspects of RSE, including links with safeguarding, inclusion, quality, child protection and anti-bullying.

Regular staff training is provided at staff meetings, online and during INSET days. Should any staff identify any training needs this should be discussed with the PSHE Co-ordinator.

## Appendix 1

### St Catherine's Primary School letter to parents

Dear Parent/Carer

Re: Sessions on .....

As part of the school's Personal, Social and Health Education programme, your child will soon receive relationship and sex education. This will include a unit of lesson on self-esteem, healthy relationships, personal safety and growing up.

There is a vast amount of, and sometimes confusing, information about relationships and sex on the internet, on TV, in magazines etc. which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

The purpose of the upcoming unit is to provide your child with the knowledge and skills to keep them safe in the modern world. The unit will develop attitudes which will help pupils form relationships in a responsible and healthy manner, based on love and respect.

If students are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them and hopefully grow into confident and healthy adults able to make positive choices.

The session in school may reinforce what you are already speaking to your child about at home. The school is committed to working in partnership with parents and is keen to hear our views about what pupils should be taught and share with you the RSE policy and resources. We would therefore like to invite you to a workshop/coffee morning on RSE .....

The school nurse will also be attending this session as they are invited into school to enhance the RSE lessons and will be present to answer any questions you may have. This will also be an opportunity for you to view the resources used in the delivery of the RSE curriculum.

We would be grateful if you could please let us know if you will be attending.

If you are unable to attend the meeting and would like information regarding the programme, please contact Miss Jones or Miss Quiligotti.

Yours faithfully

## **Appendix 2**

### **Relationships Education:** (Links to Theme 2: Created to love others – CES Model Curriculum)

**Year 1:** Roles of special people in my life (family)

Recognising privacy

Keeping safe

**Year 2:** Making friends

Managing secrets

Sharing opinions

**Year 3:** Personal boundaries

Recognising respectful behaviour

The importance of self-respect

**Year 4:** Positive friendships (including online)

Respecting differences and similarities

**Year 5:** Managing friendships and peer influence

Physical contact and feeling safe

**Year 6:** Romantic relationships; civil partnerships and marriage

### **Health Education:** (Links to Theme 1: Created and Loved by God – CES Model Curriculum)

**Year 2:** Growing older

Naming body parts

**Year 4:** Support with puberty; external genitalia

**Year 5:** Keeping safe in different situations; understanding FGM

### **Sex Education**

**Year 6:** Human reproduction and birth

By the end of primary school pupils will cover the following topics as per the RSE statutory guidance (2019):

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing

- Physical health and fitness
- Internet safety and harms
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

## **Statutory Provision of RSE in the Science Curriculum**

There is ample evidence that sexual health outcomes can be improved by accurate, high-quality and timely information that helps people to make informed decisions about relationships, sex and sexual health.”

*'Framework for Sexual Health Improvement' (2013)*

Detailed below are section taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those which specifically mention relationships and sex education. There are other relevant sections, which could create opportunity to discuss relationships and sex education even further.

### **Key Stage 1**

#### **Children should learn to:**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

### **Key Stage 2**

#### **Children should learn to:**

- Describe the changes as humans develop to old age
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

## Appendix 3: Example of Medium Term Plan



### Year 3 - PSHE Medium Term Overview - Autumn



#### Relationships

1 Corinthians 16:14. "Be completely humble and gentle; be patient, bearing with one another in love."

Term	Topic	Skills	Suggested Can I's...	In this unit of work, students learn...	Lesson Overviews/Teacher Notes/Resources	CES curriculum links (Theme 2: Created to love others)
Autumn - Relationships	<p><b>Families and friendships</b></p> <p>What makes a family; features of family life</p>	Self-awareness	<p>Can I describe a family and understand that all families are special and different?</p> <p>Can I identify the important relationships in my life and those that provide love?</p> <p>Can I recognise the different ways that people care for us and how we can care for them in return.</p>	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time</li> </ul>	<p><i>Be aware of vulnerable pupils &amp; safeguarding (family backgrounds/history)</i></p> <p><i>Pgs. 37 – 59 <a href="#">IMATTER - Resources and accompanying Relationships - ppt</a></i></p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>Loyal, able to develop and sustain friendships</li> <li>Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</li> <li>Respectful, able to identify other people's personal space and respect the ways in which they are different</li> <li>Forgiving, developing the skills to allow reconciliation in relationships</li> </ul>