



St George and St Teresa Catholic School Policy for Relationships and Sex Education

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Signed by: Tina Willmott Chair of Governors Signed by: Nicola Wright Head Teacher	

MISSION STATEMENT

St. George & St. Teresa School is a Catholic School where we show love and care to all members of the community.

It is a place where the Trinity is central to our lives; where we pray together, praising Almighty God, learning about Him and growing closer to Him.

It is a place where we work together, living our faith, and learning together, sharing and developing our knowledge, skills and understanding through all aspects of the curriculum.

It is a place where we endeavour to live as Christians in a multicultural, multi ethnic society.

Faith

We live it,

Love it

And Learn it.

The Gospel Values pertinent to this policy are:

Grateful for our own gifts, for the gift of other people, and for the blessings of each day; and **generous** with our gifts, becoming men and women for others.

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St George and St Teresa Catholic Primary School **Relationship and Sex Education Policy**

'The focus in primary school 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.'

DfE (2019): Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

(Subsequently referred to DfE RSE Guidance 2019)

Introduction

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

Consultation

The policy has been developed through consultation and collaboration with the wider school community. It has been extremely valuable to share understandings, concerns and developments to ensure that we support our pupils and work together to sensitively address the needs of our children. We have consulted pupils through our regular Class and School Council sessions, our parents have responded through questionnaires and the working party forum. Governors and staff have responded through CPD sessions and targeted meetings.

Teaching and learning in this subject should be treated sensitively, bearing in mind the age and maturity of the pupils, the background and family setting from which they come and the teaching of the Church. It is paramount that our children are respected as unique individuals and given the teaching and support they need to become confident and informed adults.

Implementation and Review of Policy

Implementation of the policy has taken place after consultation with parents and Governors in the Spring term 2020.

This policy will be reviewed every two years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is December 2024.

Dissemination

The policy has been given to members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document are available to all parents and carers through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum are also published on the school's web site.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DFE (Department for Education) 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 about the development of the pupil’s knowledge and understanding of 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”. (Sex and Relationship Education Guidance, DFE, 2000)

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

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, 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 support will be provided to help 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 in responding to the 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 THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional and vocational) 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 and young people with a "positive and prudent sexual education" 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;
- recognising the distinction between a civil marriage and the sacrament of marriage, and that a marriage before God is a lifelong commitment that develops hope and trust in him, leading to a clearer vocational vision;
- 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;
- 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.

PROGRAMME / RESOURCES

Our programme will be based on the 'Life to the full' scheme of work following a recommendation from BDES.

An overview of the *Life to the Full* programme can be found in Appendix 1 (*Life to the Full Programme Overview*).

Parents will be signposted to the Online Parent Portal to find out more about the programme (available at <https://www.tentenresources.co.uk/online-parent-portal-primary/>).

The programme offers three standard pathways regarding the scheduling of the lessons (schools are also able to make a bespoke schedule if they wish). St George and St Teresa have chosen Pathway 1 (a two-year cycle done over one term), but will duplicate some sessions where the content is deemed too important to leave a two-year gap between.

There is overlap with the school's PSHE programme, *Jigsaw*. Where this is the case, *Life to the Full* will be used instead of *Jigsaw*. *Jigsaw* is taught over six units. The overlap is that it mostly covers the same learning objectives in two of the modules (but not all LOs): Relationships and Changing Me.

In line with *DfE RSE Guidance 2019*, 123 – 125 'Assessment', the work the children do will be assessed using the accompanying assessment resources. This will be in the form of unit markers (similar in style to those already used in RE).

Work will be done in RE and Science books.

Teaching strategies will include but are not limited to:

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

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 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 before this policy was ratified by the governors. They were consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They are able to view the resources used by the school in the RSE programme. Our aim is that, through the consultation process, every parent and carer has full confidence in the school's RSE programme to meet their child's needs.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, but not the statutory relationships elements. Before granting any such request the head teacher will seek to discuss the request with parents and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

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

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 differing 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 teaching staff.

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

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 (Catholic Education Service) guidance 'Protocol for Visitors to Catholic Schools' (Protocol for Visitors to Catholic Schools, CES, Feb. 2011).

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.

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., SEN, the ethos of the school and our 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 the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-ordinators

The co-ordinators 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 curriculum deputy and the member of staff with responsibility for child protection).

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 pupils. 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, Bullying policy, Safeguarding 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 link to/complement learning in those areas identified in the RSE audit (carried out by governors).

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 matter 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. (See also DfE RSE Guidance 2019, 63, 64 'Managing difficult questions' 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.

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 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 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, 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 circumstance 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

The RSE Co-ordinator 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.

Appendix 1 – Life to the Full One-Page Overview
(<https://www.tentenresources.co.uk/one-page-overview/>)

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
TOPIC	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
KEY STAGE ONE	Story Sessions: Handmade With Love (Kester's Adventures)	Session 1: I am Unique (Me)	Session 1: Feelings, Likes and Dislikes	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People	Session 1: Being Safe	Session 1: Trinity House	Session 1: The Communities We Live In
		Session 2: Girls and Boys (My Body)	Session 2: Feeling Inside Out			Session 2: Treat Others Well...	Session 2: Good Secrets & Bad Secrets	Session 2: Who is My Neighbour?	
		Session 3: Clean & Healthy (My Health)	Session 3: Super Susie Gets Angry			Session 3: ...and Say Sorry	Session 3: Physical Contact		
LOWER KEY STAGE TWO	Story Sessions: Designed for a Purpose (Kester's Adventures)	Session 1: We Don't Have To Be The Same	Session 1: What Am I Feeling?	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others	Session 1: Sharing Online	Session 1: Trinity House	Session 1: How Do I Love Others?
		Session 2: Respecting Our Bodies	Session 2: What Am I Looking At?				Session 2: Chatting Online		
		Session 3 (Yr4+) What is Puberty?	Session 3: I Am Thankful!				Session 2: What is the Church?		
	Session 4 (Yr4+) Changing Bodies	Session 2: When Things Feel Bad				Session 3: Physical Contact			
	Session 1: The Sacraments		Session 5 (Yr4+) Discussion Groups - optional						
UPPER KEY STAGE TWO	Story Sessions: Made to Grow (Kester's Adventures)	Session 1: Gifts and Talents	Session 1: Body Image	Session 1: Making Babies (P1)	Session 1: Is God Calling You?	Session 1: Under Pressure	Session 1: Sharing Online	Session 1: Trinity House	Session 1: Reaching Out
		Session 2: Girls' Bodies	Session 2: Peculiar Feelings	Session 2: Making Babies (Pt2)		Session 2: Do You Want a Piece of Cake?	Session 2: Chatting Online		
		Session 3: Boys' Bodies	Session 3: Emotional Changes	*Optional. See your Programme Coordinator		Session 3: Self-Talk	Session 3: Physical Contact		
		Session 4: Spots and Sleep	Session 4: Seeing Stuff Online	Session 3: Menstruation		Session 2: Catholic Social Teaching			