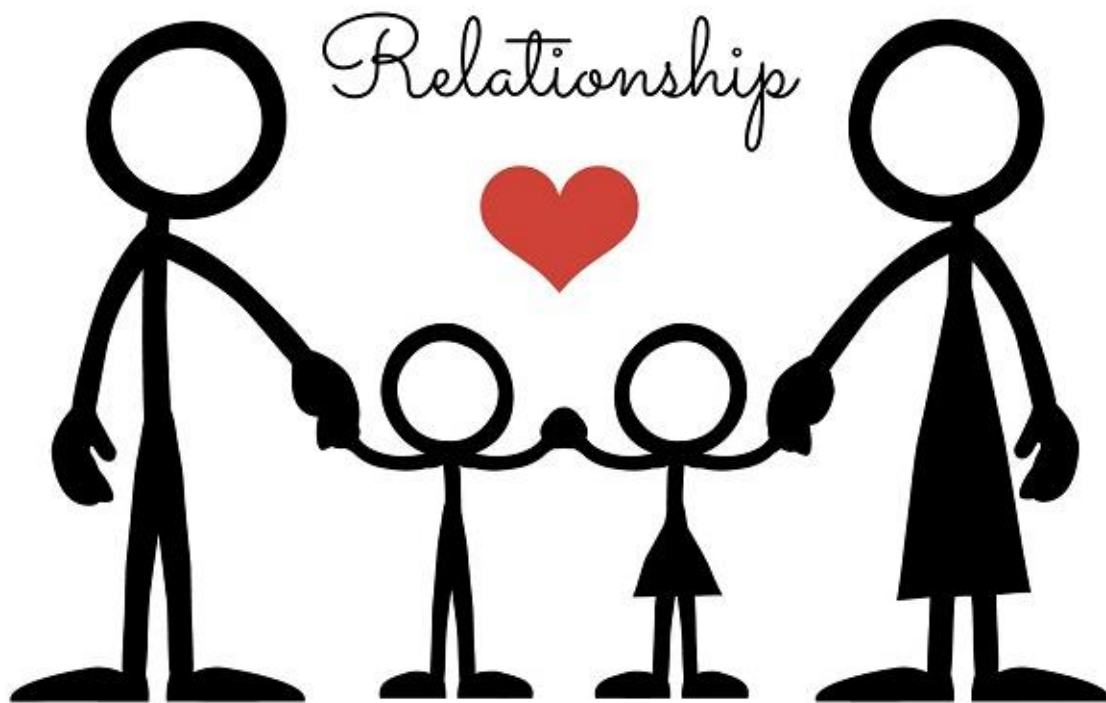


St Charles Catholic Primary School



Relationships and Sex Education

Designated Teacher: Tony Lynch

Designated Governor: Dave Hallbery

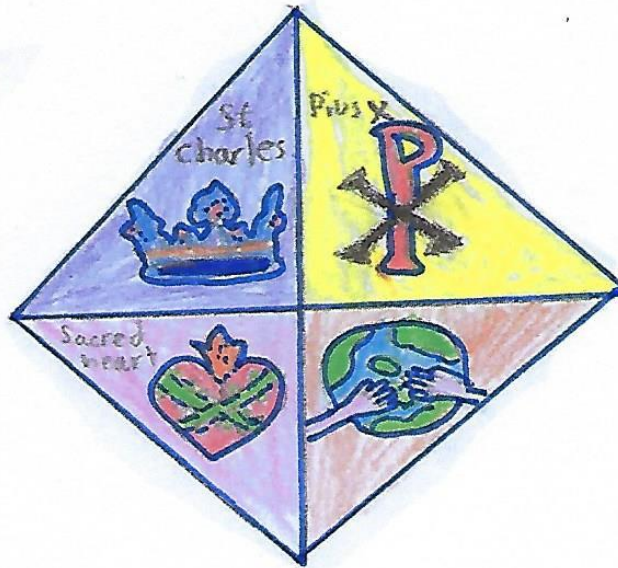
Date policy adopted by the Governing Body: Summer 2024

Date policy to be reviewed: Summer 2025

Parent consultation date: June 2024

Our Mission Statement

✠ *Love God, Love your Neighbour* ✠



(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- *To appreciate that we are all uniquely created and loved by God.*
 - *To deepen each child's understanding of the Catholic faith.*
- *To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*
 - *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
 - *To provide an excellent education so children learn and achieve their potential.*
 - *To respect and care for one another in a happy, welcoming and nurturing community.*
 - *To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens*

Spiritual and Moral development

At St. Charles Catholic Primary School we believe that each child should learn in an atmosphere surrounded by love.

We aim to promote a learning atmosphere where positive values in behaviour and attitudes are created.

In such classes every child will be given the opportunity to develop his/her true potential academically, morally and spiritually.

The children in our care will be taught to value each other and the world around them. In dealing with others they will show forgiveness and patience, ready to comfort those in need.

They will be taught to appreciate the aesthetic value of the world we inhabit. Opportunities to do this will be sought across the subject range both in the academic and the more creative aspects of the curriculum.

DEFINING RELATIONSHIPS EDUCATION, HEALTH EDUCATION 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”¹. 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. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”². (The Welsh Assembly Government envisages that effective school RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development to enable

¹Sex and Relationship Education Guidance, DfEE, 2000

² ibid

them to make responsible decisions about their relationships, sexual health and well-being.)

Definitions for Relationships Education, Health Education and Sex Education

Relationships Education

“Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.”

Health Education

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health related choices and behaviours, both physically and mentally, now and in the future.”

Sex Education

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in Science.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science, Statutory Relationships Education and Statutory Health Education.

However, the reasons for our inclusion of RSE go further.

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our RSHE curriculum:

Relationships Education is compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools

Health Education is compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.

As a school we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Science, Relationships Education and Health Education requirements. As such we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE).

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 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 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”³ 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;

³ *Gravissimum Educationis* 1

- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

BROAD CONTENT OF RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

CONTENT OF THE RSE AND PSHE CURRICULUM *(also refer to PSHE policy)*

Statutory content:

Relationships Education (KS1 & 2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships

- Being Safe

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- 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
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health Education (KS1&2: age 5-11 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

Non-Statutory Content:

Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

Sex Education

(Year 6 Only – please see section below ‘Year 6 Relationships Conference’ and the highlighted content in Appendix 1 outlining the non-statutory content)

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, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

PROGRAMME / RESOURCES

TEN:TEN PROGRAMME

The School uses the Ten:Ten - Live Life to the Full programme of study to deliver RSE from EYFS to Year 6.

Ten Ten’s programme for Catholic primary schools, **Life to the Full**, will teach Relationships Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Life to the Full is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embrace and fulfil the new statutory curriculum. Taught with a spiritual approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Our programme, ‘**Life to the Full**’ is split into 3 Key modules:

Created and Loved by God

- Me, my body and my health.
- Emotional well-being
- Life cycles.

Created to love others

- Personal Relationships
- Keeping Safe

Created to live in community.

- Living in the wider world.

See Appendix 1 to see the learning outcomes of each key stage.

Teaching strategies include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection

- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

ASSESSMENT OF RSE

Throughout the course of the learning, it is the responsibility of the teachers to assess pupil understanding. Children are given opportunities to demonstrate their knowledge and understanding through the use of baseline assessment worksheets and learning evidenced in class Floorbooks.

YEAR 6 RELATIONSHIPS CONFERENCE

Year 6 children attend a Relationships conference which runs over the course of 3 days. The areas of learning covered are listed below and it is the Conception content, asterisked below, that is non-statutory that parents can withdraw their children from:

- CREATION
- IMAGES OF SELF, OTHERS AND RELATIONSHIPS
- PUBERTY
- SEXUAL RELATIONSHIPS AND CONCEPTION*
- MARRIAGE
- FAMILY LIFE
- BEREAVEMENT

*THIS CONTENT ON CONCEPTION IS NON-STATUTORY, AS FOLLOWS

- Basic scientific facts about sexual intercourse between a man and a woman
- The physical, emotional, moral and spiritual implications of sexual intercourse

- The Christian viewpoint that sexual intercourse should be saved for marriage

ASSESSMENT

Assessment of learning takes place throughout the conference. Children are given opportunities to demonstrate their knowledge and understanding through questioning and the use of activity books during the conference. Parent feedback and questionnaires are also used to evaluate learning and effectiveness of the conference

SPECIFIC ISSUES RELATED TO SEX EDUCATION

DFE SEX EDUCATION RECOMMENDATION

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education, we have chosen to deliver further lessons in the Year 6 Relationships Conference which go beyond the science curriculum and look in more detail at Conception/How a Baby is Made. We feel these sessions are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. Prior to the Year 6 Relationships Conference, we will make this non-statutory content clear to parents and outline your right to withdraw your child from these specific additional lessons (See Parents and Carers)

DEFINITION OF SEX EDUCATION

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science.

ANSWERING PUPILS' SEX EDUCATION QUESTIONS

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we

have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

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 must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, 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.

Please note, that during the Covid 19 situation, we held an initial parent consultation online which was deemed as good practice by the DfE. Since, TenTen resources and an online form, for comments and/or questions, has been disseminated to parents/carers.

TenTen *Live Life to the Full* resources can be accessed through the TenTen parent portal (www.tentenresources.co.uk/parent-portal) with the following log in details:

Username: st-charles-w10

Password: red-book

Parent meetings and topic specific consultations will continue to take place, as necessary prior to the delivery of certain content.

Parents have the **right to withdraw** their child from non-statutory elements of RSE, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum. Should parents wish to withdraw their children they are asked to notify the school by contacting the head teacher. Parents or carers must then complete a ‘Request for Withdrawal from Sex Education Lessons’ form, Appendix 2 of this policy, and send this to 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.

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. 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 Year 6 teachers with support from the Science, PSHE and RE coordinators.

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

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance ‘Protocol for Visitors to Catholic Schools’⁴.

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

- 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 Coordinator

The 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

⁴ Protocol for Visitors to Catholic Schools, CES, Feb. 2011

in the dissemination of the information relating to RSE and the provision of in-service training. They may, where necessary, be supported by the member of staff with responsibility for child protection at that time. The PSHE coordinator has also worked closely with the Health Education Partnership team virtually to review the RSHE curriculum.

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. 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 consulted in the development of this policy and any changes have been considered before the final policy was taken to be discussed and ratified by the governing body. 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 and in conjunction with our school PSHE policy. It includes guidelines about pupil safety and is compatible with additional policy documents, including the school's Spiritual, Moral, Social and Cultural (SMSC) Policy and Safeguarding Policy.

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident

that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

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 Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 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.