



'Growing, loving and learning in the arms of Mary'

RSE Policy

Relationship and Sex Education Policy



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The mission of St Mary's Catholic School is to provide for each child, a warm and secure environment where the values, beliefs, practice and knowledge of the Catholic faith are fostered and nurtured.

We are proud to be working to become a UNICEF Rights Respecting School.
As a Rights Respecting school we take seriously the UN Convention on Children's Rights and especially:

 FOR EVERY CHILD IN DANGER	Children's Rights	
Article 28 (right to education) Every child has the right to an education.		
Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.		
Article 34 (sexual exploitation) Governments must protect children from all sorts of sexual abuse and exploitation		

Rational:

'I have come that you might have life and have it to the full'

(John 10.10)

This document provides information for everyone who has an interest and concern in the teaching of Relationships and Sex Education (RSE). This policy was formed after discussion with the school staff, parents and Governors as well as consultation of the school nurse.

Our mission statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that RSE is an integral part of this education. Furthermore we 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 to 'positive and prudent sex and relationship education' ('Declaration on Christian Education'. Vatican II)

In St. Mary's Catholic Primary School we are committed to RSE because of our Christian beliefs about God and the whole 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 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 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, in St. Mary's will be placed firmly within the context of relationship – as it is there that sexuality grows and develops.

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.

Aim of RSE:

In partnership with parents, we aim to provide children 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.

To develop the following attitudes and virtues:

- 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 bodies;
- responsibility for ones 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 love;
- recognising the importance of marriage and family life;

To develop the following personal and social skills:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- 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;

To develop the following knowledge and understanding:

- 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;

RSE be provided in three inter related ways. These will be through;

- the whole school/ethos dimension
- across curricular dimension
- specific RSE curriculum

The content will be covered in the Science programme and as part of the work in personal, social, health, citizenship education. The lessons will be delivered by the class teacher and school nursing staff to enable children to ask questions.

Roles and Responsibilities:

Governors

Ensure that policy is in accordance with other whole school policies.

Ensure that parents know of their right to withdraw their children.

Establish a link governor (Clare Dodd) to share in the monitoring and evaluation of the programme, including the resources used.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Education Service and the Local Education Authority, and other appropriate agencies.

PSHE/SRE Coordinator

The coordinator, 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.

All Staff

Relationships and sex education is a whole school issue. 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.

Parents

Parents will be consulted in 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. Should parents wish to withdraw their children, they are asked to contact the headteacher or PSHE co-ordinator.

Equal Opportunities:

Boys and girls will receive RSE together, to promote dignity and respect of the changes that happen as they are growing and changing. Girls will be taught more specifically about menstruation in a same sex group.

Programme/ Resources:

Appendices to this policy provide further information about the programme and resources used in St. Mary's.

Staffing:

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 relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills. All teaching staff are aware of the teaching of the Catholic Church on relationships and sex and adhere to that teaching in the education of our children.

Pupils with SEN:

We will ensure that all pupils receive RSE and we will offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary.

Pupils with particular difficulties whether of a physical, emotional or of a cognitive 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

Relationships to the other policies/initiatives:

This RSE policy is to be delivered as part of the PSHE framework with links to Science and RE. It will contribute to our schools **wellbeing** agenda. It includes guidelines about pupil safety and is linked to our **safeguarding policy**.

Safeguarding:

Children need to feel safe and secure in the environment in which RSE takes place and in St. Mary's School we will endeavour to make sure that this safe environment is provided. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may lead to disclosure of a safeguarding issue. Teachers in St. Mary's are aware of the needs of their pupils and will not let any fears or worries go unnoticed. Where a teacher has any concerns about the risk to a child they will follow the schools Safeguarding Policy and immediately inform the designated member of staff.

Parents' right to withdraw from lessons:

Parents do have the right to withdraw their children from RSE excepting those elements which are required by the National Curriculum science programme. However, in St. Mary's School we would encourage all parents to allow their children to participate in our RSE as we believe that the controlled environment of the classroom is the safest place for this curriculum to be followed, and if children are withdrawn it "might well remove one possible means of correcting or putting into perspective, the uncontrolled information circulating within peer groups." (Cardinal Hume). Parents will be able to examine the programme their children are following and provide additional preparation and information as they wish.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science). Section 241 of the Education Act 1993 gives parents the right to withdraw their children from all parts of the sex education programme, other than those elements which are required by the National Curriculum Science Order. Parents who express a desire to withdraw their child from sex education lessons, will be invited to school to discuss their concerns. If this issue can't be resolved the parent must inform the school in writing that they wish their child to be withdrawn from the relevant lessons. Children who are withdrawn from lessons will be accommodated in the IT practical area and provided with Science activities appertaining to the National Curriculum.

Sensitive Issues:

There will always be sensitive issues in the field of RSE. These may be a matter of maturity, of personal experience of children, or disagreement with the official teaching of the Catholic Church. The staff of St. Mary's believe that our 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 helps to create a supportive climate for discussion.

Teachers in St. Mary's will always help pupils facing personal difficulties from anything arising from our RSE programme.

External Agencies:

At St. Mary's we will call upon the expertise, help and guidance from outside agencies and health specialists to deliver aspects of health promotion where appropriate. Before involvement with the children they must be familiar with the school's sex education policy. These visits will always complement the current programme and not substitute or replace teacher led sessions. The management of the sex education lessons is under the control of the class teacher, who must be present when any outside agent is talking to the children. The teacher and school nurse will liaise and use agreed appropriate material.

Monitoring, review and evaluation:

The RSE provision will be monitored by the RSE/PSHE coordinator at regular intervals. The programme will be reviewed biannually. The governors remain ultimately responsible for this policy.

Dissemination:

This policy will be given to all members of the governing body and all teaching and non-teaching staff. Copies will be available to all parents from the Head teacher.

Implementation and review of Policy:

After consultation with the Governors this policy was implemented in May 2018. This policy will be reviewed every two years by the Head teacher RSE/PSHE coordinator, governing body and staff. The next review will be summer 2022

Policies linked to this policy:

- Safeguarding Policy
- Special Education Needs
- Religion Education Policy
- British Values Statement
- SMSC Guidance
- Confidentially Policy

Appendix 1

Programme and Resources used for Sex and Relationships Education

From Nursery to Year 6, we will be following 'A Journey in Love', a developmental programme for children in the primary years by Sr Jude Groden. This will be taught as a unit of work in the Summer term.

The focus will be as follows:-

Nursery

Wonder at God's Love

Children begin to know and understand that they are part of the wonder of God's love and creation.

Reception

God loves each of us in our uniqueness

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

Year 1

We meet God's love in our family

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

Year 2

We meet God's love in the community

Children know and understand that they are growing and developing in a God-given community.

Year 3

How we live in love

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

Year 4

God loves in our differences

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 5

God loves me in my changing development

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 6

The wonder of God's love in creating new life

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.

Appendix 2

Y5 and Y6 will use All That I Am

Year 5 Programme

Pupils will learn:-

Individual

- That they are unique and made in the image of God
- That physical and emotional growth is common to all of us and a normal part of becoming an adult
- To accept and respect themselves.

Physical

- That the difference between boys and girls is part of God's creative and loving work
- Vocabulary to describe menstruation
- To celebrate the differences between boys and girls

This episode will be built on in year 6 when male physical maturation will be treated in more depth.

Social

- What the Church teaches in relation to personal responsibility and the dignity of the person
- To take responsibility for their personal hygiene
- How to manage socially awkward situations.

Emotional

- How the Church recognises the importance of our emotions and how they can shape our actions
- To identify a wide range of feelings in themselves and others
- To take responsibility and manage their feelings appropriately
- An awareness of the responsibility we have towards each other.

Spiritual

- That our spiritual relationship with God links together and transforms all aspects of our person
- The basics of authentic friendship with others and God
- When they do and do not feel comfortable with themselves
- To identify when confidentiality is and is not appropriate.

Year 6 Programme

Pupils will learn:-

Recap and Reprise

- To recap on the 5 episodes in the Year 5 resource
- To reprise female physical development.

Your Changing Bodies – Boys

- To have knowledge and understanding of male physical development.

Personal Behaviour

- To have self-confidence and skills
- To translate these into personal behaviour in a range of situations such as making new friends.

Appendix 3

Children will be taught the Science Programme of Study which includes **Animals and Humans**. (This is statutory unless otherwise stated.)

Year 1

Pupils should be taught 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.

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5

Pupils should be taught to:

- describe the changes as humans develop to old age

Notes and guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- They should learn about the changes experienced in puberty.

Year 6

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Notes and guidance (non-statutory)

- Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.
- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
- Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.