



**Relationships and Sex  
Education Policy  
(Including Personal,  
Social and Health  
Education Curriculum)**



## School Mission Statement

*St Benet's is a happy and holy place of learning and the centre of a thriving community.*

### **The Mission of St Benet's Roman Catholic Primary School is to:**

- *Create a Christ-centered family where all children, parents, staff, governors and visitors are welcomed and valued.*
- *Provide an inclusive and reflective learning environment which promotes growth, unity and equality for all.*
- *Ensure that our curriculum provides a wealth of opportunity and challenge, which nurtures respect and tolerance for all.*
- *Enable each person to fulfil their unique and spiritual journey with God through prayer, worship and liturgy*
- *Promote a strong partnership between home, school and parish where our gifts and achievements are celebrated.*

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. (RRS Article 3, 24, 29)

## Consultation

This policy has been produced in consultation with staff and parents/carers.

At St Benet's RC Primary School we have; invited parents into school for a meeting regarding the consultation of the policy, discussed the learning of RSE and PSHE within the school with the School Council members (RRS Article 12), and reviewed the RSE curriculum content, along with the delivering of the teaching and learning, with the teaching staff. (RRS Article 3)

## Rationale

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

(John 10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE 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. (RRS Article 8)

### 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;
  - cultural teaching of relationships;
  - celebrating the gift of life-long love;
  - recognising the importance of marriage and family life of all different types;
- (RRS Article 29, 13, 24, 18)

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;
- (RRS Article 24, 29, 13)

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;
- (RRS Article 18, 5, 34)

These will be covered through overlapping themes within the Diocesan Primary Curriculum Framework for PSHE – moral, spiritual, physical, emotional and social development.



### 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 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. These questions will be responded to in the context of the school's inclusion policy.

(RRS Article 8, 14)

### Statutory Curriculum Requirements

We are required to teach those aspects of RSE which are statutory parts of National Curriculum Science. (RRS Article 24)

### 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.

(RRS Article 8, 14)

### Broad Content of RSE

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

### Programme / Resources

The main RSE programme will be A Journey in Love, McCrimmons 2008. (See Appendix 1 for Key Stage specific objectives).

St Benet's RC Primary School also use the following programmes and resources within the PSHE and RSE curriculum;

- **A weekly 'Statement to Live By'** which forms the theme of the PSHE lesson for that week
- **Unicef Rights Respecting Schools**
- **Come and See** (RE Programme)

### Assessment of RSE

RSE is monitored, evaluated and assessed as part of the school curriculum. Class teachers will be responsible for assessing children during their learning and developing throughout the programme. (RRS Article 3) Evidence of taught RSE and PSHE will be record within the classroom floor books and/or within RE books when teaching A Journey in Love. In addition to this, children will participate in self-evaluation. (RRS Article 12)



### Parents and Carers

Parents/carers are the primary educators of their children. They were consulted during the developmental stages of this policy (*during an information session about equality for all in discussion of the Educate and Celebrate programme, February 2019*). They will be consulted at every stage of the development of any revision of the RSE programme, as well as during the process of monitoring, review and evaluation. Resources used by the school in the RSE programme will be made available each year for parents/carers to view.

Parents have the *right to withdraw* their children from RSE excepting those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they should notify the school by contacting the Headteacher in writing. The request will be made on a year by year basis. The school will provide support by providing material for parents to help the children with their learning.

(RRS Article 3, 5, 18)

### Teaching the Programme

Class teachers have the responsibility for teaching PSHE and, as such, the RSE curriculum.

(RRS Article 3)

On some occasions adults from other agencies will be used to deliver some aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy and will be required to ensure that all teaching is rooted in Catholic principles and practice.

### Other Roles and Responsibilities regarding RSE

Governors will:

- 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.

### Headteacher

The headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority, also appropriate agencies.

### PSHE/RSE Coordinator

The coordinator, with the headteacher, 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

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 included in the development of this policy and all staff should be aware of the policy and how it relates to them. (RRS Article 3)

### 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. (RRS Article 12, 13)

### 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). (RRS Article 12)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

### 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 following designated safeguarding leads; Miss C. Harper (Head teacher), Miss C.Caulfield (Deputy Head), Mrs D. Calvert (SENCO). (RRS Article 3, 27)

### 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. (RRS Article 16)

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, headteacher, but that the pupils would always be informed first that such action was going to be taken.

### Monitoring and review of the policy

The RSE Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils work. The programme will be evaluated biennially. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

Date of Implementation: **March 2019**

Date of Review: **March 2021**

This policy will be reviewed every year/two years by the headteacher, RSE coordinator, the governing body and staff.

### Named Persons

Miss S. Loughlin – RSE/PSHE Co-ordinator and Staff Governor

Miss C. Harper – Head teacher

<b>Author of document:</b>	Sophie Loughlin	<b>Job role:</b>	RSE Co-ordinator
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## Appendix 1

### Sex and Relationship Education (SRE)

#### Foundation Stage (3-5 years)

- Learn that they are created uniquely by God
- Learn that their body is a gift from God
- Name the main parts of the body
- Learn about babies growing into children and adults
- Learn that babies have special needs
- Learn that family and friends should care for each
- Recognise and deal with feelings in a positive way.

#### Key stage 1 (5-7 years)

- Recognise that they are created by God
- Know that humans move, eat, grow and reproduce
- Name parts of the body (set out exactly what should be learnt)
- Recognise themselves as male and female
- Learn how to improve personal hygiene
- Know that there are different types of families
- Recognise the roles of individuals, within the family
- Know that secure loving relationships within the family are important
- Recognise that families and friends care for each other.
- Learn that humans can produce babies
- Learn that babies grow into children and adults
- Hear about the ideal of loving and sharing in a Christian marriage
- Understand how to treat themselves and others with mutual respect and dignity
- Understand that their bodies are special and develop ways to protect and respect them
- Reflect on their contributions to building up loving family relationships
- To recognise, name and deal with their feelings in a positive way
- Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations.
- Be able to talk about their emotions

#### Key stage 2 (7-11 years)

- Learn the main stages of the human life cycle from birth to death.
- Learn about daily routines to care for your body and understand about a healthy lifestyle
- Explore the sacrament of marriage as an expression of love
- Investigate why parents need to care for their families
- Learn about themselves as a child of God and their body as a God's gift to them
- Develop awareness of the life cycle from conception to birth
- Deepen the understanding about what is meant by relationships within families
- Explore ways to reflect God's unconditional love in their lives.
- Explore the changes that come about through changes, body and feelings/emotions (including menstruation)
- Explore the need for a healthy life-style
- Learn how to manage their feelings as they change.
- Investigate what is involved in bringing up children



- Explore the meaning of friendship, trust and loyalty
- To be able to talk about relationships and know how to seek advice from significant adults.
- Understand that pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure.
- Understand about a healthy life-style and the options and choices they make.
- Reflect upon the importance of God's unconditional love.
- Know the basic biology of human reproduction within the context of marriage (including sexual intercourse)
- Develop an appreciation of what is involved in bringing up children.
- To recognise the risks in different situations and make judgements about behaviour.
- Learn about different kinds of relationships among friends and families and to develop the skills to be effective in relationships.
- To recognise that actions have consequences for themselves and others, recognise others' feelings • Continue developing ways to talk about relationships and to seek advice from significant adults.
- Recognise the importance of forgiveness in relationships
- Develop ways to deal with the consequences of wrong choices