

# Relationship and Sex Education Policy

## St. Adrian's Catholic Primary School



**'To Learn, To Love, To Live as a Community of God with Christ as our Teacher'**

**[www.stadrians.herts.sch.uk](http://www.stadrians.herts.sch.uk)**

**Approved by:** Full Governing Body

**Date:** March 2021

**Last reviewed on:** Not applicable

**Next review due by:** June 2022



## Relationship and Sex Education

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## Relationship and Sex Education

### Aims and objectives

At St Adrian's Primary School, we recognise each of our pupils as unique persons, created in the image of God and intended to have life to the full. Relationships and Sex Education (RSE) reflects our Christian values and is taught in the context of relationships. RSE promotes children's self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community. The school shares with the parents the responsibility to provide positive and prudent relationships and sex education. The school aims to keep pupils safe and protect them from exploitation.

*'Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities...they should be given a positive and prudent education in matters relating to sex...children and young people have the right to be encouraged to make sound moral judgements with an informed conscience and to put them into practice by personal choice, and to know and love God better.'*

*(Declaration on Christian Education, Second Vatican Council)*

Consultations have taken place with:

- pupil focus groups and the school council
- online consultation with parents
- review of RSE curriculum content with staff
- consultation with school governors

### Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the summer term 2021.

This policy will be reviewed every year/2 years by the Head teacher, RSE Coordinator, the Governing Body and Staff. The next review date is Summer 2023.

### Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website. Details of the content of the RSE curriculum will also be published on the school's web site.



## Relationship and Sex Education

### Defining relationship and sex education

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."<sup>(1)</sup> It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."<sup>(2)</sup> This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

### Statutory curriculum requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. 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 (and the Welsh Assembly Government) RSE will be firmly embedded in the curriculum 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.

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*1 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4*

*2 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19*



## Relationship and Sex Education

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. It will also prepare pupils for life in modern Britain.

### 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.

### The aim of Relationship and Sex Education

We are committed 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:

- 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 identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life.



## Relationship and Sex Education

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
- 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;

### 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, 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.

### 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.



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## Relationship and Sex Education

### Programme of Study

St Adrian's follows a programme of study called "Life to the Full." It is based on the Department for Education guidance which will become statutory from the summer of 2021. This programme is rooted in a Christian understanding of the human person, based on "A Model Catholic RSE Curriculum" provided by the Catholic Education Service. There is an online parent portal which can be accessed at:

<https://www.tentenresources.co.uk/parent-portal/>

In Life to the Full, we will be following a three-stage structure which is repeated across three different learning stages:

- Key Stage One is aimed at Years 1 and 2\*
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

\*EYFS to follow in the future

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work.

<b>Module 1</b>	<b>Created and Loved by God</b>
Units	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
<b>Module 2</b>	<b>Created to Love Others</b>
Units	Religious Understanding Personal Relationship Keeping Safe
<b>Module 3</b>	<b>Created to Live in Community</b>
Units	Religious Understanding Living in the Wider World



## Relationship and Sex Education

### Teaching strategies

Teaching strategies for RSE learning will include:

- establishing ground rules
- distancing techniques (to depersonalise the situations under discussion)
- discussion
- reflection
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

### Assessment

Each Unit of work also has an assessment activity associated with it. The activities take into account the learning objectives of the sessions within the unit and provide before and after evidence that learning has taken place. Teachers will also use formative assessment strategies employed in other areas of the curriculum such as Assessment for Learning.

### 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 to find out more about our programme by providing an online portal at: <https://www.tentenresources.co.uk/parent-portal/>. 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 will be consulted before this policy is ratified by the governors. They will be consulted during 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.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the head-teacher. 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. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).





## Relationship and Sex Education

### 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 including female genital mutilation at Upper Key Stage 2. 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 lies with the RSE lead, Mrs. Butterworth, the science lead, Miss Battams, the RE lead, Mrs. Hayes and the head and deputy head teacher. 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 may 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 'Checklist for External Speakers to Schools (2016)'.

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.



## Relationship and Sex Education

### 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.

### RSE Lead/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. They may be supported by 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 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.

### Relationship to other policies and curriculum subjects

This RSE policy is to be delivered as part of a broad and balanced curriculum. It includes guidelines about pupil safety and is compatible with the school's other policy documents, for example, our Behaviour Policy, and our Child Protection 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.

### 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 Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)



## Relationship and Sex Education

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 Child Protection 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 circumstances 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 Coordinator 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.



## Relationship and Sex Education

### Appendix 1 - Programme Content

The programme adopts a spiral curriculum approach so that as your child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

#### Module One: Created and Loved by God

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

In these sessions, we explore:

**Key Stage One** – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

**Lower Key Stage Two** – understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

**Upper Key Stage Two** – appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys' bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

#### Module Two: Created to Love Others

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

**Key Stage One** – In the Unit 'Personal Relationships', children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe', we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource the NSPCC).

**Lower Key Stage Two** – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified Cognitive Behavioral Therapy (CBT) techniques for managing thoughts, feelings and actions.

Once again, for the 'Keeping Safe' unit, there are some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.



## Relationship and Sex Education

**Upper Key Stage Two** – The sessions for UKS2 in the 'Personal Relationships' module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

### Module Three: Created to Live in Community

Finally, Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity.

In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.