



# St Paulinus Catholic Primary School

*"Inspiring all to live, learn and love in the light of Jesus"*

(I am the light of the world; whoever follows me will never walk in darkness but will have the light of life." John 8:12)

## Relationships & Sex Education Policy

**Adopted:**

**Signed by the Chair of Governors**

**On behalf of the Governing Body of St Paulinus Catholic Primary School**

Signed ..... Date .....

Chair Governing Body

Signed ..... Date .....

Headteacher

**Policy reviewed by Subject Managers :** Mrs. Roxanne d'Arcy, Headteacher

**Policy updated by :** Miss E. Sinclair, May 2017

**Policy review date :** April 2020



# Relationships and Sex Education Policy

## **Mission Statement**

"Inspiring all to live, learn and love in the light of Jesus"

(I am the light of the world; whoever follows me will never walk in darkness but will have the light of life." John 8:12)

Our Mission Statement commits us to the education of the whole child and we believe that Relationships and Sex Education (RSE) is an integral part of this education. It is in this context that we commit ourselves, in partnership with parents<sup>1</sup>, to provide children and young people with a "positive and prudent [relationships and] sexual education"<sup>2</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Catholic vision of education and the human person.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their aims and their approach to RSE in the school.

## **Consultation meetings that have taken place are:**

- school council
- questionnaires to parents and consultation meeting
- review of RSE curriculum content with staff and pupils
- consultation with wider school community e.g. school nurse
- consultation with school governors

## **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the Summer 2017.

This policy will be reviewed every 3 years by the Headteacher, RE Co-ordinator, RSE team, the Governing Body and Staff. The next review date is June 2020.

## **Dissemination**

The policy will be given to all members of the Governing Body and all teaching and non-teaching members of staff. Details of the policy and content of the RSE curriculum will be published on the school's web site. Copies of the policy will be available to all registered parents on request and a copy is available in the school office.

## **Statutory Curriculum Requirements**

The statutory framework that surrounds education about human relationships largely falls within three key areas.

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<sup>1</sup> Parents is used to refer to carers, guardians and parents.

<sup>2</sup> *Gravissimum Educationis* 1



- The National Curriculum (2014)
- Statutory Guidance: 'Sex and Relationships Education Guidance' (2000)
- The Children's Act (2004)

	State Funded Maintained Schools	Academies and Free Schools
Whole Curriculum	Every state-funded school must offer a curriculum which is balanced and broadly based and which: -promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; -prepares pupils at the school for the opportunities, responsibilities and experiences of later life.	
Personal, Social, Health & Economic Education	Department for Education: all schools should make provision for PSHE, drawing on best practice. Schools are free to develop their own PSHE programme to reflect the needs of their pupils.	
Sex and Relationships Education	Statutory for secondary aged children to have sex education that includes HIV, Aids and other sexually transmitted infections	
Sex and Relationships Education Guidance	Any school that provides SRE has a statutory duty to have due regard to Sex and Relationships Education Guidance DfEE 2000	
National Curriculum	Statutory sex education forms part of the science programmes of study across Key Stages 1-3.	
Sex and Relationships Education Policy	DfEE Guidance (2000) states that all schools should have an up to date SRE policy available for inspection and on request for parents or carers.	SRE policy is advisable but not compulsory

In Catholic education, the reasons for our teaching of RSE go further.

### Aim of Catholic Relationships and Sex Education

The aim of Catholic RSE is rooted in a particular context, that Catholic Christianity is a living tradition of lifelong learning in the knowledge and love of God. This learning is not additional to learning about ourselves and our relationships with others and the world, but constitutive of such learning because it treats of God and of all things, in their relationship to God as their beginning and their end, their origin and destiny.<sup>3</sup>

*'God is love and anyone who lives in love lives in God and God lives in him.'* (1 Jn. 4:16)

*'I have come that they may have life and have it to the full.'* (Jn.10:10)

<sup>3</sup> Thomas Aquinas, *Summa Theologiae*, 1a, q.1, ad2; q.1, a. 7. C.



*'God created man in the image of himself, in the image of God he created him, male and female he created them.'* (Gen. 1:27)

We teach RSE precisely because of our Christian beliefs about God and about the human person. At the heart of the Christian life is the Trinity, God the Father, God the Son and God the Holy Spirit. This communion of love at the heart of God reveals that the desire for fulfilling and flourishing human relationships, is God-given. 'Communities are brought into being by the participation of men and women, responding to the divine impulse to love and to be loved – which was implanted by the God who created them.'<sup>4</sup> In short, human beings are not simply created to be relational, but created to love and to be loved just as God is love.

The belief that God became man in Christ animates our approach to RSE. The Incarnation endows the human form with an extraordinary dignity and shows that our relationship with our own bodies is not casual but infused with the Holy Spirit<sup>5</sup>. Humanity is called to embrace Christ's invitation to follow him, because the encounter with Christ gives life a decisive direction – gives life to the full.

The belief in the unique dignity of the human person made in the image and likeness of God underpins our approach to RSE. We believe that everyone possesses a 'basic dignity that comes from God, not from any human quality or accomplishment, not from race, or gender, age or economic status'.<sup>6</sup> As a consequence, not only is every member of the school community worthy of great respect but gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity.

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. The school will aim to ensure, through a faith motivated person centred approach that all pupils, appropriate to their age, level of maturity and developmental needs, develop the necessary attitudes and values, the personal and social skills, and knowledge and understanding to ensure that they have the capacity to make sound judgements, good choices and enjoy relationships based on love, mutual respect, dignity and responsibility free from any abuse or exploitation and to accept their own and others' sexuality in positive ways and as a gift essential to their personal identity.

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<sup>4</sup> The Common Good in Education, p. 6, Catholic Education Service 1997.

<sup>5</sup> 'Your body, you know, is the temple of the Holy Spirit, who is in you since you received him from God. You are not your own property ... That is why you should use your body for the glory of God' 1 Cor. 6:19-20

<sup>6</sup> The Common Good in Education, p. 6.



## 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 to 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: love, mercy, compassion, faithfulness, temperance (chastity), fortitude and prudence.

Our approach acknowledges 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.

## Defining Relationships and Sex Education

In RSE children will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs. We promote and teach the importance of love for relationships, including love's sexual expression in marriage. The teaching of sex, sexuality and sexual health will be placed in the context of Catholic Church teaching.

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"<sup>7</sup>. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding"<sup>8</sup>.

## 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;

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<sup>7</sup> Sex and Relationship Education Guidance, DfEE, 2000

<sup>8</sup> *ibid*



- 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;
- 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;
- fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- the reasons for delaying sexual activity and the benefits to be gained from such delay
- how to keep themselves safe from sexually transmitted infections and avoid unintended pregnancy.

**Entitlement and Delivery**

**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. (In looking at these questions, it is important to draw links to the school's inclusion 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.



### 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.

### Integrated curriculum

The RSE programme will promote Catholic values and virtues in accordance with Church teaching and ensure that pupils are offered 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 (in secondary schools<sup>9</sup> relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. ***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.***

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. Governors 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. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

Our RSE Programme 'Journey in Love' will cover:

#### Nursery

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

- Become familiar with facial features and compare their own to other children.
- Begin to observe different facial expressions and what they mean.
- Identify the signs of feeling happy and sad and focus on the causes of these feelings.
- Children learn about the wonders of God's world e.g. people, animals, trees, land, sea etc.

#### Reception

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

- Understand their differences
- Discuss friendships at home and school and name their favourite games.
- Discuss their feelings towards their friends and why they play with them.

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<sup>9</sup> Secondary refers to High Schools, Colleges and Academies with either 11-16, 11-18 or 16-18 age groups.



- Describe what it means to be a good friend.
- Talk about children being special to God.
- Children know who the Mother of Jesus is and why she is so special.

### **Year 1**

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

- Identify who is in their family.
- Discuss how fast babies change and grow.
- Discuss happiest and saddest moments in their families and how love is shown in their family.
- Understand how life would be different without a family.
- Know that they are a member of God's family.

### **Year 2**

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

- What is a community? Do we belong to any communities?
- Is it important to belong to a community? What do we receive/give to the community we belong to?
- Children learn how being in a community can help develop their feelings and emotions.
- Could people feel alone?
- As children of God how should they treat one another?

### **Year 3**

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

- Children learn how to take look after themselves and who already takes care of them.
- Children discuss ways in which they are changing.
- Children develop ways to help others.
- Discuss feelings about fall outs with friends.
- Recognise the difference between being alone and being lonely.
- Recognise the need for personal privacy.
- Discuss ways to forgive and include others the way that Jesus did.

### **Year 4**

Children know and understand that they are all different and celebrates these differences as they appreciate that God's love accepts us as we are and as we change.

- Continue to recognise that everyone grows and develops at different rates.
- Name body parts and their functions
- Identify the development of the baby in the womb
- Celebrate who they are and each other's differences.
- Appreciate the things that make them unique.
- Identify their feelings and how to deal with them.



### Year 5

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.

- Identify ways they have changed since birth.
- Discuss internal and external changes during puberty.
- Recognise that sexual development is a natural part of human growth.
- Recognise behaviour changes
- Reflect on ways to become more sensitive to the emotional development of themselves

### Year 6

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.

- The circle of life and love
- Explain how human life is conceived
- Describe human anatomy and reproductive organs
- Understand how a child grows within the mother's womb
- Understand the development of a relationship
- Recognise the signs of love expressed around us
- Reflect on different types of friendships
- Understand that God causes new life

### **Teaching the programme:**

Teaching 'Journey in Love' will begin in the second half term of Summer Term.

Whole class teaching – reception to Year 4 and children to be taught in single age classes.

Y5 and Y6 children will be taught in single sex groups.

(See 'Sex and Relationship Guidance'. DCSF 2000)

A record is kept in teacher's weekly timetable of the delivery of RSE. The programme is assessed, monitored and evaluated by the co-ordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an appropriate level for each year group. General comments may be made in the end of year reports which may relate to RSE.

### **Roles and Responsibilities**

#### **Parents**

Parents are the primary educators of their children. The school seeks to support and not replace them in this task. We recognise that parents sometimes experience and express difficulty in discussing RSE with their children. Support, understanding and advice will be offered to parents to deal with sensitive issues they may need to address. Parents 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 have been consulted about this policy before it was ratified by the governing body.



The school will also provide parents with opportunities for consultation on the RSE programme including during the process of its review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that every parent will have full confidence in the school's RSE policy and programme.

It is our hope that parents would wish their children to be involved in the school's positive and prudent programme of relationship and sex education, following the annual meeting regarding the school's approach. However, we recognise parents have the right to withdraw their children from such lessons (not included in National Curriculum Science) after discussion with the headteacher.

### **Governors**

The Foundation Governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school. Governors will consult on the policy and approve the RSE policy in accordance with the Catholic character of the school and in line with other policies. Governors will ensure that the policy is made available to parents and ensure that parents know of their right to withdraw their children. Governors will provide an effective system for the monitoring and evaluation of the RSE policy, programme and resources used. Finally, governors will ensure that the RSE policy places RSE within PHSE and provides effective coverage of the relevant National Curriculum science orders.

### **Headteacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Vicariate for Education and appropriate agencies.

### **PHSE / RSE Co-ordinator**

The co-ordinator 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 Continuing Professional Development (CPD). *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

Responsibility for teaching the specific RSE programme lies with science, religious education, physical education, RSE and PSHE leads.

The 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 and 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.

### **Teachers of RSE**

All teachers should actively contribute to the guardianship of the physical, moral and spiritual well-being of their pupils as well as fostering academic progress. Teachers will be expected to teach RSE in accordance with the Catholic character of the school. Appropriate training will be made available for all staff teaching RSE.



### **All Staff**

RSE is a whole school issue. Every member of staff has a duty of care to uphold the dignity of all. 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 relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

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.

### **Outside Agencies and External Staff**

Support and guidance from outside agencies and health professionals will always complement the current RSE programme and never substitute or replace teacher led sessions. The school's leadership will inform any external visitor of the school's policy and Catholic character so they are clear about their role and responsibility when delivering a session in a Catholic context. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools' and the diocesan protocol for visitors to Catholic schools.<sup>10</sup>

### **Safeguarding**

There will always be sensitive or controversial issues discussed in RSE. Children will 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. Where a teacher has any concerns they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

### **Policy Monitoring and Review**

This policy will be reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.

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<sup>10</sup> Protocol for Visitors to Catholic Schools, CES, Feb. 2011