

Reviewed: November 2019

St Mary's Catholic Primary School



Relationships and Sex Education Policy (RSE)

Philosophy

We are a Catholic School and serve a mixed religious and ethnic community. As a Catholic school, we ensure that all teaching is carried out within the context and teaching of the Catholic Church. As a Primary School serving children from Nursery to Year 6, RSE is included within the relevant National Curriculum and Early Years Foundation Stage subjects as well as through a specific programme within the PSHE syllabus. The programme we use is "A Journey in Love", which is recommended by The Diocese of Northampton.

Relationships and Sex Education describes the teaching and learning we offer to the young people in our school, helping them to understand their own and others' feelings and bodies in line with the National Curriculum, and helping them to develop skills for relationships and informed decision making. We believe that RSE is the entitlement of all young people and we are committed to deliver it within the context of a broad and balanced programme of health education; supporting them in learning about different faiths and cultures and underpinned by values promoting equality and respect. The understanding of relationships and sex is an on-going process and needs to be age appropriate. At the earliest age in school, this means an understanding of feelings, and openness to discussion about self and others. It means awareness of bodies, similarities and differences, and the fact that we need to respect what we do with our bodies. Children need to understand the process of growing and developing, and the basis of life-cycles, and how this relates to animals and plants as well as humans.

Aims

RSE in this school will have regard to the requirements of the DfEE Guidance (2000) and

Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) RSE for the 21st Century.

In our school we aim through implicit and explicit learning experiences to:

- Ensure that Relationships and Sex Education is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way
- Foster self-esteem and respect for others as the cornerstone of good health education and of therefore, good Relationships and Sex education
- Nurture a partnership between caring adults – governors teachers, ancillary staff and parents - to ensure sensitive support for young people as they grow and mature
- Ensure young people have the ability to accept their own and others' sexuality
- Encourage young people to enjoy relationships based upon mutual trust and respect; free from any abuse
- Generate an atmosphere where questions and discussion can take place freely
- Adopt a whole school approach to RSE
- Promote the spiritual, moral, cultural, mental, physical and social development of pupils at the school and of society
- Prepare pupils for the opportunities, responsibilities and experiences of life

The school will work towards this aim in partnership with its young people and parents.

The aim of the RSE policy is to clarify the content and the manner in which RSE is delivered in this school.

Teaching and Learning

Within the taught and broader curriculum, including whole school opportunities i.e. the whole school environment, pupils will be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of relationships and sex education. It is important to involve, whenever possible, and certainly to inform, parents.

RSE has three main elements

1. Attitudes and values
 - Learning the importance of value and individual conscience and moral considerations
 - Learning the value of family life, marriage and stable and loving relationships for the nurture of children
 - Learning the value of respect, love and care
 - Exploring, considering and understanding moral dilemmas
 - Developing critical thinking as part of decision making
2. Personal and social skills
 - Learning to manage emotions and relationships confidently and sensitively

- Developing self respect and empathy for others
 - Learning to make choices based on an understanding of difference and with an absence of prejudice
 - Developing an appreciation of the consequences of choices made
 - Managing conflict
 - Learning how to recognise and avoid exploitation and abuse
3. Knowledge and understanding
- Learning and understanding physical development at appropriate stages
 - Understanding human sexuality, reproduction, sexual health, emotions and relationships as relevant to a Primary School serving children from Nursery to Year 6.

Organisation

□ Delivery

This is thoroughly planned using aspects within Science, PSHE and RE curriculum, addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the National Curriculum subject, it will not be deemed to be part of the RSE programme and therefore not subject to the parental right of withdrawal.

As part of the PSHE syllabus, each year, children will be taught the appropriate sessions from “A Journey in Love.” This is a RSE programme created for use in Catholic primary schools and is approved for use by our Northamptonshire Diocese.

□ Teaching Approaches

A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills.

□ Pupil Groupings

It is expected that the majority of learning and teaching will take place in mixed ability grouping but, if appropriate, different approaches may be used. This may include single sex sessions.

□ Resources

A wide range of teaching resources used in school are readily available to teachers, including relevant, appropriate visitors. They can also be inspected by parents and governors through liaison with subject co-ordinators.

Confidentiality and Advice

- Making sure that pupils and parents or carers are aware of the school’s confidentiality policy and how it works in practice
- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- Following the school’s Safeguarding Procedure, if there is any possibility of abuse.

- Making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young people's advice service
- Using ground rules in lessons

Relationships

Within the context of talking about relationships, children should be taught about a wide range of relationships and different family arrangements, and emphasising the positive qualities of family life in all its variety of forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

The school focuses on meeting the RSE needs of boys as well as girls.

Within the context of our Catholic School and its curriculum there is:

- Belief that God is our Father and Creator
- The values and beliefs of the Catholic Church
- The varied nature of families today
- The need for care and nurture of new life
- A need to respect the dignity of the body
- A responsibility for our actions
- The need to know ourselves and our bodies
- A need to ask questions and be informed
- Open discussion relating to sensitive issues

Special Educational Needs

Young people with special educational needs will be given help to develop skills as part of whole school inclusive practice. Where relevant they will be given additional support to reduce the risks of being abused and exploited and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

Monitoring and Evaluation

- Staff are involved in the monitoring and evaluation of RSE on a regular basis
- A nominated governor will have a link role between the school and the governing body

Links to other Policies

These include: Curriculum; Inclusion; Safeguarding; Behaviour; Confidentiality

Copies of these policies are available to all stakeholders of the school. They can be found on the school website/head teacher's office/school office.