



## **ST JOSEPH'S RC PRIMARY SCHOOL, RAMSBOTTOM** **RELATIONSHIP AND SEX EDUCATION POLICY (RSE)**

**June 2021**

### **Mission Statement**

“There are 3 things that last: Faith, Hope and Love. Love one another as I have loved you.”

Our school is proud to be part of the Roman Catholic community in the Parish of St Joseph's Ramsbottom. Our school has a distinctive character, because everything we do is based on the values of the Gospel. The purpose of our community is to recognise the worth and dignity of all and to fully develop the talents of each person.”

### **Rationale**

Relationship and Sex Education aims to support all pupils through their physical, emotional and moral development. It is delivered as part of the National Curriculum, Personal, Social and Health Education and Citizenship framework with cross curricular links to Science, Religion, Computing and PE. It forms the basis on which young people can learn to respect not only themselves, but also others, making the transition from childhood to adolescence as smooth and as positive as possible. It is vital that this should happen in consultation and partnership with parents and health professionals. At St Joseph's School, the scheme c, 'Life to the Full' is used, which is a relationship education programme for Catholic schools.

### **Definition of 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. 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. 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 but the reasons for our inclusion of RSE go further.

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(John10:10)

We are involved in relationships and sex education 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. Therefore, our approach to RSE 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 Holy 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 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. It will also prepare pupils for life in modern Britain.

### **Aims**

The RSE policy aims to raise standards and expectations of all pupils and prepare them for a confident and successful transition from childhood to puberty by:

- ❖ Outlining the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

- ❖ Teaching children about what a relationship is, what friendship is, what family means and who the people are who can support them.
- ❖ Showing children how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- ❖ Giving clear, unbiased and appropriate information and knowledge.
- ❖ Answering pupils' questions openly and honestly but at the same time appropriately.
- ❖ Promoting positive attitudes and values in order to promote positive self-esteem and well-being of individuals.
- ❖ Developing skills needed for effective communication to be able to form long and happy relationships and for promoting positive behaviour and development physically, morally and emotionally.
- ❖ Challenging mis-informed beliefs.
- ❖ Encouraging responsibility so that pupils are able to make well informed decisions.
- ❖ Creating a climate which enables pupils to express themselves without embarrassment or humiliation
- ❖ Ensuring that children are aware that these positive relationships also apply online through E-Safety and the Computing Curriculum.

As a school and through this programme, we would expect pupils to:

- ❖ Develop and practice skills of resilience and other attributes, including character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.
- ❖ Develop confidence in talking, listening and reflecting about feelings and relationships including how friendships can support mental wellbeing.
- ❖ Know the importance of relationships including healthy relationships with family and friends.
- ❖ Be able to correctly name parts of their bodies and how they function.
- ❖ Protect themselves and ask for support whenever necessary.
- ❖ Be prepared for puberty including relationships and health.
- ❖ Discuss and challenge the different examples they are presented with.
- ❖ Know where to seek advice.

### **Provision**

The scheme will be divided into the following learning stages:

EYFS (Nursery and Reception)  
 Key Stage One (Years 1 and 2)  
 Lower Key Stage 2 (Years 3 and 4)  
 Upper Key Stage 2 (Years 5 and 6)

Within each learning stage, three modules based on the RSE curriculum will be followed. They are: Created and loved by God, Created to love others and Created to live in community.

RSE will be delivered by the class teacher or HLTA (high level teaching assistant).

The School Nurse will also work with Year 6 in the Summer Term regarding puberty. A video is shown to the whole class. Then the class is split up into genders and the school nurse talks to each sex separately. The talk is based on the video and invites the children to ask questions and express any anxieties they may have. *(For Parents right to withdraw, see 'Working with Parents/ Carers' below)*

In addition to all of the above, the "Life Bus" provides opportunities for the pupils to see the effects of drug taking, smoking and drinking and encourages them to think about the pressures peers can put on individuals to engage in activities that they may otherwise not entertain. This is taught through role-play and multi-sensory techniques and is a service provided through a local

charity.

### **Inclusion**

This policy was written to make Relationship and Sex Education accessible to all. 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.

### **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 designated senior member of staff responsible.

### **PSHE/RSE Co-Ordinators**

The co-ordinators and the head teacher have a general responsibility for supporting other members of staff in the implementation of this policy and will provide training and information to support the RSE curriculum.

### **Working with Parents/ 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 by providing material to be shared with their children at home. 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.

Staff will work closely with parents and carers when planning and delivering Relationship and Sex Education including providing parents with significant guidance to support the 'Life to the Full' scheme.

Parents continue to have the right to withdraw their child from relationship and sex education lessons should they wish to do so except in those elements which are outlined in the National Science Curriculum. They will be provided with a curriculum overview at the beginning of the year and will be given additional information when required. Should parents wish to withdraw their child/children they are asked to notify the school by contacting the Head Teacher. Parents will be notified beforehand of the intended involvement of the school nurse to discuss reproduction and puberty and are asked to respond in writing should they not wish their child to participate. The class teacher will make provision for such children for some alternative form of education. The school will provide support by providing material for parents to help the children with their learning.

### **Monitoring and Evaluating**

The RSE Coordinator will monitor the delivery of the RSE curriculum and the provision put in place in each Key Stage. The coordinator will undertake monitoring through pupil and teacher interviews, lesson planning and learning walks. Review of this policy will take into account any audits carried out to seek parental and pupil views and will consider any advice offered by external professionals and teaching staff within school.

### **Assessment**

Assessment will mainly take the form of teacher observation of pupil involvement in discussions and will look at their ability to understand, express themselves and the amount of effort made to participate.

### **Other Policies**

Children will be taught in accordance to the school's Religious Education, Health and Safety, PSHE, Anti-bullying and other appropriate policies. This policy should be read alongside the school's equal opportunities policies also.

### **Review**

This policy will be reviewed in conjunction with the School Improvement Plan.

Next review date: June 2022