FCJ Primary School

Relationship and Sex Education (RSE) Policy

Mission Statement

Teach the children with all the kindness and gentleness possible.

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Author	Subject Lead

Article 28 (right to education) - Every child has the right to an education.

The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment

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1 Introduction

At FCJ Primary School we aim to give the children the opportunities to grow and develop academically, spiritually and socially through a broad and balanced curriculum, as they learn for life and develop as life-long learners. They will come to appreciate and live out the Gospel values of love of neighbour, as oneself; develop respectful and supportive friendships, value and cherish their surroundings and be enabled to be the best they can be.

An integral part of that is an education in relationships: RSE.

This policy sets out both the pathway and the methods we use to teach RSE.

It has been produced in consultation with the Curriculum Lead, Science Lead and R.E. Lead. The SRE Team will review the policy every two years and the next review date is Spring 2024. A copy will be available on the website and copies circulated to staff.

2 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" 1

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.

The focus will be:

"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." 2

This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

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 CES A Model Policy for Relationships and Sex Education 2016 Revised 2020

3 Rational

'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 a 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.

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. 3 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

4 Aims and Objectives

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, and 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 which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

5 Roles and Responsibilities

Responsibility for the specific relationships and sex education programme lies with the class teachers and the subject leaders of religious education, science, RSE and PSHE.
In addition, 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.

This policy links to many of the school's other policies, in particular the Anti -Bullying and safeguarding policy and SEND policy. We have further cross-checked the elements of the RSE curriculum against other subjects to ensure that fruitful and purposeful links are made as part of our broad and balanced curriculum. All staff will be involved in developing the attitudes and values aspect of the RSE programme.

6 Teaching and Learning

6.1 Objectives

To develop the following **attitudes and virtues**:

6.1.1 reverence for the gift of human sexuality and fertility;

6.1.2 respect for the dignity of every human being – in their own person and in the person of others;

6.1.3 joy in the goodness of the created world and their own bodily natures;

6.1.4 responsibility for their own actions and a recognition of the impact of these on others;

6.1.5 recognising and valuing their own sexual identity and that of others;

6.1.6 celebrating the gift of life-long, self-giving love;

6.1.7 recognising the importance of marriage and family life;

6.1.8 fidelity in relationships.

6.2 To develop the following personal and social skills:

6.2.1 making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;

6.2.2 loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;

6.2.3 managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;

6.2.4 managing conflict positively, recognising the value of difference;

6.2.5 cultivating humility, mercy and compassion, learning to forgive and be forgiven;

6.2.6 developing self-esteem and confidence, demonstrating self-respect and empathy for others;

6.2.7 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;

6.2.8 being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;

6.2.9 assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

6.3 To know and understand:

6.3.1 the Church's teaching on relationships and the nature and meaning of sexual love;

6.3.2 the Church's teaching on marriage and the importance of marriage and family life;

6.3.3 the centrality and importance of virtue in guiding human living and loving;

6.3.4 the physical and psychological changes that accompany puberty;

6.3.5 the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

6.3.6 how to manage 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;

6.3.7 how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

7 Planning

The SRE Team worked collaboratively to produce the SRE planning. Learning objectives were taken from the Science planning and PSHE planning and adhered to our Catholic Ethos.

All planning has been available to parents to view and ask questions to teachers before the programme has been delivered.

8 Assessment for Learning

This will take place through the usual assessment systems in place for Science and RE but there is no formal assessment.

There will be no separate book for recording RSE. Recording and children's learning will be presented in their Science and PSHE books.

9 Resources

Planning is in line with the Science and PSHE curriculums. Resources have been taken and adapted from the BBC SRE learning resources.

10 Health and Safety

10.1 Inclusion and differentiation

As in all our teaching, we ensure that we are sensitive to individual children's needs: their different levels of understanding and maturity; their cultural, faith and family circumstances. Teachers assess continuously so as to provide learning appropriate to each child's starting point.

10.2 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 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.

We will ensure equality, led by Gospel values. That is, each of us is a child of God, created in His image and deserving of love.

10.3 Children's Questions

The following guidance for dealing with questions in teaching RSE will be followed: Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting.

10.3.1 If the child needs further support, the teacher can refer her or him to the appropriate person, such as a school ELSA, a counsellor, helpline, or an outside agency or service;

10.3.2 If a teacher doesn't know the answer to a question, it is important to say so, and to suggest that the child or teacher or both together research the question later;

10.3.3 If a question is too explicit, feels too old for a child, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the child will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later;

10.3.4 If a teacher is concerned by a pupil's disclosure, they should follow the school's child protection procedures.

11 Confidentiality and advice

All Governance Committee Members, 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.

12 Monitoring and Review

The RSE Team 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.
Governance Committee Members will consider all such evaluations and suggestions before amending the policy. Governance Committee Members remain ultimately responsible for the policy.