



St Stephen's RC Primary School

Relationship and Sex Education Policy

Vision

A world class school for children that want to make the world a better place as God intended

Mission Statement

'Love one another, as I have loved you.'
John 13:34

Our Values - St Stephen's CARES

Compassion, Ambition, Rejoice, Excellence, Service

Compassion	<i>be compassionate in all of our actions</i>
Ambition	<i>be ambitious – better ourselves and those around us</i>
Rejoice	<i>be joyful – celebrate the Good News</i>
Excellence	<i>be excellent in everything we do – work hard always</i>
Service	<i>be a steward of the Lord – a service to the community</i>

Policy developed	April 2021
Governor approval	21st September 2023
Review date	21st September 2024

Overview of the Policy

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and health education (RSE). We set out our rationale for, and approach to relationships and health education in schools.

Consultations

The following consultations have taken place whilst the policy was in development:

- SLT consultation
- Staff consultation and review of the curriculum content (training provided)
- Consultation with the diocese (Diocese of Salford)
- Parental information sessions including consultation period

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 two years by the Head teacher, Deputy Head teacher, RSE lead, the Governing Body and Staff. The next review date is May 2023.

Dissemination

The draft policy will be given to all members of the Governing body, and all teaching and non-teaching members of staff followed by the finalised policy. Copies of the document will be available to all parents via the school website. A copy of the policy is available in the school office.

Defining Relationships 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". 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." 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

The Relationships Education, RSE, and Health Education (England) regulations (2019) have made Relationships Education compulsory in all Primary schools. Further to this, health education is compulsory in all state schools. Sex education is not compulsory in Primary schools however, Primary Schools are legally required to teach aspects of sex education which are statutory parts of the Science National Curriculum.

At St Stephen's, we have chosen not to teach any aspects of sex education that are not included within the Science National Curriculum.

Rationale

We are involved in relationships, sex and health 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.

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 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.

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 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.

Aim of RSE and the Mission Statement

As a Catholic school our Mission Statement commits us 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, this links to our curriculum aims of:

Culture- My Place

Climate- My Choice

Care- My Right

As a school, in partnership with parents, we commit ourselves 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.

Objectives

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

- reverence for the gift of human life;

- 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 themselves;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their identity and that of others;
- celebrating the gift of love;
- recognising the importance of marriage and family life;

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;
- being patient;
- 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;

Outcomes

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. RSE lessons will also help children to realise the nature and consequences of discrimination, bullying (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 St Stephen's 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.

Promoting inclusion and reducing discrimination are part of throughout the school and reflect our equality policy. When teaching about relationships and families, we also discuss same sex relationships. In Year 5 and 6, questions about different types of relationships, including: lesbian, gay, bisexual and trans relationships may arise and will be dealt with in an inclusive manner, while reinforcing Catholic views on the sanctity of marriage.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Programme/ Resources

At St Stephen's, we use Ten Ten's programme for Relationship and Health Education: 'Life to the Full.' This is a holistic programme that has been catered for Catholic Schools and enables children to 'live life to the full' (John 10:10). The programme is highly recommended and widely used within the Diocese.

Life to the full is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service, which was highlighted as a work of good practice by the Department of Education.

Overview of Life to the Full

Life to the Full follows a spiral Curriculum approach therefore enabling the children to build upon and develop their understanding year on year. The programme is split into three modules, with each module being further broken down into units of work.

Module 1- Created and Loved by God

Module 2- Created to Love others

Module 3- Created to Live in the Community

As advocated by the DfE, Relationship and Health Education will be firmly embedded in the school curriculum through the cross curricular links of RE, Science and previously taught PHSE modules. CARTIAS in Action will be used to support the teaching of Relationship education. 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 a curriculum that offers a range of viewpoints. Pupils will also receive scientific information stipulated by the Science Curriculum.

At St Stephen's we followed 'Pathway Two' of 'Life to the Full'. Life to the Full will be taught on a yearly basis with each module being taught in a term. The children will have weekly sessions during their timetabled PHSE time.

Module 1- Spring Term 2

Module 2- Summer Term 1

Module 3- Summer Term 2

Assessment

The children will complete a 'check in, check out' style activity at the beginning and end of each unit of work. This will be evidenced in their PSHE books.

Parents and Carers

At St Stephen's we recognise that our parents are the prime educators of their children and will seek to support them in their task. We recognise and understand the importance of parents, school and Church working closely together.

We recognise that communication with parents regarding Relationship Education is vital. Prior to delivering 'Life to the Full', a letter will be sent out to parents/ carers outlining the programme's content. The parents will also have an opportunity to attend an information session about the programme in school. Parents are warmly invited into school to speak to their child's class teacher or senior management at any time to discuss the programme.

Parents do not have the right to withdraw their children from Relationship Education however they do have the right to withdraw their children from Sex Education. At St Stephen's, we will not be covering any other aspects of Sex Education that are not covered under the Science National Curriculum. As this is the entitlement of all children, **children will not be able to be withdrawn** from any of the lessons within the 'Life to the Full' scheme.

Role and Responsibilities Regarding RSE

Staff Responsibilities

Responsibility for the specific RSE programme lies with Hannah Gibson (Hannah.gibson@st-stephens-droylsden.tameside.sch.uk). Alongside the Head Teacher and Deputy Head Teacher the co-ordinator (Hannah Gibson) has a general responsibility for supporting other members of staff in the implementation of this policy and will provide and lead in the dissemination of the information relating to RSE and the provision of in-service training.

As RSE is a curriculum area and is taught to the whole school, all teachers have a responsibility of care. Teachers and support staff should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of the pupils at St Stephen's. Teachers will teach RSE in accordance with the Catholic Ethos of our school.

External Visitors

At times, help and guidance from outside agencies and health specialists will be called upon to deliver aspects of RSE, for example: the school nurse. These visits are complementary to the programme and would not replace teacher led sessions. Any visitor within school, delivering an aspect of RSE, will adhere to our Catholic Principles and the CES guidance 'Checklist for External Speakers to Schools' will be used to ensure that teaching is rooted in Catholic principles and practice.

Relationship to other policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example: bullying policy, safeguarding etc).

Pupils on the SEND register will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills in line with the SEND policy.

Dealing with Sensitive Issues

Teachers will answer questions according to the teaching of the Catholic Church and with due regard to the nature of the question and the age and maturity of the child asking the question.

In some cases, it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/ her parents. In the same way, not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group.

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic School.

Safeguarding and Child Protection

Although Relationship Education is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead (DSL) and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue. As outlined in 'Keeping Children Safe in Education 2020', any disclosure will be forwarded to the local authority hub in line with the school's safeguarding policy.

Monitoring and Evaluation

Mrs H. Gibson will monitor the teaching of Relationship Education and across school with the support of the deputy teacher and head teacher.

This policy will be reviewed on a two-yearly basis or in light of change in legislation. Any changes will be discussed with governors and parents before implementation.