

St Paul's Catholic Primary School

Responsible Committee: Curriculum & Pupil Welfare

Relationship and Sex Education Policy

Approved by Governing Body: 12th July 2017

Review Date: Summer term 2020

St Paul's has adopted the model R.S.E. policy of the Diocese of Arundel & Brighton Catholic Schools Service - updated July 2016

St. Paul's Catholic Primary School

Mission Statement

To sustain through example the moral and religious beliefs of the Catholic faith in a secure, caring and happy environment, thus fostering the distinctive nature of our Catholic School. To ensure that each child has the opportunity and assistance required to achieve their full potential academically, physically and spiritually.

'I have come that you might have life and have it to the full'

John 10:10

Loving for life

This policy has been written in accordance with our school Mission Statement which aims to provide a stimulating and relevant curriculum so that each individual can reach their full potential and create a safe working environment where there is mutual respect and trust amongst everyone.

We acknowledge that Education in Personal Relationships (E.P.R.) as well as Relationship and Sex Education (R.S.E.), are all underpinned by a theology of relationship and are all encompassed in the title 'Relationships and Sex Education' (R.S.E.).

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our Catholic school. Our approach to R.S.E. therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently.

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity.

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DfE, all R.S.E. in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

All R.S.E. will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family, recognising that most families include a mother, a father and children but some families may not. It will also recognise different types of relationship, including those between acquaintances, friends, relatives and families. It will

acknowledge that all pupils have a fundamental right to have their life respected and their views listened to and responded to in order to ensure that their confidence and self-esteem will be strengthened. (DfE SRE Guidance 2000 pg7)

Teaching high quality R.S.E. is essential in creating an inclusive ethos and is central to developing healthy relationships and behaviours where children are able to assess and manage risk.

It is essential that R.S.E. is communicated to and taught in conjunction with the parents/carers of our pupils, as we recognise that parents/carers are the natural primary educators of their children and they are the experts on the development of their own children. The views of all parents/carers are actively sought, allowing their voice to be heard and responded to.

General Principles/Introduction

The Governing Body of St. Paul's Catholic Primary School, believes that Relationship and Sex Education (R.S.E.) is an essential part of a holistic education since it's focus is the individual, uniquely created by God in His own image. Through R.S.E., children come to understand more about themselves, others and the beauty of Creation.

Working with Parents/Carers

As set out in the Baptism Rite, schools recognise that parents/carers are the first and foremost educators of their children.

We do acknowledge that the Education Act 1993 gives parents/carers the right to withdraw their child from any, or all, of the school's Relationship and Sex Education programme although certain elements are covered under the Science National Curriculum which is the statutory entitlement of all children.

We also recognise that good communication and consultation with parents/carers is vital and they are invited to review the school's policy and view all materials used to deliver R.S.E. annually. Support in talking to their children will be offered to parents/carers where necessary and if requested.

Aims of Relationship and Sex Education (R.S.E.)

1. To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God.
2. To help pupils develop an understanding that love is the central basis of relationships.
3. To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect similarities and differences between people.
4. To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
5. To help pupils acquire the skills necessary to develop and sustain relationships.
6. To offer sex education supported by the school's wider curriculum for personal, social and health education.
7. To be able to know their body, learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated with each sense. Include the introduction of genitals if agreed after consultation with parents/carers and describe the changes as humans develop to old age.
8. To ensure that pupils are prepared for puberty and the opportunities, responsibilities and experiences that adult life will bring.
9. To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
10. To help pupils to develop a healthier, safer lifestyle.
11. To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

Delivery of R.S.E.

We intend that the school's R.S.E. shall be delivered with a cross curricular and integrated approach and embedded in the wider context of the school's Education for Personal Relationships (E.P.R.) programme, Citizenship, Religious Education programme (Come & See), SEAL and 'Statements to Live by'.

All pupils will be taught the significant aspects of R.S.E. that remain as statutory elements of the National Curriculum for Science. Parents are **unable** to withdraw pupils from these statutory sessions.

Key Stage 1 (5-7)

Statutory

1. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2. notice that animals, including humans, have offspring which grow into adults.
3. find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

4. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and Guidance (non-statutory)

1. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.
2. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2 (7 – 11)

Statutory

1. Describe the changes as humans develop to old age.

Notes and Guidance (non-statutory)

2. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
3. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Statutory

1. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Notes and Guidance (non-statutory)

2. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

Assessment and Recording

A record of each session is kept in each teacher's planning for the delivery of R.S.E.. The programme will be assessed, monitored and evaluated by the R.S.E. Coordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an age appropriate level.

Dealing with sensitive issues and responding to questions

Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

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/carers. 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.

Roles and Responsibilities

Safeguarding Procedures

The school has procedures and policies in place to deal with any sensitive issues or pupils thought to be vulnerable. All staff will pass on any concerns of this nature to the designated Safeguarding Lead DSL.

Parents

The school recognises that parents/carers are the primary educators of their children and will seek to support them in their task. It will ensure that parents/carers are consulted with and kept fully informed of what is happening in R.S.E. in terms of content, delivery, timing and evaluation.

Governors

In accordance with the Education Act of 1993 the Governing Body has the responsibility to keep up to date the school's policy for R.S.E., in consultation with parents/carers and will make copies available to them. They will make known to parents/carers their right to withdraw their children from all or part of the R.S.E. provided at school, except for those parts included in the statutory National Curriculum for Science.

There will be a named Foundation Governor to aid the implementation and development of the R.S.E. programme.

Teachers

All teachers have a responsibility of care; as well as fostering academic progress they will actively contribute to the guidance of the physical, moral, spiritual well-being of their pupils. Teachers will be expected to teach R.S.E. in accordance with the Catholic ethos of the school. Appropriate training has been made available to all staff teaching R.S.E. and will continue to be reviewed and developed.

Programme

St. Paul's Catholic Primary School has agreed to follow the programme 'A Journey in Love' as recommended by the Diocese of Arundel & Brighton, adapted to meet the needs of the school.

Teaching will be whole class, mixed gender learning, with the opportunities for a separate boys and girls forum.

Children with Special Educational Needs and disabilities (SEN - D) will have support in varying ways depending upon their individual needs and in consultation with their parents/carers.

Monitoring and Evaluation

This policy will be monitored annually by the R.S.E. Coordinator and reviewed annually by the Governing Body. Parents/carers will be consulted with, if any changes or adaptations are proposed.

The Governors of St. Paul's Catholic Primary School has formally adopted this policy for R.S.E.. It will be reviewed by the Governors and Headteacher in conjunction with all staff on the date below.

Signed **Chair of Governors**

Signed **Headteacher**

Date

Date for Review

Diocese of Arundel & Brighton Recommended resources

A Journey in Love - Sr Jude Groden RSM and contributors Mc Crimmons

A Journey in Love supporting DVD Mc Crimmons

www.mccrimmons.com/shop/books/a-journey-in-love--volume-1--book