



St. Winefride's Catholic Primary School



Relationship and Sex Education Policy

Mission Statement

Welcome to St Winefride's where we come together to learn, laugh, listen, live and love in the presence of Jesus.

At our school, we believe that everyone is valued as a unique gift from God.

We work together to create an engaging learning environment, where all children are challenged to achieve their full potential.

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

Defining Relationship and Sex Education

The DFE guidance defines RSE as

- lifelong learning about physical, moral and emotional development.
- the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.
- the teaching of sex, sexuality and sexual health"¹.
- 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 DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding"².

Statutory Curriculum Requirements

The Department for Education states that 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and

¹ Sex and Relationship Education Guidance, DfEE, 2000

² ibid

Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'

Rationale

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

John: 10.10

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. 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.

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, 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, enshrining values relating to the importance of stable relationships and family life.

Through RSE, we aim to provide a framework in which sensitive discussions can take place and a positive culture is created around the issues of sexuality and relationships.

Aims of RSE and the Mission Statement

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, 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.

Objectives

Attitudes and Values

The children will have the opportunity to clarify attitudes and values and to consider how they are affected by them. All information will be given with an awareness of the moral code which underpins all that we do and teach in our school.

Values influence decision making. Consideration of their own and others value systems will include:

- Learning the importance of values and individual conscience and moral considerations
- To have respect for the dignity of every human being – in their own person and in the person of others
- To take responsibility for their own actions and a recognition of the impact of these on others

- Learning the value of family life (in many forms) and stable and loving relationships for the nurture of children
- earning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making
- Placing sexual Relationships in context alongside other types of human relationships such as friendship, parenthood and other family Relationship

Personal and social skills

The children will have the opportunity to learn and practise personal and social skills which will help them to develop and maintain Relationships and make informed choices about their own personal well-being.

- Developing confidently as individuals and creating positive relationships, which are free from exploitation, abuse and bullying, handling 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
- Developing independence in thought and action, defending values
- Developing communication skills such as: listening to others, asking questions, expressing emotions, giving opinions, listening to other's opinions and being assertive
- Decision making skills; sensible choices made in the light of relevant information; making moral judgements about what to do and acting on those judgements in particular situations; acting responsibly as an individual and with others
- To build resilience and have 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
- To be able to assess risks and managing behaviours, in order to minimise the risk to health and personal integrity.
- Practical skills such as caring for themselves and others, accessing support and advice

Knowledge and Understanding

The pupils need simple, easy to understand, age appropriate information on how bodies develop and work, sexual reproduction, emotions and Relationships. The knowledge content of our RSE will address:

- Learning and understanding physical development at appropriate stages
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- The acquisition and understanding of information which will give the children a proper vocabulary and a foundation of knowledge to understand things that happen to them and others and to make future choices
- The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential role in pro-creation
- What the pupils already know and have experienced
- What the pupils say they need.

Broad Content of RSE

Relationships and Sex Education (RSE) is not just about biology.

At St. Winefride’s, it is our aim to ensure that our children grow up as informed and responsible adults. Our RSE programme is not taught in isolation and is firmly rooted in our PSHCE (Personal, Social, Health and Citizenship Education) framework, our RE curriculum and Science teaching. We aim to equip children with the skills and information to be able to differentiate between accurate and inaccurate information, discuss a range of moral and social issues and perspectives on sex and sexuality, including different cultural attitudes and sensitive issues like sexuality.

The overall objective of RSE is to help and support our children through their physical, emotional and moral development. This will enable children to learn to respect themselves and others, facilitating growth and emotional maturity, helping the individual to go beyond the ‘self’ to the ‘other’ and to have ‘responsibility’. It is lifelong learning about sex, sexuality, emotions, Relationships and sexual health.

Delivery of RSE

There are three aspects of RSE

- attitudes and values,
- knowledge and understanding,
- personal and social skills

Relationships and Sex Education is an integral part of the school’s daily teaching and learning RE Scheme, PSHE (including through MyHappyMind and ‘No Outsiders’ programmes and Science programmes (for all children), puberty talks given to Year 5 (girls) and Year 6 and sex education taught to year 6 children. Where possible, pupils will receive stand-alone sex education sessions delivered by a trained health professional.

The content of the RSE curriculum will be provided in three inter-related ways

- the whole school / ethos dimension
- a cross-curricular dimension
- a specific age-appropriate relationships and sex curriculum.

Ground rules will be set, as for circle time which will help to create a safe environment in which the children do not feel anxious or embarrassed. These ground rules can be established with each class to match those of their Circle Time rules.

The SRE elements in the Science national curriculum, across all key stages, are mandatory for all pupils of primary age. These are:

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • To identify, name, draw and label the basic parts of the human body. • To notice that animals, including humans, have offspring which grow into adults. • Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene 	<ul style="list-style-type: none"> • Describe the changes as humans develop into old age. • Describe the process of reproduction in plants and animals. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

PSHE

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including such areas as:

- Families (in all forms) and people who care for me,

- Caring friendships,
- Respectful relationships
- Online relationships,
- Being safe (including on-line safety),
- Caring for themselves and their environment
- Caring for their own health and mental well-being (My Happy Mind)

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

(Please refer to Appendix A – What will be covered in the primary school – from DfE Statutory Guidance 2019.)

Programmes and resources

- TenTen scheme and resources recommended and approved by the diocese of Shrewsbury. The curriculum content for each year group is outlined on the school website and within the curriculum overviews shared each term by class teachers.
- Rich texts to support the teaching and learning of the RSE and PSHE curriculum.
- Journey in Love – a developmental programme for the delivery of RSE in a Catholic primary school
- My Happy Mind - a mental health and well-being curriculum
- KS1 and KS2 Science Curriculum
- Resources from external providers such as ‘Young Minds’ and ‘B Tales’ to support the teaching and learning of RSE.

Teaching Strategies will include:

- Establishing ground rules
- Distancing techniques
- Discussion and debate
- Project learning
- Reflection
- Experiential
- Active
- Brainstorming
- Film and video
- Group work
- Role play
- Drawing and sketching

(See also ‘Sex and Relationship Guidance’ DCSF 2000 for more details)

Outcomes

Assessment – This is will through on-going teacher assessment.

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; 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.

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 of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Parents and Carers

We recognise that parents and carers are the primary educators of their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home to help parents/carers to find out more. 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.

Parents will be consulted before this policy is ratified by the governors. They will be consulted in the development of the RSE in the school. They will be able to view the resources used by the school for the delivery of RSE.

Parents' right to withdraw.

Parents have received a letter about the teaching and learning of RSE using the resource TenTen. There was a consultation period where parents could access the materials that are shared with their child. Parents can access these at anytime and use them to support the teaching and learning of RSE within the home.

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Before granting any such request. Parents/carers will be welcomed into school to discuss their concerns. Any meeting of this nature will be Schools documented and a record kept. (from DfE Statutory Guidance 2019)

Responsibility for Teaching RSE

Responsibility for the RSE lies with the class teacher. However, all staff will be involved in developing the attitudes and values aspect of the RSE. All staff will be good role models for pupils, modelling strong and healthy relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

St Winefride's will, from time to time, call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Roles and Responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The governors will:

- Will help draw up the RSE policy, in consultation with parents and teachers
- Ensure that the policy is available to parents
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs
- Ensure that parents know of their right to withdraw their children
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

The headteacher

- The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.
- Together with other senior leaders and appropriate, the headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.
- The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Teaching Staff

All class teachers are responsible for delivering the RSE curriculum. They are responsible for:

- Delivering RSE in a sensitive way,
- Modelling positive attitudes to RSE,
- Monitoring progress,
- Responding to the needs of individual pupils,

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Learning mentors may, through their pastoral support role, deliver aspects of the SRE curriculum. The learning mentor will liaise with the class teacher/SENCo to ensure what they are delivering is appropriate to the pupil and is covered under this policy.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Controversial or Sensitive Issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children. The governors believe that children are best educated, protected from harm and exploitation by discussing any issues openly within the context of the RSE. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Answering difficult questions

Having an open forum which encourages confidence and security is vital in RSE lessons. The school believes that pupils should have their questions answered in a sensible and matter of fact manner. However there may be times when a question is asked which may be inappropriate to answer publicly, these questions may be addressed outside the lesson time. Teachers will use their skill and discretion in these situations and refer to the headteacher or member of SLT, if necessary.

Supporting Children 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.

Links with other curriculum areas and policies

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, Anti-Bullying policy, Safeguarding Policy etc.)

Pupils with special needs and disabilities will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Confidentiality and Advice

All governors, 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 RSE, 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. Teachers will always help pupils facing personal difficulties. 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 circumstance they would have to inform others, e.g., parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring Arrangements

The delivery of RSE is monitored by the Headteacher and senior leadership team.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Curriculum and Policies Committee as part of the three-year cycle. After every review, the policy will be approved by the Full Governing Body.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors, the staff and parents during the Spring term 2021. (The DFE has suggested that, following Lockdown 3, schools focus upon children's mental health and well-being during Summer term 2021 with full implementation of RSE in September 2021.)

This policy will be reviewed every 3 years by the Head teacher, the Governing Body and Staff. The next review date is Spring 2024.

By the end of primary school:

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religion.

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all on the school website and a copy is available in the school office

