



## **St Mary's Catholic Primary Academy Relationships and Sex Education Policy**

St Mary's Catholic Voluntary Academy, Grantham

### **Mission Statement**

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

### **Our Vision**

We are disciples who put our faith into action in all that we do.

We are role models who encourage others to shine and be the best version of themselves that they can be.

We are investigators who ask questions about the past, the present and the future.

We are artists who show our creativity and talents with flair and imagination.

We are storytellers who have a passion for reading and are able to communicate in many ways.

We are problem solvers who tackle tasks with an open mind and a positive approach.

We are team players who work together to achieve our goals.

We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.

**We Believe. We Succeed. We Soar.**

### **Our Gospel Virtues**

**To achieve our full Christian potential, we all need to live out our Gospel Virtues: -**

#### **Love**

A Christ-like love respects the talent of each person in our school.

#### **Faith**

Faith helps us to do God's will in this world.

#### **Hope**

Hope helps us to see a new life beyond our present one.

#### **Peace**

We know that if we love one another, peace will be all around us.

#### **Mercy**

We believe that mercy will be shown by the way we forgive others.

#### **Community**

We believe our community here unites us all as followers of Jesus.

### Intent

At St Mary's Catholic Primary School, we intend to teach pupils about healthy and loving relationships. We hope this will support parents, pupils and those in the wider community. We believe that, no matter what stage of life we are in, we never stop learning how to love. At the heart of Christian faith is love. Our purpose is to connect every aspect of growth physical, emotional, intellectual and social with love. We hope that our teaching enables pupils to fully love themselves, accept themselves positively and love their neighbour. Subsequently: raising self-esteem, confidence and aspirations; developing awareness of how they will change, in order to prepare them for changes that will occur as they grow up, and develop their understanding of positive, loving relationships.

### Implementation

At St Mary's, we focus on teaching the fundamental building blocks and characteristics of positive relationships. We use 'A Journey in Love' to support our teaching of Relationships and Sex Education. This is a developmental programme for children from Nursery to Year 6. A Journey in Love has its foundations based on the belief that we are made in the image and likeness of God and, as a consequence, gender and sexuality are God's gift, reflect God's beauty and share in divine creativity. Children study Physical, Social, Emotional and Intellectual and changes within themselves and others. All learning is age appropriate, taught in a sensitive, supportive manner – with a strong emphasis on Christian faith and ends in prayer. Lessons have strong links with Religion and Science.

### Impact

By the end of primary school pupils should:

- Wonder at God's love
- Know that God loves each of us in our uniqueness
- Know that we meet God's love in our family and community
- Understand how we live in love
- Know that God loves us in our differences
- Know that God loves us in our changing and development
- Wonder at God's love in creating new life.

Through the above, we believe that we are fully preparing our children for life, as Christians, in society today and encouraging their understanding of how we live in the likeness of God and follow in Jesus' footsteps.

## **Defining Relationship and Sex Education**

As a Catholic school we hold firm beliefs in the value of family life and loving stable relationships. We recognise the importance of moral values which form the basis for all that we do. Effective Relationship, Sex Education and Health (RSHE) is essential if young people are to make responsible and well informed decisions about their lives. RSHE is concerned with helping and supporting young people through their physical, emotional and moral development. In the early years, it will focus on friendship, bullying and building self-esteem. This will progressively move towards the explanation of puberty and how we change as we grow up, both physically and emotionally, and how life is created through God's loving plan. It is intended to encourage children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It is lifelong learning about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

The aims of RSHE are to enable the children to learn:

- that they are unique and made in the image of God
- that physical and emotional growth is common to all of us
- to accept and respect themselves
- to have knowledge and understanding of the physical development of males and females
- to introduce children to the correct names for all parts of the body
- to prepare children for puberty
- to develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- to teach the viewpoint of the Catholic Church

## **Statutory Curriculum Requirements**

We are legally required to teach those aspects of RSHE, which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSHE go further.

## **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 the 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.

## **Aims of RSHE 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 RSHE 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"<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## **3 Gravissimum Educationis 1**

To know and understand:

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

- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- 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;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

## **Outcomes**

### **Inclusion and Differentiated/Personalised 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.

(See Behaviour policy)

### **Equalities Obligation**

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, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

### **Broad Content of RSHE**

Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

### **Relationship, Sex and Health Education Curriculum**

We teach about the uniqueness of the Human Being and relationships through different aspects of the curriculum. While we carry out the main relationship education in our PSHE curriculum, we also cover relationships in other areas of the curriculum. In particular, Science, PE and RE, which we believe contribute significantly to children's knowledge and understanding of their own bodies and how they are changing and developing. We always encourage our pupils to voice their opinions and discuss any issues they may have with other pupils and adults in the room. The "Come and See" Religious Education Programme for Primary Schools programme and 'Statements to Live by' is also used in the school to support relationship education along with a visit from the 'Life Bus'. The Relationships and Sex Education curriculum will follow the model scheme of work developed by the CES (Autumn 2016) adapted where necessary to reflect the specific needs of the school.

We use a relationship education programme called 'Journey in Love' with YR to Y6 in the school alongside RE. This has been carefully written and has involved much collaboration between numbers of people over several years. The programme is intended to support teachers and parents in Catholic schools to enable the holistic growth of children.

We aim to:

- Make the children feel loved, cared for and secure in surroundings where Catholic values are practised and where courtesy, respect and consideration for others are of paramount importance;

- Develop a sensible, responsible, factual, basis of knowledge founded on love and the teaching of the Catholic Church;
- Guide their understanding that healthy relationships are God's gift to us and should be enjoyed and never abused.

Within our relationship education, we teach our pupils about:

- Looking after and maintaining a healthy body;
- Respecting their bodies;
- The importance of family life;
- Building positive relationships with others, involving trust and respect;
- Moral questions;
- Respecting the views of other people.

In the Science curriculum, the pupils at our school learn:

- That animals, including humans, move, feed, grow, use their senses and reproduce;
- To recognise and compare the main external parts of the bodies of humans;
- That humans and animals can produce offspring and these grow into adults;
- Describe the basic needs of animals, including humans, for survival;
- Describe the importance of humans for exercise, eating the rights amounts of different types of food and hygiene;
- Describe the changes as humans develop to old age including puberty
- To recognise similarities and differences between themselves and others and treat others with sensitivity

### **Teaching and Learning**

Class teachers are responsible for the teaching and learning of Relationships and Sex education supported by the RE leader and PSHE Leader. The majority of lessons will take place within the usual class organisation. For all year groups, the teaching of the programme takes place over a week in the summer term.

In years 5 and 6 the RE leader will support the teaching of 'Journey in Love', by the class teacher and there will be the opportunity for pupil groupings to reflect the needs of the pupils' e.g. single gender; individual; access to same gender staff where appropriate. Journey in Love is presented in the context of family life, loving relationships and respect for one another. Staff will be sensitive to the needs of differing pupils, levels of maturity and personal circumstances. We will ensure equality (Equalities Act 2010) irrespective of disability, SEND; race, nationality, ethnic origin; gender; religion or sexual orientation.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

### Delivery of RSHE

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

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

During teaching we will ensure differentiation and inclusion and that RSHE is sensitive to the different needs of individual pupils, respect pupils' different abilities, levels of maturity and personal circumstances e.g. sexual orientation, faith and culture.

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, in particular those protected characteristics listed under the Equalities Act 2010.

### Assessment, monitoring and Review

Relationship education has three main elements:

- Attitudes and values;
- Personal and social skills;
- Knowledge and understanding.

Assessment is ongoing and the class teacher will monitor these areas. As a school, we assess relationship education through pupil self-assessment; peer-group assessment and teacher assessment (see also our PSHE policy).

It is the responsibility of the RE leader to monitor relationship education and provide feedback, if necessary, to the class teachers. A member of governing body will monitor the RSHE teaching and learning annually through discussions with members of staff; pupil perception interviews and parental feedback. The responsible governor will report to the full governing body annually with evaluations and recommendations for development.

### Parents and Carers

We recognise that parents and carers 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 and workshops 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 at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents have the **right to withdraw** their children from RSHE except in those elements, which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

### **Balanced Curriculum**

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 an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

### **Responsibility for teaching the programme**

Responsibility for the specific relationships and sex education programme lays with the RE, PSHE, PE and Science Leads.

However, all staff will be involved in developing the attitudes and values aspect of the RSHE 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.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

External visitors will be clear about their roles and responsibilities 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'4.

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.

### **Other roles and responsibilities regarding RSHE**

Governors will:

- Draw up the RSHE 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 RSHE within PSHE.

### **Head teacher**

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service, the Local Education Authority, and any other appropriate agencies.

### **PSHE/RSHE Lead**

The co-ordinator with the head teacher 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 RSHE and the provision of in-service training.

## **All Staff**

RSHE 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 RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff are aware of the policy and how it relates to them.

## **Relationship to policies and curriculum subjects**

This RSHE policy is 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, Behaviour policy, Safeguarding Policy etc.)

## **Inclusion**

Pupils with particular difficulties whether of a physical or intellectual nature 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.

## **Children's Questions**

The governors want to promote a healthy, positive atmosphere in which RSHE 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.

## **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. 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).

Some questions may raise issues, which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

## **Supporting children and young people who are at risk**

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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.

## **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 the RSHE 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 circumstance 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.

### **Monitoring and Evaluation**

The RSHE Co-ordinator 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. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

### **Confidentiality**

Teachers conduct relationship education lessons in a sensitive manner and in confidence. However, if a child refers to being involved (or being likely to be involved in) sexual activity, then the teacher will take the reference seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they have been victims of other forms of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

### **Implementation and Review of Policy**

This policy will be reviewed every 2 years by the Head teacher, RSHE Co-ordinator, the Governing Body and Staff.

The next review date is May 2022.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the RSE Leader, on behalf of the Head Teacher and Governors.

This policy was completed in May 2020

Mrs S Howle

Reviewed & Approved CC