



## Holy Name Catholic Primary School Relationships and Sex Education (RSE) Policy

### MISSION STATEMENT

***"With Jesus as our guide: We love, live and learn together."***

God in His Love has created each one of us as unique. God is therefore at the very heart of our school. Each member of our school community, adults and children are on a journey.

It is our role to teach the message of the Gospels. The Gospel values of trust, honesty, forgiveness, loving and caring for one another are part of our everyday life.

All our curriculum must reflect these values and in our search for excellence each individual must be encouraged to use God's gift fully to realise his/her potential.

### **Rationale for SRE:**

Pupils' social, moral, spiritual, vocational, cultural, physical, health and emotional development are promoted in our school by a supportive school ethos and curriculum, where all are valued and encouraged, where positive relationships are seen as important and there is a safe and secure learning atmosphere. In our school, sex and relationships education is offered as part of an integrated programme of family life education based on guidelines from the Archdiocese of Birmingham. This programme enables pupils to develop an understanding that sexuality and human development are related to their faith. It promotes a gradual understanding and healthy appreciation of self-growth, relationships, love, marriage and family life.

### **Values and Virtues:**

The RSE 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 of the human body. The following virtues will be explicitly explored and promoted: faithfulness, integrity, mercy and compassion.

### **Aims of Relationships and Sex Education:**

In partnership with parents, the purpose for teaching RSE at Holy Name is 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:

- 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 their own bodily natures;
- Responsibility for their own actions and a recognition of the impact of these on others;
- Celebrating the gift of life-long, self-giving 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;
- managing emotions within relationships;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;



## Holy Name Catholic Primary School Relationships and Sex Education (RSE) Policy

- 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;

To know and understand:

- the Church's teaching on relationships and the nature and meaning of them;
- 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.

### OUTCOMES

#### **Inclusion and Differentiated Learning:**

At Holy Name, we ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances 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 whether they are looked after children.

#### **Delivery of RSE:**

RSE at the primary phase builds on the personal and social development work carried out to meet the Early Learning Goals at the Foundation Stage. It builds upon personal, emotional and social skills which is central to all later RSE work.

At KS1, the RSE programme continues the work from the Early Years Foundation Stage. It helps to build skills of:

- Developing confidence in talking
- Listening to others
- Thinking about feelings
- Naming emotions
- Developing self-esteem
- Developing assertiveness and friendship skills.

At KS2, the above skills are developed and pupils look specifically at:

- How babies are conceived, develop and are born
- The changes that will take place during puberty.

#### **Specific Sex Education Content:**

Upper KS2 (Year 6) will follow the 'All That I am' Programme of Study (from the Birmingham Diocese Department of RE) in order to deliver the RSE curriculum, which refers back to work completed in science on the various topics relating to bodily health.



## **Holy Name Catholic Primary School Relationships and Sex Education (RSE) Policy**

### **Parents and Carers:**

The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.

The Governing body fully subscribes to the views expressed by the Bishops' Conference and will always ensure that:

- Parents are supported in their task.
- Parents are consulted and kept informed of the RSE Programme; its contents, evaluation and review and any subsequent developments.

Parents have the right to withdraw their children from RSE 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.

### **Responsibility for Teaching the Programme:**

Responsibility for the specific relationships and sex education programme lays with the senior leaders in school and the Year 6 teaching staff.

However, 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.

### **External Visitors:**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always compliment 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.

## **OTHER ROLES AND RESPONSIBILITIES REGARDING RSE**

### **Governors**

- 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;



## Holy Name Catholic Primary School Relationships and Sex Education (RSE) Policy

- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

### **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. The head teacher also 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.

### **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.

### **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.

### **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, 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 RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

### **Supporting Children and Young People 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.

### **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 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



## **Holy Name Catholic Primary School Relationships and Sex Education (RSE) Policy**

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 RSE 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.

Adopted by Governors: September 2017