



RSE Policy

2023-2024

Policy written in September 2022 and edited September 2023 by A.Oldham

Policy review date: September 2024

Signed: *A.Oldham* (on behalf of staff)

Signed: _____ (chair of Governors)

DEFINING RELATIONSHIP AND SEX EDUCATION

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health” 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. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding” (Sex and Relationship Education Guidance, DfEE, 2000.) skills and knowledge appropriate to their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being.

STATUTORY CURRICULUM REQUIREMENTS

St Patrick’s RC Primary School complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education and as a Voluntary primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science and have puberty talks in Year 5.

AIM 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. It is in this context that we commit ourselves:

In partnership with parents, to provide children 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.

RATIONALE

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)

We are involved in relationships and sex 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. St Patrick’s 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 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. 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. 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 and support will be provided to help pupils deal with different sets of values.

VALUES AND VIRTUES

St Patrick's 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.

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;
- fidelity in relationships.

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, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- 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 and the nature and meaning of sexual love (Year 6 only);
- 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 and how sexual love plays an essential and sacred role in procreation;

OUTCOMES

INCLUSION AND ADAPTIVE LEARNING

We will ensure RSE is sensitive to the different needs of individual pupils in line with the school's inclusion policy. This is 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, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

BROAD CONTENT OF RSE

Three aspects of RSE - 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.

RSE SCHEME OF WORK

As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church and to ensure this is full-filled we have decided to adopt the programme 'Life to the Full Plus' by 'Ten Ten' to deliver RSE in our school. Ten Ten is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work, this scheme has been approved by our diocese.

We teach our RSE as part of our dedicated PSHE lessons at an age-appropriate level which meet the needs of all pupils in classes. Our curriculum is enhanced by the additional supportive materials from the PSHE Association to ensure that we provide a thorough and robust curriculum. Life to the Full covers the all statutory and non-statutory requirements of PSHE/RSE and whilst we adhere to the statutory needs and requirements, we take great pride in responding to the needs of our children and our common home taking light of world events and topical issues. RSE is taught through core subjects within school: PSHE, RE and Science and is taught from EYFS– Year 6. Primary Schools are not required to teach sex education. However, as part of a key decision we have decided to teach the objectives below for the children of Year 6, in order to ensure they are receiving accurate and appropriate information from a Catholic perspective.

- How a baby grows and develops in its mother's womb
- Pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us
- Basic scientific facts about sexual intercourse between a man and woman
- The physical, emotional, moral and spiritual implications of sexual intercourse
- The Christian viewpoint that sexual intercourse should be saved for marriage

Parents are informed in advance of when this Unit will be taught and have the right to withdraw their child from these sessions if they wish.

The core statutory focusses of RSE for each year group are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe – This includes the concept of personal privacy

The core non-statutory statutory focusses of PSHE for each year group are:

- Careers
- Personal safety
- Economic well-being.

Combining all statutory and non-statutory elements of PSHE, to deliver this, the Life to the Full programme is split up into three themed Modules:

Module 1: Created and loved by God

This module explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships. The module also focuses on a variety of transitions and times of change. They will learn that God's unchanging love means that they can cope with change, meet new people and feel safe in new environments.

Module 2: Created to love others

This module explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.

Module 3: Created to live in the community

This module explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

See also 'Sex and Relationship Guidance '. DCSF 2000 for more detail.

How is the scheme structured?

We deliver the full ten:ten RSE programme over 3 terms every year which includes all of the statutory requirements. This means that the full learning stages are run twice (eg the full KS1 programme is run with Year 1 and then repeated with Year 2). This is the recommended way of delivering the programme by ten:ten. This allows flexibility for teachers to structure each theme to suit the needs of their class; some classes may need longer on certain themes and it also allows time in the time table to accommodate for additional responsive PSHE topics which may arise in the class, school, local community and the wider world.

Why repeat the programme?

- Children change and grow; their level of engagement will increase as they develop their social, moral, cultural and spiritual awareness and understanding.
- The learning will be embedded as children build upon what they have previously learned – a truly spiral curriculum.
- Some sessions have been moved to suit the needs of the learners within our school.

See the 'PSHE Long Term Plan for more information on the units taught and when.

Teaching strategies will include:

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

All units taught have an associated piece of music with it along with a prayer.

ASSESSMENT OF RSE

Whilst RSE is not formally assessed, teachers will form a termly judgement of where children are working at in relation to age-related expectations for PSHE as a whole. At the beginning of units,

teachers will use assessment class strategies to gauge where children are working at. Children have the opportunity to self-reflect on the lesson objective at the beginning and end of each lesson. Teachers will continually use assessment for learning to adapt lessons accordingly.

DOCUMENTATION OF WORK

Children from Year 1 through to Year 6 have a PSHE Journal. This is to document their own personal journey as they make their way through PSHE lessons as well as a place record work. PSHE Journals are not marked but are looked at by teachers after each lesson. EYFS document all PSHE learning in a floor book.

PROTECTED CHARACTERISTICS – LGBT

Terms

We refer to LGBT (Lesbian, Gay, Bisexual, Transgender) and recognise that other acronyms are widely used; however, the term 'LGBT' is the acronym of choice in all DfE and Ofsted documents and is, therefore, this is the term we have adopted.

What are the Protected Characteristics?

It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called Protected Characteristics. In UK law, individuals are protected under the Equality Act 2010 from these types of discrimination.

Age

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of changing one's gender presentation or sex characteristics to accord with one's internal sense of gender identity.

Marriage and civil partnership

- Marriage is a union between a man and a woman or between a same-sex couple.
- Same-sex and opposite-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the nonwork context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

The statutory guidance affirms from the outset that schools must not unlawfully discriminate against pupils (or, indeed, staff and parents) because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Statutory Guidance, Section 28). This provision is protected by law in the Equality Act 2010.

Moreover, the statutory guidance calls on schools to take positive action to deal with disadvantages affecting a pupil or pupils because of a protected characteristic.

Schools with a religious character are not exempt from complying with the relevant provisions of the Equality Act 2010 with regard to the protected characteristics. However, the religious background of all pupils should be taken into account when planning the teaching so that the topics that are included as part of the RSHE programme are appropriately handled

The statutory guidance states that by the end of a secondary school, pupils should know the legal rights and responsibilities regarding equality with particular and specific reference to the protected characteristics. This means that although primary schools are required by law to ensure equality and respect for all pupils and their families, they are not required to provide teaching on the specifics of the protected characteristics

The ten:ten approach to protected characteristics

From the outset, and at all stages of teaching, the core principle on which the programme is based is that we are 'created, chosen and loved by God'; our equality is ultimately derived from the value we have in God's eyes as beloved sons and daughters, and we are called to love God, love others and show God's mercy in our actions. Examples of where this core principle is lived out are too numerous to list because it is integral to very teaching from Early Years through to Sixth Form,

articulated in age-appropriate ways at the various stages throughout the programme. This is the foundation on which any teaching about the Protected Characteristics is based.

Within the design, structure and presentation of the RSE programme, Ten Ten's scheme of work is mindful of the protected characteristics, endeavouring to produce a programme that is inclusive. The focus has been to inform, present and explain legal rights, underline the fundamental dignity and worth of the person, and outline the erroneous nature of all unjust discrimination. At the same time, in age-appropriate ways, the programme articulates the teaching of the Catholic Church, with especial regard to relationships, sex and marriage.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) 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 were consulted before this policy was ratified by the governors. They were consulted at every stage of the development of the RSE programme. At request, parents are able to view the resources used by the school in the RSE programme.

RSE was statutory from September 2020. 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.

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 RSE.

Knowing about facts and enabling children 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 class teachers supported by PSHE/RSE Leader.

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 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.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

GOVERNORS

- Fully ratify 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.

HEAD TEACHER

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.

PSHE/RSE LEADER

The PSHE/RSE Leader with 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.

ALL STAFF

RSE is a whole school subject. 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. Teachers will ensure they use the correct age-appropriate vocabulary related to each different unit and will use this, alongside baseline assessment to plan lessons tailored to the needs of their class.

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 related policy documents.

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.

PSHE/RSE has a weekly dedicated slot on the timetable across all year groups from EYFS – Year 6, it is also delivered subtly through other subject areas such as RE and Science.

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. Staff will answer questions openly and honestly at an age-appropriate level. Where questions are asked above the expected understanding for that age-range, staff will direct children to speak to their parents/carers about their queries.

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. (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's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Key decisions on sensitive aspects of RSE:

Key Decision 1: Genitalia – We have decided to teach this with non- genitalia vocabulary in Year 1 and with genitalia vocabulary in Year 2. Year 1 will only refer to genitalia as ‘private parts’.

Key Decision 2: Puberty/changing bodies – We have decided to remove this from Year 4 and leave it as part of the planned year 5 curriculum plan

Key Decision 3: Life Cycles – We have decided to move this from Year 4 and teach it in Year 5.

Key Decision 4: Talking About Sex – We have decided to include this in UKS2 but is only taught in Year 6 and parents are sent a letter prior to the unit with the option of withdrawal.

Key Decision 5: Talking About Pornography – We have decided NOT to teach this to any of our pupils.

Key Decision 6: Female Genital Mutilation – We have decided NOT to teach this to any of our pupils.

Key Decision 7: Discussing Protected Characteristics concerning sex - We have decided NOT to teach this to any of our pupils. Protected Characteristics are covered in other ways during other units.

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.

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 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

POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to view the policy through the school website due to COVID-19 restrictions, along with a suggested curriculum for each key stage and were invited to fill in a questionnaire
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

MONITORING AND EVALUATION

The RSE Leader 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.

This policy is reviewed by the RSE Leader, Governing Body and the Headteacher. Any changes to this policy will be communicated to all staff.

All staff are required to familiarise themselves with all process and procedures outlined in this policy as part of their induction.