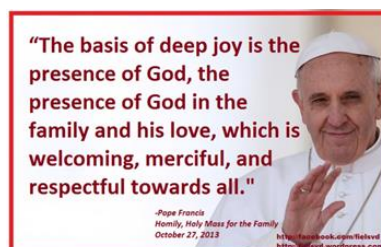




St Cuthbert's Catholic Primary School

God made us all unique
To learn, live and grow
To show care, concern and friendship
To be the best we can
Showing Christ's love in all we do.

Relationships and Sex Education Policy



Statement of Intent

“.....children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities....they should receive a positive and prudent education in matters relating to sex....and young people have the right to be stimulated to make sound, moral judgements based on well-formed conscience and to put them into practice with a sense of personal commitment..”

Gravissimum Educationis (para. 3)
Second Vatican Council

Introduction

RSE will become a statutory subject for all schools from September 2020, we are embracing “the challenges of creating a happy and successful adult life” by giving pupils knowledge “that will enable them to make informed decisions about their wellbeing, health and relationships” (DFE Statutory Guidance).

The purpose and vision behind teaching young people how to live well with themselves and with others has evolved, reflected in the fact that the new guidance now refers to the curriculum as RSE, rather than SRE, placing the emphasis on the need for young people to understand ‘sex’ within the context of ‘relationships’.

General Aims

In the overview for primary schools, the DFE states that:

"The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary." (54 & 55)

In St. Cuthbert’s, the foundations of RSE are begun in the Nursery and Reception classes. This is continued in a developmental progression according to the maturity and needs of each class and year group.

Learning Outcomes Related to RSE Early Years Foundation Stage

In the Early Years Foundation Stage, children follow the Personal, Social and Emotional Area of Learning of the Curriculum Guidance for the Foundation Stage. Awareness of responsible, caring behaviour in the early years can be brought about by:-

- The teacher's own example.
- The understanding and appreciation that each one of us special and deserves to be treated with respect.
- The teacher's manner in dealing with difficult and potentially difficult situations – a general guideline for teachers might be – 'be firm', 'be just', 'be kind', 'be sensitive'.
- Stories and Drama which the children can relate to and think about the moral/social issues.
- Learning about personal safety e.g. that individuals have rights over their own bodies and that there is appropriate and inappropriate touching.
- Begin to develop simple skills and practices that will help maintain personal safety.

In Key Stage 1 and 2, these skills are developed in more depth and with increasing levels of maturity. By the end of Primary School pupils should know about:

Caring friendships

- 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

- 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

- 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

- 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, for example family, school or other sources

The curriculum is taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life.

Organisation of the RSE Programme

Ten:Ten
Resources



RSE will be co-ordinated by the Head Teacher, Deputy Head Teacher and

RE/PHSE Coordinator. At present all members of staff are committed to delivering the programme. The programme 'Life to the Full' is implemented across our school. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

The programme sets out 10 principles underpinning the basis of Catholic RSE which are then taught across 3 different modules.

The principles are as follows:

1. Our bodies are good.
2. As we grow in our loving relationships with others, we become close to the image and likeness of God
3. Catholic RSE should be about the whole person
4. Catholic RSE should be taught in partnership with parents
5. Our deepest identity is as a child of God - created chosen and loved by God
6. Story can change hearts and minds
7. Catholic RSE is an education in virtue
8. Catholic RSE is an education in conscience
9. Relationship Education is about striving for the Common Good
10. Prayer, Scripture and the Sacraments fuel the teaching

These are taught through the following three modules:

1. We are created and loved by God
2. We are created to love others
3. We are created to live in community

Each of these modules will be taught using age appropriate materials for KS1, Lower KS2 and Upper KS2.

Links with other areas of the curriculum

We teach RSE through different aspects of the curriculum (such as PSHE science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach them about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

Key Stage 1

Year 1: Unit 1A Ourselves

Year 2: Unit 2A Health & Growth

Key Stage 2

Year 3 - Unit 3A Teeth & Eating

Year 4 - 4A Moving & Growing

Year 5 - Unit 5A Keeping Healthy & Unit 5B Lifecycles

Year 6 - Revision of all the above units

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

The role of parents and carers

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the RSE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- Give parents and carers access to the 'Life to the Full' Parent Portal which allows them to access the curriculum and some of the resources which will be used in their child's class.

The new guidance from the DFE states that children may not be withdrawn from any RSE sessions which deal with health issues (e.g. puberty). However, it is the parent/carer's decision whether or not their child attends the sessions on sexual reproduction. At St Cuthbert's this will be taught in Upper Key Stage 2 in a sensitive manner and within the context of a loving marriage. Parents will be informed when these sessions will be taking place so that they have the opportunity to discuss any concerns with the class teacher. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSE programme.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may

have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head Teacher.

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head Teacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

The Head Teacher monitors this policy on a regular basis and reports to governors when requested, on the effectiveness of the policy.

Equal Opportunities

At St. Cuthbert's School we are committed to working towards equality of opportunity in all aspects of school life. RSE will be delivered in line with the school's Equal Opportunities Policy and within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. RSE will be available to all pupils regardless of gender, culture or disability.

Confidentiality

Teachers should not promise confidentiality. Any disclosures e.g. reports of inappropriate behaviour of a personal nature must be reported to the Head Teacher and it is the Head Teacher's decision, in conjunction with the Governors, whether to advise the parents.

Answering difficult questions

An explicit or difficult question may be asked in the classroom. Questions do not have to be answered directly if this is felt to be inappropriate (i.e.: not in keeping with the school's RSE Policy). The teacher may choose to answer a 'difficult' question on a one to one basis with the pupil or the pupil can be referred back to the parent.

Monitoring and Evaluating the Policy

The policy will be monitored and reviewed by the Head Teacher, Deputy & RE/PHSCE Coordinator.

Appendix

The policy ensures the school is meeting the following statutory requirements:

- The Education Reform Act 1988 (-the school must provide a broad and balanced curriculum to prepare pupils for the adult life.)
- The Education (Schools) Act 1992 (- provides for the inspection of schools by the Office for Standards in Education (OFSTED). The inspection must comment on the provision of health education including the sex and relationship education policy and pupil support and guidance, amongst a range of other aspects of school life.)
- The Education Act 1996
- The National Curriculum Handbook KS1 & 2 (2014)
- The Early Years Foundation Stage (2012)

The policy is informed by the following guidance documents:

- Sex and Relationship Education Guidance (DfES Updated June 2019)
- Child protection and schools (2018)
- National Healthy School Status, A Guide for Schools (DoH 2019)
- Personal, Social and Health Education and Citizenship at KS 1 and 2 (QCA 2013)
- SRE and Parents DFE 2019