St Michael and St Martin Catholic Primary School

Relationship and Sex Education Policy

Learning our faith Living our faith Loving our faith

School Mission Statement

St. Michael & St. Martin school follows the teaching of the Roman Catholic Church, in its daily life through celebration of the Liturgy and through following the values taught in the Gospel of Jesus, by:

- Learning our faith.
- Living our faith.
- Loving our faith.

Thus, the school recognises the dignity of every human person because s/he is a child of God, while fostering awareness of the world's poor. Equality of opportunity for every person is therefore paramount and precludes all forms of discrimination on grounds of colour, gender, race, social class or ability.

The school aims to nurture the spiritual, intellectual and physical growth of each pupil through a holistic approach, which takes due note of the needs of every child while, at the same time, striving for excellence in all aspects of education in a secure environment.

In a Catholic school, any teaching or information on human love or human development must be within the whole context of our faith in God, who reveals himself in Jesus Christ. It is through our love of God and of our neighbour that we reciprocate that love. For many Christians this happens through the love between a man and woman.

Marriage is a commitment in which many Christians can meet Christ through the adventure of learning to love one another. It is the consistent teaching of the Church through the centuries that it is only in the context of marriage that sexual love can take on its true meaning. Marriage is a mutual commitment of total fidelity which is open to the gift of life. In the culture in which we live it is vital that our young people understand the importance of commitment for life. It is only through commitment that the deepest lessons of love can be learnt.

As Christians we recognise in joy that God has given himself to us completely in love and we respond to that love with the whole of our lives.

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. 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.

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 the statutory guidance issued by the Department for Education, Relationships Education and Health Education will be firmly embedded in the PSHE framework as they are concerned with nurturing human wholeness and are integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It will also be delivered in conjunction with teaching the Religious Education programme and as part of the statutory element of the Science National Curriculum.

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. Support will be provided to help pupils deal with different sets of values and to develop respectful relationships with others.

RSE will be taught in accordance with the principles set down in other relevant school policies such as Equal Opportunities, Inclusion and Safeguarding.

The school will use the Ten Ten Resource 'Life to the Full' to deliver Relationships Education and relevant RSE curriculum content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

The school will distinguish between:

- **Statutory Relationships Education**, which is taught to all pupils in primary school;
- **Statutory Health Education**, which includes aspects of physical, mental and emotional health and wellbeing;
- **Statutory Science**, including the biological knowledge relating to human growth and reproduction; and
- **Additional sex education**, where the school chooses to teach content beyond the statutory requirements.

Where additional sex education is provided, it will be taught in an age-appropriate manner, within the Catholic ethos of the school and in accordance with this policy.

Aim of RSE and the school 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 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:

- Reverence for the gift of human sexuality and fertility;
- 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;
- Recognising and valuing their own sexual identity and that of others;
- Celebrating the gift of life-long, self-giving love;
- Recognising the importance of marriage and family life;
- Fidelity in relationships;
- Respect, compassion and kindness towards others;
- An understanding that every person has inherent dignity and should be treated with respect.

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 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;
- Recognising appropriate boundaries in relationships and understanding the importance of privacy, consent and seeking help when boundaries are not respected;
- Knowing how and when to seek help from trusted adults and appropriate sources of support.

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 recognise healthy and unhealthy relationships;
- The importance of respectful relationships and appropriate boundaries;
- How to keep safe, including online;
- How to identify trusted adults and seek help when something does not feel right;
- The importance of respecting personal privacy and the privacy of others;
- How to respond to pressure, inappropriate behaviour, bullying and abuse;
- That abuse is never the fault of the child.

Outcomes

Through the RSE curriculum, pupils should develop age-appropriate knowledge, understanding, vocabulary, attitudes and skills which enable them to:

- Understand that they are created, chosen and loved by God;
- Recognise the dignity and uniqueness of themselves and others;
- Understand how to develop healthy and respectful relationships;
- Recognise appropriate and inappropriate behaviour and boundaries;
- Know how to keep themselves safe, including online;
- Understand the physical and emotional changes associated with growing up and puberty;
- Develop knowledge of human reproduction appropriate to their age and stage;
- Know who they can speak to if they are worried, upset or unsafe;
- Understand that they have a right to be treated with dignity and respect;

- Apply their learning to age-appropriate situations and make safe and responsible choices;
- Explain how their learning connects with the Catholic understanding of the human person, dignity, relationships, virtue and love.

Assessment of RSE will focus on pupils' knowledge, understanding, vocabulary, ability to apply learning and ability to make safe and respectful choices. Assessment will not require pupils to disclose personal or private experiences.

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, culture and family circumstances. RSE 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. In looking at these questions, it is important to draw links to the school's Inclusion, Behaviour and Safeguarding policies.

The school will make reasonable adjustments where necessary to ensure that pupils with SEND and other individual needs are able to access RSE teaching appropriately. Teachers will consider pupils' developmental stage, maturity, additional needs and any relevant safeguarding or pastoral information when planning and delivering lessons.

Equalities Obligations

The governing body have wider responsibilities under the Equality 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.

The school will ensure that RSE contributes to an inclusive school culture in which all pupils are treated with dignity and respect and are protected from discrimination, bullying and prejudice.

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.

Life to the Full is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional

wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, online safety, where babies come from, an understanding of the Common Good and living in the wider world.

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.

Our 'Life to the Full' programme will cover:

Module 1: Created and Loved by God

- Religious Understanding
- Me, my body, my health
- Emotional well-being
- Life cycles

Module 2: Created to Love Others

- Religious Understanding
- Personal Relationships
- Keeping Safe

Module 3: Created to Live in Community

- Religious Understanding
- Living in the Wider World

The content of Relationships Education will cover the statutory themes of:

- Families;
- Friendships;
- Respectful relationships;
- Online relationships; and
- Being safe.

Health Education will also contribute to pupils' understanding of physical and mental wellbeing, changing adolescent bodies, personal hygiene, emotional wellbeing, healthy lifestyles and seeking help.

Where content relating to human reproduction is taught through Science, this will be delivered in accordance with the statutory Science curriculum. Any additional sex education taught beyond statutory Science will be identified in the school's curriculum planning and taught in accordance with this policy.

Working with Parents

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 about the RSE curriculum, including the content and purpose of lessons, and will be given appropriate information about particularly sensitive aspects of learning in order that they can be prepared to talk and answer questions about their children's learning.

The school will seek to work in partnership with parents and carers and will provide opportunities for consultation and feedback regarding RSE provision.

Withdrawal from RSE

Parents do **not** have a right to withdraw their children from statutory Relationships Education or Health Education, or from statutory Science.

At primary school, parents/carers may request that their child be withdrawn from any **additional sex education** which is taught beyond the statutory requirements of Relationships Education and Science. The school will respect such a request.

Where parents/carers wish to request withdrawal from additional sex education, they should contact the Headteacher. The school will discuss the content with the parent/carer and clarify which elements are statutory and which, if any, constitute additional sex education.

The school will provide appropriate support and information to parents/carers to help them understand the curriculum. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Roles and Responsibilities

Governors

In accordance with statutory requirements, the governing body will ensure that the school's RSE policy remains up to date and that parents and carers are proactively consulted whenever the policy is developed or formally reviewed. Copies of the policy will be made available to parents and carers.

Governors will ensure that the policy reflects the statutory requirements for Relationships Education, Health Education and Science, while also reflecting the Catholic character and teaching of the school.

Governors will monitor the implementation and impact of the policy through appropriate reports, curriculum monitoring and school self-evaluation.

Headteacher

The Headteacher has overall responsibility for ensuring that the policy is implemented, that statutory requirements are met and that appropriate safeguarding procedures are followed.

The Headteacher will ensure that staff are appropriately supported and that parents/carers are informed about the school's RSE provision.

RSE / PSHE / Science Leaders

The RE subject leader, PSHE subject leader and Science subject leader will work together to ensure appropriate coverage and progression across the curriculum.

They will monitor provision, curriculum planning, teaching, assessment and pupil outcomes and will ensure that RSE is appropriately connected to the Catholic ethos and curriculum of the school.

Teachers

All teachers have a responsibility of care; as well as fostering academic progress, they should actively contribute to the 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 and the requirements of this policy.

Teachers will establish clear ground rules for RSE lessons and will ensure that pupils are not expected or encouraged to disclose personal or private information.

Teachers will respond sensitively and appropriately to pupils' questions. Questions which are not appropriate for the age or developmental stage of the class may be addressed individually or, where appropriate, referred to the Designated Safeguarding Lead or senior leader.

Parents

The school recognises that parents are the prime educators of their children and will seek to support them in their task.

It will ensure that parents are kept informed of what is happening in RSE in terms of content, delivery and timing and will provide appropriate opportunities for parents to access curriculum information and resources.

Safeguarding and Confidentiality

RSE has an important role in supporting the school's safeguarding responsibilities.

Pupils will be taught about appropriate and inappropriate boundaries, privacy, personal safety, trusted adults, appropriate and inappropriate touch, online safety, pressure, bullying, exploitation and how to seek help.

Staff will remain alert to signs that a pupil may be experiencing abuse, neglect, exploitation or other safeguarding concerns.

RSE lessons may sometimes lead pupils to disclose information about their own experiences. Staff **must not promise confidentiality** to a pupil. Any disclosure or safeguarding concern must be dealt with in accordance with the school's Safeguarding and Child Protection Policy and the school's established reporting procedures.

The Designated Safeguarding Lead will be consulted where there is any concern about a pupil's safety or wellbeing.

Pupils will be taught that abuse is never their fault and that they should speak to a trusted adult if they feel worried, unsafe or uncomfortable.

Online Safety

Online safety forms an important part of RSE.

Pupils will be taught age-appropriate knowledge and skills relating to online relationships, privacy, personal information, communication, social media, online pressure, inappropriate content, cyberbullying and seeking help.

Teaching will reinforce the message that behaviour which is inappropriate or unsafe online should be reported to a trusted adult and that pupils should not feel ashamed or blame themselves if they encounter something inappropriate online.

RSE teaching will be consistent with the school's Online Safety and Computing policies.

Teaching and Learning

RSE will be delivered through a combination of:

- Specific RSE lessons using the 'Life to the Full' programme;
- PSHE lessons;
- Religious Education;
- Science;
- Prayer and Liturgy;
- The wider Catholic life and ethos of the school;
- Appropriate cross-curricular opportunities.

Lessons will be age-appropriate, inclusive and sensitive to the needs of individual pupils.

Teachers will establish a safe and respectful environment in which pupils can ask questions and discuss issues without fear of ridicule.

Pupils will not be required to discuss their own personal or family experiences.

Children's Questions

Children are naturally curious and may ask questions during RSE lessons.

Teachers will respond to questions sensitively, honestly and in an age-appropriate manner, while maintaining the Catholic ethos and values of the school.

Teachers will not be expected to answer questions which fall outside the planned curriculum or which are inappropriate for the age or developmental stage of the pupils.

Where appropriate, questions may be answered individually rather than in front of the whole class. Teachers may also use an anonymous question system where this is appropriate.

Any question or comment which raises a safeguarding concern will be referred immediately in accordance with the school's safeguarding procedures.

Monitoring and Evaluation

The RE subject leader, the PSHE subject leader and the Science subject leader will monitor provision of RSE in the school.

Monitoring and evaluation will include, where appropriate:

- Curriculum planning and progression;
- Lesson visits and learning walks;
- Work scrutiny;
- Pupil voice;
- Assessment information;
- Teacher feedback;
- Parent/carer feedback;
- Review of resources;
- Monitoring of statutory coverage;
- Monitoring of the Catholic content and ethos of RSE;
- Review of safeguarding and online safety provision;
- Identification of strengths and areas for development.

Pupil voice will be used to establish whether pupils understand what they are learning, can explain how their learning links to the Catholic understanding of human dignity and relationships, know how to keep themselves safe and know who they can speak to if they are worried.

The impact of RSE will be considered as part of the school's wider self-evaluation and curriculum monitoring processes.

Resources and External Visitors

The school will primarily use the Ten Ten 'Life to the Full' programme and other resources which are consistent with the Catholic ethos of the school and statutory requirements.

Any external visitors contributing to RSE will be appropriately vetted and their role, content and resources will be agreed in advance by the school.

The class teacher remains responsible for the lesson and pupils' learning when an external visitor is present.

Links with Other Policies

This policy should be read in conjunction with the following school policies:

- Safeguarding and Child Protection Policy;
- PSHE Policy;
- Religious Education Policy;
- Science Policy;
- Equality and Inclusion Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Online Safety Policy;
- SEND Policy;
- Health and Safety Policy.

Catholic Life and Mission

RSE contributes to the Catholic life and mission of St. Michael & St. Martin school by helping pupils to understand that every human person is created in the image and likeness of God and possesses inherent dignity.

The curriculum encourages pupils to develop virtues such as respect, compassion, responsibility, honesty, kindness, self-control, courage and chastity.

Pupils are encouraged to recognise that relationships should reflect the love of God and the dignity of every person. RSE therefore supports the school's wider mission of enabling pupils to learn their faith, live their faith and love their faith.

RSE also contributes to the Catholic Social Teaching principle of human dignity and supports pupils in understanding their responsibility towards themselves, others and the wider community.

Review

This policy will be formally reviewed every three years, or sooner if there are significant changes to statutory guidance, diocesan guidance, Church teaching or school circumstances. Its

implementation and effectiveness will be monitored annually by school leaders and the governing body. Annual monitoring will not, by itself, constitute a formal policy review. Parents and carers will be proactively consulted whenever the policy is formally reviewed and when significant changes are proposed.

The review will consider:

- Changes to statutory guidance;
- Catholic Education Service and diocesan guidance;
- The effectiveness and impact of the curriculum;
- Pupil voice;
- Parent/carer feedback;
- Staff feedback;
- Safeguarding considerations;
- Monitoring and evaluation findings.

Agreed and Approved by Governing Body: _____

Chair of Governors: _____

Date: _____

Review Date: September 2029

Persons Responsible: Nicola Duggan, Sabina Williams

Sex and Relationship Education

Progression through Foundation Stage, KS1 and KS2

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know that they are created uniquely by God and that their body is a gift from God.	To understand some basic hygiene principles.	To introduce the concept of male and female and gender stereotypes.	To know scientific words for private parts and understand that biological sex is linked to the body.	To explore the human life cycle and to value themselves as a child of God; their bodies are a gift from God.	To explore the emotional and physical changes occurring in puberty.	To describe how and why the body changes during puberty in preparation for reproduction.
To know that babies grow into adults.	To know that we are different and to recognise themselves as male and female (boys and girls).	To identify differences between males and females and understand that God has made us all unique and special to Him.	To consider touch and to know that a person has the right to personal space.	To know that during puberty the body changes from a child into a young adult.	To understand male and female puberty changes in more detail.	To consider reproduction in the context of relationships and married family relationships.
To know the main parts of the body.	To explore some of the differences between males and females and to understand how this is part of the lifecycle.	To explore different types of families and who to go to for help and support.	To know why the body changes during puberty.	To explore the impact of puberty on the body and the importance of physical hygiene.	To describe the decisions that have to be made before having a baby and to know that babies are precious gifts from God.	To describe the physical differences between males and females and understand the biological processes involved.

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know that family and friends should care for each other.	To identify some basic facts about pregnancy.	To explore ways to get support during puberty and to know that we are unique and God loves and accepts us as we are and as we change.	To explore the process of conception and understand that they are part of the wonder of God's creation.	To appreciate what being a parent involves and that babies have special needs.	To understand that each person experiences puberty differently.	To understand the Church's teaching about marriage, family life, love and the dignity of the human person.
To learn that babies have special needs and our parents/carers look after us.						To know how to seek help and support when faced with pressure, unsafe situations or inappropriate behaviour.
						To understand how to maintain respectful relationships and appropriate boundaries, including online.

The progression above will be implemented alongside the detailed progression and lesson sequence contained within the Ten Ten 'Life to the Full' programme and the statutory requirements for Relationships Education, Health Education and Science.

The school will ensure that pupils revisit key concepts at an age-appropriate level so that knowledge, vocabulary, understanding and application develop progressively from the Foundation Stage to Year 6.