



## St. Anselm's Catholic Primary School

Church Avenue, Southall, Middlesex, UB2 4BH,

[www.stanselmscatholicprimaryschool.co.uk](http://www.stanselmscatholicprimaryschool.co.uk)

### Relationships and Sex Education Policy

Policy Start Date	Policy Review Date	Frequency	Committee / Governor Responsibilities
Summer 2024	Summer 2026	Every 2 years	Standards, Curriculum & Personnel (CS&P)

#### SCHOOL MISSION STATEMENT

“In God’s love, we live, learn and grow.”

Our Mission Statement commits us to the education of the whole child and we believe that Relationships and Sex Education (RSE) is an integral part of this education. It is in this context that we commit ourselves, in partnership with parents, 1. to provide child and young people with a “positive and prudent [relationships and] sexual education” 2. which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Catholic vision of education and the human person.

In this policy, the Governors and teachers, in partnership with pupils and their parents, set out their aims and their approach to RSE in the school.

#### CONSULTATION THAT HAS TAKEN PLACE INCLUDES:

- consultation meet with parents
- review of RSE curriculum content with staff and pupils
- consultation with school governors
- consultation with wider school community-Parish Priest and other Catholic Head teachers
- consultation with the diocese, paying heed to the teachings of the Catholic Church

1. Parents is used to refer to carers, guardians and parents.

2. *Gravissimum Educationis* 1

## **IMPLEMENTATION AND REVIEW OF POLICY**

Implementation of the policy will take place after consultation with the Governors. The RSE policy is reviewed on an annual basis taking into account the feedback from teaching staff, pupils and parents. Governors consider evaluations and recommendations before amending the policy. Governors remain ultimately responsible for the policy.

## **DISSEMINATION**

The policy will be shared with all members of the Governing Body, teaching and non-teaching members of Staff. Details of the content of the RSE curriculum will be available to all parents through the school's web site and a hard copy is available in the school office.

## **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"<sup>1</sup>. 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"<sup>2</sup>.

## **STATUTORY CURRICULUM REQUIREMENTS**

We are legally required to teach those aspects of RSE, which are statutory parts of National Curriculum Science. The teaching of RSE will accord fully with the teachings of the Catholic Church and take into account statutory requirements. Sensitive issues in RSE include e.g. female genital mutilation (FGM), online safety and sexting, & child sexual exploitation, peer on peer abuse, sexual violence and sexual harassment. At the heart of effective age appropriate RSE is the teaching about healthy relationships, consent and risk minimization, so that pupils leave school resilient to factors that lead to unhealthy relationships and situations. This policy is in line with recommendations from: "Keeping Children Safe in Education" (DFE: September 2021) and "Briefing Paper: Sex and Relationship Education in Schools: England" (House of Commons: July 2016). This policy will work alongside the new PSHE Curriculum, which became statutory in September 2020.

<sup>1</sup> Sex and Relationship Education Guidance, DfEE, 2000

<sup>2</sup> ibid

## **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 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.

## **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.

## **AIM OF RSE AND THE MISSION STATEMENT**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, and 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”<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.

## **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.

### **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;
  - 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;
- 3 Gravissimum Educationis 1
- 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;
- 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;

## **OUTCOMES**

### **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, 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

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.

### **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.

### **DELIVERY OF RSE**

**We follow the Ten Ten's programme** for Catholic primary schools, **Life to the Full**, which teaches Relationships Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

**Life to the Full** is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new 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, the dangers of social media, 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

**Programme / Resources**

Appendix 1 to this policy provides further information about the programme.

**ASSESSMENT IN RSE**

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Class teachers assess pupil's understanding and progress through formative assessment. These include pre-and post-topic mind maps, drawings, task outcomes, questioning and observation. At the end of the year, each year group reviews the RSE programme they have implemented and pass on any comments to the RSE Leader as part of her monitoring cycle.

**PARENTS AND CARERS**

Parents are the primary educators of their children. The school seeks to support and not replace them in this task. We recognise that parents sometimes experience and express difficulty in discussing RSE with their children. Support, understanding and advice will be offered to parents to deal with sensitive issues they may need to address. Parents 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 must be consulted before the governing body ratifies this policy. The school will also provide parents with opportunities for consultation on the RSE programme including during the process of its review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that every parent will have full confidence in the school's RSE policy and programme.

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 Headteacher, RSE Leader and Chair of Governors.

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**

Support and guidance from outside agencies and health professionals will always complement the current RSE programme and never substitute or replace teacher led sessions. The school's leadership will inform any external visitor of the school's policy and Catholic character so they are clear about their role and responsibility when delivering a session in a Catholic context. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools' and the diocesan protocol for visitors to Catholic schools. 9

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

### **Headteacher**

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 and the Local Education Authority.

## **PSHE/RSE Leader**

The PSHE/RSE Leader 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 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.

## **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 policy documents (for example, Behaviour Policy, Child Protection & Safeguarding Policy)

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 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. *(See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)*


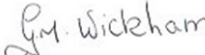
Some questions may raise issues, which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

## SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which 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.

## 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.

<b>Headteacher:</b>		<b>Date:</b>	<b>Summer 2024</b>
<b>Chair of Governing Body:</b>		<b>Date:</b>	<b>Summer 2024</b>
<b>RE Leader</b>	Mrs E Dhak	<b>Date:</b>	<b>Summer 2024</b>