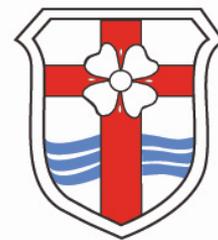


# ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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## Relationships and Sex Education Policy (School Policy)

<b>Ownership:</b>	<b>Governors' Curriculum Committee</b>
Document Date:	November 2022
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*"Love is an art to be learned. It is a giving experience, a selfless act. Every experience of love gives a glimpse of the meaning of love in God himself. Human love is the instrument we can use to explore the mystery of love, which is God."*

*Cardinal Basil Hume*

Pupils are given many opportunities to serve each other, the school and the wider community, developing their own skills and talents in the process.



**Section 48 Diocesan Inspection October 2018**

"Pupils make rapid progress because they are very keen to learn, and because the teaching is highly effective ... Behaviour is excellent. Pupils get along very well and enjoy school, accepting one another's different views..."



**Ofsted March 2013**

*At St Margaret Clitherow School we are committed to Safeguarding Children  
Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him*

<b>Miss Carmela Puccio</b>	<b>Headteacher</b>
<b>Mrs Marie Stewart</b>	<b>RSE Link Governor</b>
<b>Mrs Bernadette Hurley</b>	<b>PSHE Lead</b>

## **Introduction**

The preparation of this policy is driven by our desire to offer a broad and balanced RSE curriculum which prepares pupils for the world in which they live, provides them with clear factual, scientific information and meets the statutory requirements and responsibilities placed on all schools.

RSE cannot be reduced to simply giving biological facts and so we seek to ensure that all aspects of our RSE programme are underpinned by the teachings and values of our Catholic faith and our school Mission Statement:

*‘Jesus lives in us, our families, our school, our church, our world.  
Jesus is our guide, let us follow Him.’*

This policy has been produced in consultation with the Headteacher, the RE Governor & PSHE Ambassador, the PSHE Lead, governors, teaching staff, school staff and parents. Views of pupils have also been taken into careful consideration through lesson evaluations, reflections on learning and pupil interviews.

## **Defining RSE**

The DfE guidance states that ‘children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way’. In primary schools the focus 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 adults’. DfE 2019

## **Our Catholic Faith Principles**

- *We are made in God’s image*
- *Jesus’ command to love is the basis of Christian morality*
- *Humans are created out of love*
- *To be human is to relate – we exist in relationships*

Positive and prudent RSE begins within the family setting and we cannot overstate the importance of parental involvement and engagement. As a Catholic school we endeavour to make a distinctive contribution to this parental privilege and responsibility.

We believe that gradual and positive education in RSE is life-long learning about physical, moral, social and emotional development, which recognises that human sexuality is a gift from God. We strive for the very highest of Christian ideals in our teaching and learning, which are underpinned and reinforced by the Gospel values.

## **Aims of our policy**

Our overall aim is to:

- create a safe and inclusive learning environment which enables pupils to gain the necessary knowledge, skills, behaviour, attitude and understanding to keep them safe from harm and protect them from exploitation,
- provide, appropriate to age and ability (both chronological, social and emotional), an accurate knowledge and understanding of sexuality and relationships,

- support the moral, spiritual, social, physical, emotional and cultural development of all pupils,
- ensure emotional, physical and mental wellbeing,
- provide a context for pupils so that they accept their own and other's sexuality in positive ways,
- enable pupils to enjoy positive relationships based on mutual respect, dignity and shared responsibility.

In addition, reference has also been made to current RSE guidance documentation in the formulation and writing of the policy:

*(From Summer 2021, all secondary schools in England including faith schools, academies and independent schools were required to teach Relationships and Sex Education and Relationships Education in all primary schools.)*

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance DfE 2019*
- *Children and Social Work Act (April 2017), pupils will learn about:*
  - *safety in forming and maintaining relationships*
  - *the characteristics of healthy relationships*
  - *how relationships may affect physical and mental health and well-being*
- *CES: A model policy for RSE 2016 (revised 2020)*
- *Good practice in developing a school RSE policy & model frameworks for RSE provision CES 2017*
- *Sex and Relationships Education Guidance*
- *Education in Sexuality: Some Guidelines for Teachers and Governors in Catholic Schools, CES, 1994*
- *Guidance on producing your school's RSE policy – PSHE Association 2013*
- *National Curriculum for Science 2014*
- *Equality Act 2010*
- *RSE in the 21<sup>st</sup> century', supplementary guidance – PSHE Association, Sex Education Forum and Brook 2013*
- *Keeping Children Safe in Education DfE 2018*
- *Relationships Education, Relationships and Sex Education and Health Education DfE July 2018*

### **Intended RSE outcomes**

- foster growth in self-respect and self-worth, recognising that each of us is created in the image of God

- encourage and support pupils to take responsibility for their actions and acknowledge the possible consequences of them; know how to manage risks to physical and emotional health and wellbeing (offline and online);
- support pupils in recognising and developing healthy lifestyle choices;
- explore the meaning and value of life, and develop an appreciation of the values and attributes of family life and stable loving relationships;
- enable pupils to have an understanding that love is central and the basis of meaningful relationships

### **A safe learning environment**

A safe classroom and effective learning environment will be established through the use of ground rules/class agreement (drawn up by both pupils and the classroom teacher). These will be referred to at the start of every lesson and may be changed and amended throughout the year in order to reflect the changing needs of pupils within their classroom learning environment.

Teaching staff will ensure that pupils are able to talk about topics in a safe and appropriate way. All teachers will employ 'distancing' techniques through the use of photographs, draw and write techniques, storylines, problem solving situations and dilemmas. It is important that the pupils are given opportunities to consider how someone else in a situation, e.g. a character in a story, may be thinking and feeling when faced with a situation or dilemma, as this will allow them to consider relevant issues in a disassociated, objective way.

Questions will be answered by teaching staff in a safe and effective way that matches the social and emotional development of pupils as well as their chronological age. The sharing of personal information will be discouraged and pupils will be reminded of the agreed class ground rules/working agreement should this arise. A question box/'ask it basket' will be used in lessons to ensure that pupils have the opportunity to ask questions anonymously and in a safe context. All pupils will be encouraged to submit questions and these will be answered sensitively and appropriately within either a class, group or individual basis (see confidentiality section).

Teachers will ensure that all RSE lessons are inclusive and contain a balance of knowledge with skills and attributes. Relevant and age appropriate information will be given to pupils that reinforces social norms. A positive and affirming approach will be taken by teachers that does not induce shock, fear or guilt. Pupils will take part in interactive, participatory learning tasks which start from where they are in terms of their learning and understanding and enables teachers to assess their progress.

### **Partnership with Parents/Carers**

The partnership of home, school and parish is vital in providing the context for the life-long process of religious formation. We recognise that it is every parent/carers' privilege to be the prime educators of RSE with their children and we are respectful of this in our approach to teaching RSE. Parent representatives have been part of a working party to write and review the RSE policy which has included consultation on RSE programme content and resources.

We work closely with parents/carers to ensure that they are fully updated about the teaching and delivery of our RSE programme through:

- An annual invitation to attend an RSE information evening for all parents/carers which includes providing opportunities to view resources and materials that support RSE teaching

- An 'open door' approach so that parents/carers can liaise directly with staff/Headteacher if they have any concerns
- Signposting parents to further information/support
- Providing regularly updated FAQs on the school website to share with parents/carers how questions will be answered within a classroom context as well as to keep parents updated of the kinds of questions that pupils sometimes ask
- Informing parents/carers if there are questions which pupils have asked within an RSE lesson but which fall beyond the remit of the RSE programme and which may need to be followed up at home.
- Advising parents that they have a right to withdraw their child from the non-statutory sex education elements of the RSE programme (sample letter Appendix D)

Most RSE is taught as part of the statutory Relationships Education (primary schools), National Curricula for Science (biological), Computing (eSafety), and as part of a school statutory duty to promote wellbeing and therefore children cannot be withdrawn from these lessons. Parents/carers may withdraw their children *only* from those elements of RSE which fall outside this framework. However, we would invite parents/carers who have any concerns to meet with the Headteacher in the first instance and we will do our utmost to advise and support decision-making.

### **Partnership with Pupils**

Pupil feedback is used help to review and update our RSE programme wherever possible. We invite pupils to undertake self-assessment/self-evaluation activities after lessons, and this information helps to ensure that the planned lesson content is meeting the learning and emotional needs of all pupils. In addition, pupils are encouraged to ask questions or raise issues of concern and these will be answered appropriately in respect of a pupil's age and understanding. (see Safe learning environment section).

### **Confidentiality and Child Protection**

The negotiation of ground rules in RSE is vital and teachers will make it clear to pupils the level of confidentiality they can offer. Child Protection Policy guidelines are consistently adhered to in all RSE teaching and teachers cannot offer or guarantee absolute confidentiality. With this in mind, we recognise that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will therefore consult with the designated child protection lead and in his /her absence the deputy designated person should a disclosure be made.

### **Staff training**

All staff will receive appropriate CPD opportunities in order to deliver effective RSE. Shared staff protocols formulated through this policy will be adhered to so that there is a consistent approach to the teaching of RSE across all key stages. The PSHE Lead/Headteacher will share information and updates in staff meetings which relate to RSE and this information will also be disseminated to governors.

### **External visitors/speakers**

Visitors to the school whose contribution supports RSE provision will be expected to work within relevant school policies relating to handling sensitive issues and confidentiality, health and safety and any specific policies relating to subject content. External contributors to the school will be made aware of the policy on child protection and will have fulfilled the necessary DBS requirements. A staff member will always be present in class during input from an external visitor.

## **RSE provision**

RSE is an integral part of our whole school PSHE provision (see Appendix A) and is taught as part of a progressive PSHE education programme. The RSE Scheme of Work represents a 'spiral' approach to learning which is developmental and matched to pupils' chronological and emotional age, understanding and ability. Some aspects of RSE will be re-visited and consolidated through the PSHE and RE curriculum programmes.

RSE will include teaching about:

- Types of relationships, including friendships, family relationships, dealing with people we don't know/strangers; maintaining boundaries around personal privacy, including online
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict and reframing failure;
- how to recognise unhealthy relationships; basic techniques for resisting pressure to do something dangerous, unhealthy or that makes them uncomfortable or anxious or that they think is wrong (offline or online);
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and personal safety both offline and online; recognising that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and via social media

Pupils' needs and vulnerabilities will be taken into consideration when topics such as change, loss, bereavement, family breakdown and damaged friendships are covered. Whilst all pupils will receive the same information in lessons, there will be occasions when it is appropriate to teach boys and girls separately for some of the lesson, e.g. physical changes during puberty, to allow for free discussion of the topic areas without embarrassment. However, all class members will still have the opportunity to hear the same information given to both girls and boys through carousel and team teaching activities.

All RSE lessons will contain learning objectives and intended learning outcomes. Teachers will begin most lessons with an activity to provide them with an insight into pupils' existing knowledge, understanding, skills, attitudes, beliefs, vocabulary etc. This will enable pupils to reconnect with their prior learning (the 'big picture').

Skills and attributes (relating to RSE) that will be part of pupil's learning will be:

- Developing and maintaining a healthy self-concept
- Clarifying own values
- Making links between values, faith beliefs, decisions and actions
- Valuing and respecting diversity
- Maintaining healthy relationships of all kinds
- Formulating questions
- Identifying and accessing appropriate help and support

Learning in RSE will be interactive and differentiated to ensure that all pupils can access the content and make progress. Plenary sessions at the end of the lesson will revisit the lesson objectives and learning outcomes. Assessment of pupils learning will take place through activities such as quizzes, matching activities, mind maps, draw and write, pupil presentations and problem solving scenarios.

## **Resources**

A wide range of age-appropriate resources and materials will be used to deliver the RSE Programme across the school including: storybooks, photographs, group discussion frameworks, illustrations etc. Teachers will also signpost parents to publications which they might like to use at home to support their child's learning in RSE. Resources will be updated and reviewed as part of the yearly review of the RSE policy.

## **Monitoring and evaluation**

Teachers will critically reflect on their RSE teaching and delivery through discussions with the PSHE Lead, sharing and scrutinising pupils' work in staff meetings, assessing pupil progress through reviews of pupils' written work, evaluations and through feedback given during pupil interviews.

In addition, pupils will be given opportunities to review and reflect on their own learning journey. RSE lessons and activities will be adapted and amended by teachers in response to pupils' feedback.

RSE provision will be part of the school's annual self-evaluation process and improvements/amendments to it will be included in the school development plan. It is the responsibility of the governing body to check that the content and organisation of RSE provision complies with the policy set by them.

PSHE Programme Overview is included in **Appendix A**.

FAQs included in **Appendix B**.

CES Governor Audit Form **Appendix C**.



## Appendix A

### PSHE CURRICULUM OVERVIEW

<b>EYFS</b>	<b>MODULE ONE CREATED AND LOVED BY GOD</b>	<b>MODULE TWO CREATED TO LOVE OTHERS</b>	<b>MODULE THREE CREATED TO LIVE IN THE COMMUNITY</b>
<b>TEN TEN PROGRAMME</b>	<i><b>UNIT 2 ME, MY BODY, MY HEALTH</b></i>	<i><b>UNIT 2 PERSONAL RELATIONSHIPS</b></i>	<i><b>UNIT 2 LIVING IN THE WIDER WORLD</b></i>
	SESSION 1: I AM ME	SESSION 1: WHO'S WHO?	SESSION 1: ME, YOU, US
	SESSION 2: HEADS, SHOULDERS, KNEES AND TOES	SESSION 2: YOU'VE GOT A FRIEND IN ME	
	SESSION 3: READY TEDDY?	SESSION 3: FOREVER FRIENDS	
	<i><b>UNIT 3 EMOTIONAL WELLBEING</b></i>	<i><b>UNIT 3 KEEPING SAFE</b></i>	
	SESSION 1: I LIKE, YOU LIKE, WE ALL LIKE!	SESSION 1: SAFE INSIDE AND OUT	
	SESSION 2: GOOD FEELINGS, BAD FEELINGS	SESSION 2: MY BODY, MY RULES	
	SESSION 3: LET'S GET REAL	SESSION 3: FEELING POORLY	
	<i><b>UNIT 4 LIFE CYCLES</b></i>	SESSION 4: PEOPLE WHO HELP US	
	SESSION 1: GROWING UP		

<b>WHOLE SCHOOL</b>	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	
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<b>YEAR 1</b>	<b>MODULE ONE CREATED AND LOVED BY GOD</b>	<b>MODULE TWO CREATED TO LOVE OTHERS</b>	<b>MODULE THREE CREATED TO LIVE IN THE COMMUNITY</b>
<b>TEN TEN PROGRAMME</b>	<b>UNIT 2 ME, MY BODY, MY HEALTH</b>	<b>UNIT 2 PERSONAL RELATIONSHIPS</b>	<b>UNIT 2 LIVING IN THE WIDER WORLD</b>
	SESSION 1: I AM UNIQUE (ME)	SESSION 1: SPECIAL PEOPLE	SESSION 1: THE COMMUNITIES WE LIVE IN
		SESSION 2: TREAT OTHERS WELL...	
	<b>UNIT 3 EMOTIONAL WELLBEING</b>	<b>UNIT 3 KEEPING SAFE</b>	
	SESSION 1: FEELINGS, LIKES, DISLIKES	SESSION 1: BEING SAFE	
	SESSION 2: FEELINGS INSIDE OUT	SESSION 3: PHYSICAL CONTACT	
		SESSION 5: CAN YOU HELP ME?	
<b>WHOLE SCHOOL</b>	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	

<b>YEAR 2</b>	<b>MODULE ONE CREATED AND LOVED BY GOD</b>	<b>MODULE TWO CREATED TO LOVE OTHERS</b>	<b>MODULE THREE CREATED TO LIVE IN THE COMMUNITY</b>
<b>TEN TEN PROGRAMME</b>	<i>UNIT 2</i> <i>ME, MY BODY, MY HEALTH</i>	<i>UNIT 2</i> <i>PERSONAL RELATIONSHIPS</i>	<i>UNIT 2</i> <i>LIVING IN THE WIDER WORLD</i>
	SESSION 2: GIRLS AND BOYS	SESSION 1: SPECIAL PEOPLE	SESSION 1: THE COMMUNITIES WE LIVE IN
	SESSION 3: CLEAN AND HEALTHY	SESSION 3: ...AND SAY SORRY	GENDER STEREOTYPES (KAPOW)
	<i>UNIT 3</i> <i>EMOTIONAL WELLBEING</i>	<i>UNIT 3</i> <i>KEEPING SAFE</i>	
	SESSION 3: SUPER SUSIE GETS ANGRY	SESSION 2: GOOD SECRETS AND BAD SECRETS	
	<i>UNIT 4</i> <i>LIFE CYCLES</i>	SESSION 4: HARMFUL SUBSTANCES	
	SESSION 1: THE CYCLE OF LIFE	SESSION 5: CAN YOU HELP ME?	
<b>WHOLE SCHOOL</b>	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	

<b>YEAR 3</b>	<b>MODULE ONE CREATED AND LOVED BY GOD</b>	<b>MODULE TWO CREATED TO LOVE OTHERS</b>	<b>MODULE THREE CREATED TO LIVE IN THE COMMUNITY</b>
<b>TEN TEN PROGRAMME</b>	<b>UNIT 2 ME, MY BODY, MY HEALTH</b>	<b>UNIT 2 PERSONAL RELATIONSHIPS</b>	<b>UNIT 2 LIVING IN THE WIDER WORLD</b>
	SESSION 1: WE DON'T HAVE TO BE THE SAME	SESSION 1: FRIENDS, FAMILY AND OTHERS	SESSION 1: HOW DO I LOVE OTHERS?
	SESSION 2: RESPECTING OUR BODIES	SESSION 2: WHEN THINGS FEEL BAD	AGE STEREOTYPES (KAPOW)
	<b>UNIT 3 EMOTIONAL WELLBEING</b>	<b>UNIT 3 KEEPING SAFE</b>	
	SESSION 1: WHAT AM I FEELING?	SESSION 1: SHARING ONLINE	
	SESSION 3: I AM THANKFUL	SESSION 4: DRUGS, ALCOHOL AND TOBACCO	
<b>WHOLE SCHOOL</b>	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	

<b>YEAR 4</b>	<b>MODULE ONE CREATED AND LOVED BY GOD</b>	<b>MODULE TWO CREATED TO LOVE OTHERS</b>	<b>MODULE THREE CREATED TO LIVE IN THE COMMUNITY</b>
<b>TEN TEN PROGRAMME</b>	<b>UNIT 2 ME, MY BODY, MY HEALTH</b>	<b>UNIT 2 PERSONAL RELATIONSHIPS</b>	<b>UNIT 2 LIVING IN THE WIDER WORLD</b>
	SESSION 3: WHAT IS PUBERTY?	SESSION 2: WHEN THINGS FEEL BAD	SESSION 1: HOW DO I LOVE OTHERS?
	SESSION 4: CHANGING BODIES		LOCAL DEMOCRACY/COUNCILLORS (KAPOW)
			DISABILITY STEREOTYPES (KAPOW)
	<b>UNIT 3 EMOTIONAL WELLBEING</b>	<b>UNIT 3 KEEPING SAFE</b>	
	SESSION 2: WHAT AM I LOOKING AT?	SESSION 2: CHATTING ONLINE	
		SESSION 3: SAFE IN MY BODY	
	<b>UNIT 4 LIFE CYCLES</b>	SESSION 5: FIRST AID HEROES	
	SESSION 1: LIFE CYCLES		
<b>WHOLE SCHOOL</b>	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	

<b>YEAR 5</b>	<b>MODULE ONE CREATED AND LOVED BY GOD</b>	<b>MODULE TWO CREATED TO LOVE OTHERS</b>	<b>MODULE THREE CREATED TO LIVE IN THE COMMUNITY</b>
<b>TEN TEN PROGRAMME</b>	<b>UNIT 2 ME, MY BODY, MY HEALTH</b>	<b>UNIT 2 PERSONAL RELATIONSHIPS</b>	<b>UNIT 2 LIVING IN THE WIDER WORLD</b>
	SESSION 1: GIFTS AND TALENTS	SESSION 2: SO YOU WANT A PIECE OF CAKE?	RACIAL STEREOTYPES (KAPOW)
	SESSION 2: GIRLS' BODIES	SESSION 3: SELF-TALK	
	SESSION 3: BOYS' BODIES		
	SESSION 4: SPOTS AND SLEEP		
	<b>UNIT 3 EMOTIONAL WELLBEING</b>	<b>UNIT 3 KEEPING SAFE</b>	
	SESSION 2: PECULIAR FEELINGS	SESSION 1: SHARING ISN'T ALWAYS CARING	
	SESSION 3: EMOTIONAL CHANGES	SESSION 2: CYBERBULLYING	
		SESSION 4: IMPACTED LIFESTYLES	
	<b>UNIT 4 LIFE CYCLES</b>	SESSION 5: MAKING GOOD CHOICES	
	SESSION 3: MENSTRUATION	SESSION 6: GIVING ASSISTANCE	

<b>WHOLE SCHOOL</b>	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	
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<b>YEAR 6</b>	<b>MODULE ONE CREATED AND LOVED BY GOD</b>	<b>MODULE TWO CREATED TO LOVE OTHERS</b>	<b>MODULE THREE CREATED TO LIVE IN THE COMMUNITY</b>
<b>TEN TEN PROGRAMME</b>	<b><i>UNIT 2</i></b> <b><i>ME, MY BODY, MY HEALTH</i></b>	<b><i>UNIT 2</i></b> <b><i>PERSONAL RELATIONSHIPS</i></b>	<b><i>UNIT 2</i></b> <b><i>LIVING IN THE WIDER WORLD</i></b>
	SESSION 1: GIFTS AND TALENTS	SESSION 1: UNDER PRESSURE	GAMBLING AND IMPACT (KAPOW)
	SESSION 2: GIRLS' BODIES		VALUING DIVERSITY (KAPOW)
	SESSION 3: BOYS' BODIES		RECOGNISING PHYSICAL HEALTHH CONCERNS (KAPOW)
	SESSION 4: SPOTS AND SLEEP		
	<b><i>UNIT 3</i></b> <b><i>EMOTIONAL WELLBEING</i></b>	<b><i>UNIT 3</i></b> <b><i>KEEPING SAFE</i></b>	
	SESSION 1: BODY IMAGE	SESSION 3: TYPES OF ABUSE	
	SESSION 2: PECULIAR FEELINGS	SESSION 6: GIVING ASSISTANCE	
	SESSION 3: EMOTIONAL CHANGES		
	SESSION 4: SEEING STUFF ONLINE		
	<b><i>UNIT 4</i></b> <b><i>LIFE CYCLES</i></b>		

	SESSION 1: MAKING BABIES 1		
	SESSION 2: MAKING BABIES 2		
	SESSION 3: MENSTRUATION		
<b>WHOLE SCHOOL</b>	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	

## Appendix B

RSE – FAQs (some from children some from parents / carers).

**“Love is an art to be learned. It is a giving experience, a selfless act. Every experience of love gives a glimpse of the meaning of love in God himself. Human love is the instrument we can use to explore the mystery of love which is God.” Cardinal Basil Hume.**

### Why should we teach about Sex and Relationships Education in Catholic Schools?

The school aims to support parents in their role as primary educators of Children in the faith. Our children live in a society where they are bombarded with images, words and sentiments that may not necessarily sit within our own views. We live in an increasingly secular world. We must enable children to make sense of this complex world, underpinned by catholic Christian values which will support them throughout their life. Our children have questions; they require accurate and sensitive answers.

### We have ‘pet names’ for parts of the body that make it less embarrassing to talk about things. Why spoil it with biological names for body parts?

It is great that your children are able to talk about their bodies. Using the correct terminology from an early age helps us to ensure that we are all talking about the same thing. It also keeps our children safe by giving them a common language to use when discussing very private matters.

### My parents were not married when I was born. Was that wrong?

The Catholic Church teaches that the ideal environment for children to be brought up in is within a family that is built upon a happy, healthy and strong marriage. The ideal, however, is not always possible and as such, we do not level judgement in such cases. Our community is made up of people who are part of a range of diverse families. Each individual is valued and loved by God, made in His image.

### My child does not live with his / her ‘birth parent’. Will they be embarrassed?

We are all unique, everyone created in the image of God. We all live in a variety of loving family types. No one is identified as being different. We have a duty under Equalities legislation to ensure that all of our family types are represented and feel included. Personal ‘stories’ are treated with absolute sensitivity. Please do talk to us about this if you are concerned.

### My parents / carers do not live together. Is that wrong?

There are many complex and varied reasons why people are unable to live together but it does not mean that you are loved any less by either of your parents.

### The photos used show lots of different people in a range of family situations. Should we be showing images of same sex parents?

Our children are growing up in a diverse society. Some children have single parents, some have mums and dads, some have two dads or two mums, some are brought up by extended family. They need to learn that we are all different and unique. We have a duty under the Equalities Act to ensure that all family types are represented in order that individuals do not feel left out or pushed aside. This is about protecting the dignity of each individual and carries no value judgements with it. Where the reaction to images raise issues of homophobic language, we have a duty in law to ensure that this is addressed as unacceptable and potentially hurtful behaviour.

### **What is the Catholic Church's view in relation to homosexuality?**

The Catholic Church recognises that some men are sexually attracted to other men and some women are sexually attracted to other women. The church upholds the dignity of every individual and utterly condemns any unjust discrimination or abuse directed against individuals; on the contrary, individuals must be accepted with respect, compassion and sensitivity. That aside, the Catholic Church considers sexual contact between same sex couples, in so much as it excludes openness to the generation of new life, is not supported. We do not teach about homosexuality **but must challenge any stereotypes or misinformation that is shared.**

### **Surely sex education encourages experimentation?**

Effective RSE education, delivered in partnership with parents, underpinned by consistent Christian values, allows correct information to be passed on to our children within the framework of our shared faith. Without it, there is the potential for ignorance and as such this leaves our children in a dangerous place.

### **How do we teach about periods?**

Menstruation is taught within the scheme of work for Year Five. The same content is taught to both girls and boys, albeit separately to facilitate ease of discussion. Emotional and physiological changes during menstruation are discussed, using a variety of resources, and the need for self-care is highlighted together with advice on sanitary items being available from the School Office in case of need.

### **Shouldn't the information given to boys be different to girls?**

If we give different information to boys and girls, this could lead to misinformation in the future as they find out from their own sources. It is important that our children have correct and accurate information. Boys need to know about the changes that girls will go through (if they are going to be sensitive in relation to the opposite sex) and vice versa. This is all very healthy. Some information is delivered in mixed sex groups and other, more sensitive information, is delivered in single sex groups as appropriate.

### **There has been a lot of press coverage recently about Female Genital Mutilation (FGM). Do we teach our children about this?**

We don't teach directly about FGM but we do ensure that children are fully equipped with the knowledge about what is right and wrong in relation to how others treat their body and what to do if they feel uncomfortable about anything. They are also taught about what to do if they are worried about anyone else.

### **My child is too young for all of this.**

Your child is at an age when his / her body may well be changing, getting ready for puberty, the onset of adult life. With the physical changes, come emotional changes which all of our children need to be prepared for. As our children move on to secondary school it is important that they have been given the correct information, before they are educated in RSE by information from their peers which may not be as reliable. To not deliver this would disadvantage our children and would also put them at risk.

### **What happens if a child asks a question about something that is not covered by the RSE scheme of work?**

If suitable for the whole class, this would be answered honestly in line with our policy. If it is not possible to answer the question as it falls outside of the remit of our school's RSE policy, the teacher would talk to the child's parent or guardian about how they could support him/ her to answer this honestly. If in doubt the teacher will recognise the question and defer answering until they have sought the advice of the Headteacher.

### Can I withdraw my child from RSE?

**The law gives parents the right to withdraw their children from those aspects of the RSE provision that is not part of the statutory science provision.** The National Curriculum covers puberty and makes reference to reproduction for plants and animals and therefore these aspects remain statutory. The non-statutory aspects of our curriculum relate to healthy relationships, feelings and other important issues that help our children to feel secure and safe. Should you be considering withdrawing your child from the non-statutory aspects, we would welcome the opportunity to discuss this important decision with you in order that it can be made in full knowledge of what the children will be missing.

## Appendix C



### A GOVERNOR AUDIT FOR MONITORING RSE

This checklist is to support the school's processes of self-evaluation and should be completed in partnership with governors and those responsible for RSE in the school.

Criteria	Fully	Partly	Not Evidenced
The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure that the needs of the children and young people are being met.			
The policy has been ratified by the full governing body.			
The policy is in accordance with Catholic teaching and consistent with the Catholic mission and ethos of the school.			
The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies.			
Findings from any review and monitoring processes are written into the school's development plan.			
There is a statement included in the school's prospectus regarding the school's approach to RSE.			
Details of the RSE curriculum are published on the school's web site.			

There is a designated senior member of staff (or team) responsible for RSE in the school with an agreed description of their role and responsibilities in relation to RSE.			
There is a designated governor to monitor RSE.			
Governors are aware of how RSE is taught across the school and of the reasons for the choice of resources used.			
<b>Criteria</b>	<b>Fully</b>	<b>Partly</b>	<b>Not Evidenced</b>
A range of appropriate RSE resources are used to meet the needs of all pupils.			
Clear, developmental schemes of work identify the elements of RSE taught across subjects and show how the requirements of RSE within PSHE and the National Curriculum are covered.			
Parents/carers are regularly made aware of how RSE is taught throughout the school.			
Parents/carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.			
The school is supporting parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home			
The policy has been disseminated among staff (including support staff and chaplaincy), pupils and parents/carers and included in induction arrangements for new staff, pupils and prospective parents.			



## Appendix D

To be included in all KS2 class letters each term.

### Relationships and Sex Education

This term we will be working through the school-approved scheme of Relationships and Sex Education (RSE) lessons. There are **X** planned lessons which play a key role in supporting and developing our children's personal, social and emotional development, closely in line with the Church's teaching. These important sessions are delivered in a safe environment, with emphasis on age-appropriate open discussion, supportive and informative lessons, whilst embedding God's love for us, His plan for our future and accurate scientific information.

The lessons will be delivered in the second half of June. Parents have the right to withdraw their child from the non-statutory sex education elements of the RSE programme. Should you have any questions regarding this matter or wish to view lesson plans and resources, please do not hesitate to contact Miss Puccio or myself.