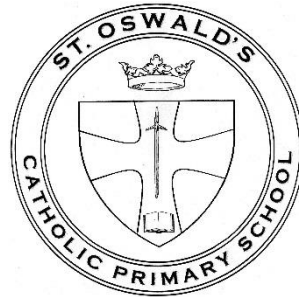


# St Oswald's Catholic Primary School



## Relationship and Sex Education Policy 2016-2017



## RELATIONSHIP AND SEX EDUCATION POLICY

### October 2016

This policy for relationship and sex education is set within the context of the whole school aims and Mission Statement

*Together with Jesus,  
We will Learn and Grow in Faith.*

#### Rationale

***'I have come that you might have life and have it to the full'***

*(Jn.10.10)*

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationship and are all encompassed in the title 'Relationships and Sex Education' (RSE).

At St. Oswald's Catholic Primary School we believe that our approach to teaching and learning R.S.E. Must be rooted in the Catholic Church's teachings; thus our aim is to educate the whole child spiritually, intellectually, morally, emotionally and physically towards maturity and adulthood.

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our school. Our approach to relationship and sex education therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently.

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity.

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DFE, all relationship and sex education in our school will be firmly embedded in the PSHE framework as it is concerned primarily with nurturing the human wholeness of our pupils.

All relationship and sex education will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

### **Aims of Relationship and Sex Education (RSE)**

- *To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God*
- *To develop reverence for the gift of human sexuality*
- *To develop respect for the dignity of every human, in their bodily joy.*
- *To help pupils develop an understanding that love is the central basis of relationships and the importance of fidelity.*
- *To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.*

- *To respect, recognise and value own sexual identity and that of others.*
- *To understand how love is expressed sexually and how love plays an essential and sacred role in procreation*
- *To develop pupils' confidence in talking, listening and thinking about feelings and relationships.*
- *To help pupils acquire the skills necessary to develop and sustain relationships*
- *To offer sex education in the wider context of relationships.*
- *To ensure that pupils protect themselves and ask for help and support when needed.*
- *To ensure that pupils are prepared for puberty.*
- *To help pupils to develop a healthier, safer lifestyle.*
- *To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.*

## **Outcomes**

In St Oswald's Catholic Primary School 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

## **Equality**

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.

## **Delivery 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

All elements of PSHE and Citizenship, whilst non-statutory at Key Stage 1 and 2 are covered. Significant aspects of sex and relationship education remain part of the National Curriculum for Science. These will be taught to all pupils. *(Parents are unable to withdraw pupils from such lessons.)*

### ***Key Stage 1 (5-7)***

- *Recognise and compare the main external parts of the bodies of humans*
- *Recognise similarities and differences between themselves and others and treat others with sensitivity*
- *Identify and share their feelings with others*
- *Recognise safe and unsafe situations identify and be able to talk with someone they trust*
- *Be aware that their feelings and actions have an impact on others*
- *Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk*
- *That animals, including humans, grow and reproduce*
- *That humans and animals can produce offspring and these grow into adults*
- *The basic rules for keeping themselves safe and healthy*
- *The needs of babies and young people.*
- *That they have some control over their actions and bodies*
- *The names of the main external parts of the body including agreed names for sexual parts*
- *Why families are special and why families are special for caring and sharing*
- *The similarities and differences between people*

- *How their feelings and actions have an impact on other people*

## **Key Stage 2 (7 – 11)**

- *Express opinions, for example, about relationships and bullying*
- *Listen to, and support, others*
- *Respect other people's viewpoints and beliefs*
- *Recognise their changing emotions with friends and family and be able to express their feelings positively*
- *Identify adults that they can trust and who they can ask for help*
- *Be self-confident in a wide range of new situations, such as seeking new friends*
- *Form opinions that they can articulate to a variety of audiences*
- *Recognise their own worth and identify positive things about themselves*
- *Balance the stresses of life in order to promote both their own mental health and well-being and that of others*
- *See things from other people's viewpoints, for example, their parents and their carers*
- *Discuss moral questions*
- *Listen to, support their friends and manage friendship problems*
- *Recognise the pressure of unwanted physical contact and know ways of resisting it*
- *That the life process common to humans and other animals include growth and reproduction*
- *About the main stages of the human life cycle*
- *About the physical changes that take place during puberty, when they happen and how to manage them*
- *The many relationships in which they are involved*
- *Where individual families and groups can find help*
- *How the media impact on forming attitudes*
- *About keeping themselves safe when involved with risky activities*
- *That their actions have consequences and be able to anticipate the results of them*
- *About different forms of bullying people and the feelings of both bullies and victims*
- *Accept a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together*

- *The diversity of lifestyles*
- *Others points of view, including their parents and carers*
- *When it is appropriate to take a risk and when to say no and seek help*
- *The diversity of values and customs in the school and in the community*
- *The need for trust and love in established relationships*

We acknowledge that every area of school life can potentially contribute to RSE as the school, of its very nature operates through positive human relationships. We recognise value and greatly appreciate the contribution made by all members of staff in deepening the quality of our Christian community.

Teachers will use their professional judgement when addressing issues in RSE. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

While we operate a whole school approach to Sex and Relationship Education through our RSE Programme, pupils in the autumn term of Year Five will learn about the emotional and the physical changes of puberty, this will be taught by the children's usual class teacher. A similar approach will operate in the autumn term in Year Six.

### **Resources**

We acknowledge that parents and carers are the key persons for children learning about sex and relationships; the foremost educators. Our role and our programme simply complement their role in nurturing their children's human wholeness. However, the role of parents and our day to day interactions in school are currently supported by the following curriculum resources: *A Journey in Love*

## **Assessment Recording and Reporting**

A record is kept in teacher's planning of the delivery of RSE. The programme is assessed, monitored and evaluated by the co-ordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an appropriate level for each year group. Reporting is made in individual pupil's reports in the general comments sections.

## **Outside Agencies**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'<sup>4</sup>.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## **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.

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.

## **Safeguarding Procedures**

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. The school has procedures to deal with any sensitive issues or children thought to be vulnerable. Staff will pass on any concerns of this nature to the designated child protection officer in school.

Children will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

### **The Governing Body**

The Governing body and Foundation Governors in particular recognise their responsibility to ensure the RSE programme follows Diocesan principles and reflects the Church's teaching

### **The role of Parents**

The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.

The Governing body fully subscribes to the views expressed by the Bishops' Conference and will always ensure that:

- Parents are supported in their task.
- Parents are consulted and kept informed of the RSE Programme; its contents, evaluation and review and any subsequent developments.

### **Right of Withdrawal**

It is our hope that parents would wish their children to be involved in the schools positive and prudent programme of sex and relationship education, following annual consultation regarding the school's approach. However, we recognise parents have the right to withdraw their children from such lessons (not included in National Curriculum Science) after discussion with the Headteacher.

### **Monitoring and Review**

This policy will be monitored by the Headteacher & RE Co-ordinator and will be reviewed annually by the Governing Body.

This policy has been formally adopted by the Governing Body of St Oswald's Catholic Primary School.

Signed..... (Chairman of Pastoral committee)

Date.....