

The Federation of Our Lady Queen of Martyrs, Esh Winning, & St Joseph's, Ushaw Moor, Catholic Schools



*“Living, loving and learning together,
With our eyes focused on Jesus.”*

Relationships and Sex Education (RSE) Policy February 2023

Rooted in a firm understanding in the love of God, our aim is that each child who leaves our schools will be a caring, confident and accomplished member of the community; with a desire to continue to flourish.

‘The convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.’

Article 2 of the United Nations Convention on the Rights of the Child

‘The best interests of the child must be a top priority in all things that affect them.’

Article 3 of the United Nations Convention on the Rights of the Child

Our Mission

The Federation of Our Lady Queen of Martyrs Catholic Primary School, Esh Winning and St Joseph's Catholic Primary School, Ushaw Moor views Relationship Education as a vital subject through which pupils develop the knowledge, skills and attributes they need to keep themselves happy, healthy and safe in our ever changing and challenging offline and online world.

As a Catholic school, our mission is to create a caring, Catholic environment, which is centred on the love and respect Jesus taught us and to lay foundations for whole life learning to develop every aspect of our children, as individuals. We support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church. We have chosen to use The Life to the Full Programme written by Ten Ten Resources to help deliver the statutory RSE curriculum.

Consultation

This policy has been produced in consultation with staff, parents and carers.

Rationale

'I have come that you might have life and have it to the full' (John 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 a loving relationship and embracing all people and all creation. Because 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.

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, and support will be provided to help pupils deal with different sets of values.

Aim of RSE

In partnership with parents, we aim to provide children with a "positive and prudent sexual education" (*Gravissimum Educationis* 1) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

To develop the following attitudes and virtues:

- 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 bodies;

- responsibility for one's 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 love;
- recognising the importance of marriage and family life;

To develop the following personal and social skills:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- 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;

To develop the following knowledge and understanding:

- 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;

These will be covered through five overlapping themes – moral, spiritual, physical, emotional and social development.

Inclusion and Learning Adaptations

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 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 online bullying), use of prejudice-based language and how to respond and ask for help. These questions will be responded to in the context of the school's inclusion policy.

Statutory Curriculum Requirements

We are required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

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 its 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, personal and social skills and knowledge and understanding will be provided in three inter-related ways: the whole school/ethos dimension; a cross-curricular and discrete PSHE approach and a discrete RSE curriculum.

Programme / Resources

Our specific Relationships and Sex Education programme will use Life to the Full resources to teach in an age-appropriate way the following topics which are delivered via a 2 year programme Year A (Mining Heritage) and Year B (Cultural Diversity):

In EYFS/ Year 1

Good Feelings, Bad Feelings

Growing up

You've Got a Friend in Me

Safe Inside and Out

My Body, My Rules

Feeling Poorly

People Who Help Us

Loving God, Loving Others

Year 2

I am Unique

*Girls and Boys.

Clean and Healthy

Feelings, Likes and Dislikes.

Feeling Inside Out

Super Susie Gets Angry

The Cycle of Life

Special People Treat Others Well....

.....and Say Sorry

Being safe

Good Secrets and Bad Secrets

Physical Contact

Harmful Substances

Can you help me?

Who is My Neighbour?

The Communities We Live in

*Please note when discussing Girls and Boys we will use the correct terminology for all body parts, including the terms vagina and penis.

Year 3 and 4

We don't have to be the same

Respecting Our Bodies

What Am I feeling? What Am I Looking At?

I Am Thankful

Life Cycles

Friends, Family and Others

When Things Feel Bad

Sharing Online

Chatting Online

Safe in My Body

Drugs, Alcohol and Tobacco

First Aid Heroes

How Do I Love others?

Year 5 and 6

Girls' Bodies

Boys Bodies

Spots and Sleep

Body Image

Funny feelings

Emotional Changes

Seeing stuff online

Making babies (Part 1) Part of statutory science curriculum - no parent has right to withdraw their child from statutory

Making Babies (Part 2) – this will be decided upon each year following consultation with parents of year 6 - parents have the right to withdraw children from this session

Menstruation

Under Pressure

Self-Talk

Sharing Isn't Always Caring

Cyber Bullying

Types of Abuse

Impacted Lifestyles

Making Good Choices

Giving Assistance

Reaching Out

More details about each topic can be found on the school website within Medium Term Planning for each class and by accessing Life to The Full's online Parent Portal

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- drawing
- values clarification

Assessment of RSE

Staff continually assess children's needs and relationship skills by observing children interacting with others during playtime, lessons and paired and teamwork activities. In addition to this vital everyday assessment, children will complete age-appropriate Life to the Full assessment activities linked to each module, to help staff assess pupils' learning in RSE.

Parents and Carers

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 through access to the Life to the Full online parent portal and workshops to help parents/carers to find out more. Parents/carers will be informed 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. 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 and would encourage parents to arrange an appointment to speak to Mrs Keenan, Mrs Curtis or Mrs Yates if they have concerns about their child taking part in any part of the RSE curriculum. Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders.

Parents have the right to withdraw their children from RSE excepting those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children, they should notify the school by contacting the Headteacher in writing. The request will be made on a year-by-year basis.

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic

teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Teaching the Programme

Class teachers have the responsibility for teaching PSHE and, as such, the RSE curriculum.

On some occasions adults from other agencies will be used to deliver some aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors will be required to ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities regarding RSE

Governors will:

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

Headteacher

The headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority, also appropriate agencies.

PSHE/RSE Coordinator

The coordinator with the headteacher 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.

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.

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 Safeguarding Lead.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents and 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, headteacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and review of the policy

The RSE Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils' work. The programme will be evaluated biennially. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

This policy will be reviewed biennially by the headteacher, RSE coordinator, the governing body and staff.

February 2023

Review due February 2025