

# ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



## Policy on Relationship and Sex Education (RSE) for Catholic Schools

### Mission Statement

At St Francis of Assisi Catholic Primary, God is at the heart of our school  
**We** try, everyday, to follow Jesus' commandment 'Love one another as I  
have loved you'

**We** do this through love for our families, our friends, and our school

**We** respect our environment and recognise our responsibility for it

**We** encourage in each other a love of learning

**We** rejoice in each others' uniqueness

**We** place prayer and worship at the centre of everything we do

**We** are a community of love dedicated to God

Our school is somewhere **We** can grow together

## **Rationale**

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) 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 (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE/RSHE 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.

At St Francis of Assisi, all Relationship, Sex and Health Education RSHE 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. It will also prepare pupils for life in modern Britain.

## **Working with Parents/Carers**

As set out in the Baptism Rite, schools recognise that parents/carers are the first and foremost educators for their children.

We at St Francis of Assisi acknowledge that the Education Act 1993 gives parents/carers the right to withdraw their children from any, or all, of the school’s Relationship and Sex Education programme although certain elements are covered under the Science National Curriculum which is the statutory entitlement for all children.

## **Aim**

St Francis of Assisi Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship and Sex Education (RSE) policy is to set out the ways in which the school’s provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today’s world.

At St Francis of Assisi our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE) using the Diocesan recommended resource 'Journey In Love 2020' we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

### **The Purpose**

The aims of Relationship and Sex Education (RSE) at St Francis of Assisi Catholic Primary School are to:

- To encourage pupil's growth in self-respect, acknowledging we are all created in the image and likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect similarities and differences between people.
- To develop pupil's confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- Offer sex education supported by the school's wider curriculum for personal, social and health education.
- Learn about their bodies and learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated with each sense. Include the introduction of genitals if agreed after consultation with parents/carers and describe the changes as humans develop to old age.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To learn about the responsibilities and experiences that adult life will bring.
- To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
- 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.
- Create a positive culture around issues of sexuality and relationships.

### **Definition**

Relationships and Sex Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationships and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

### **Curriculum**

We have developed our curriculum with recommendations from the Diocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents Relationship Sex Education will be covered using the Diocesan recommended resource 'Journey In Love' 2020 this includes \*sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs. As a staff team we will meet annually to reflect the needs of each cohort in order to best adapt planning and ensure any individual parental conversations are taking place.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. (See 'Dealing with Sensitive Issues')

### **Delivery of Relationship, Sex and Health Education (RSE)**

We intend that the school's RSE shall be delivered with a cross curricular and integrated approach and embedded in the wider context of the school's Education for Personal Relationships (EPR) programme, Religious Education programme (Come & See/RED) and Physical Education. All teachers will teach an EPR lesson once a week. These lessons will be a mixture of recording in books and class or group discussions.

All pupils will be taught the significant aspects of RSE that remain as statutory elements of the National Curriculum of Science. Parents are **unable** to withdraw pupils from these statutory sessions. Our RSE will ensure that content is relevant to the age, experience and maturity of pupils.

During teaching we will ensure differentiation and inclusion and that RSE is sensitive to the different needs of individual pupils, respect pupils' different abilities, levels of maturity and personal circumstances e.g. faith and culture.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010.

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

##### **Statutory**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

##### **Notes and Guidance (non-statutory)**

- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.
- Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

#### **Key Stage 2 (7 – 11)**

##### **Statutory**

- Describe the changes as humans develop to old age.

##### **Notes and Guidance (non-statutory)**

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

### **Statutory**

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Notes and Guidance (non-statutory)**

- They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

Included in their learning, children will be taught the context of 'family life' which can include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers) As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. In order to support the teaching in this area, at St Francis of Assisi we have purchased fiction books to celebrate and reflect the diversity of our school community.

All pupils have access to the RSE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

### **Assessment and Recording**

A record of each session is kept in each teacher's planning for the delivery of RSE. The programme will be assessed, monitored and evaluated by the RSE Coordinator in accordance with the school's monitoring policy. Children will record for each RSE objective in their EPR books. Teachers will provide children with a pre and post topic assessment to show understanding and progression from the beginning to the end of the half-termly topic.

### **Dealing with sensitive issues**

**Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the children. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils.**

**In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents/carers if appropriate.**

**Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school. Teachers may respond to the children for example, 'That is a very good question and although I am not going to answer it with you now. I will get back to you with an answer or with someone who can help answer that question for you.'**

### **Roles and Responsibility**

#### **Safeguarding Procedures**

The school has procedures and policies in place to deal with any sensitive issues or pupils thought to be vulnerable. All staff will pass on any concerns of this nature to the designated Safeguarding lead(ers) in school, Mrs Winton, Miss Strudwick and Miss date.

## **Parents**

The school recognises that parents/carers are the primary educators of their children will seek to support them in their task. At St Francis of Assisi, we will ensure that parents/carers are consulted with and kept fully informed of what is happening in RSE in terms of content, delivery, timing and evaluation.

## **The Governing Body**

The Governing Body has the responsibility to keep up to date with the school's policy for RSE, in consultation with parents/carers and will make copies available to them. They will make known to parents/carers their right to withdraw their children from all or part of the RSE provided at school, except for those parts included in the statutory National Curriculum for Science.

There is a named Foundation Governor, Sue Faulkner, who aids the implementation and development of the RSE programme.

## **Staff**

All teachers have a responsibility of care; as well as fostering academic progress they will actively contribute to the guidance of the physical, moral, spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos of the school. Appropriate training has been made available to all staff teaching RSE and will continue to be reviewed and developed.

Staff are responsible for:

- Delivering RSE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSE.
- Monitoring and evaluating progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

## **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6\* (see right of withdrawal)

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with dignity, respect and sensitivity, as set out in each class's rules.

## **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within the programme Journey In Love. Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from Sex education that falls outside the Science curriculum 2014. Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020. This information can be found in the EPR section of our school website.

