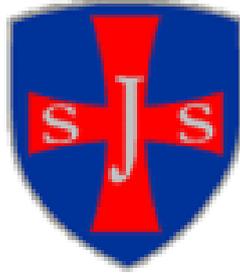


St Joseph's Catholic Primary School

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RELATIONSHIP AND SEX EDUCATION POLICY STATUTORY

Adopted by the Governing Body
at its meeting on:

19TH May 2021

A handwritten signature in black ink, appearing to read 'Paul Sutton'.

Signed:

Name:

Paul Sutton

Position:

Chair of Governors

Date:

19.05.2021

Review Date:

Summer 2022

Responsibility:

Curriculum and Standards Committee

'We are growing together on our journey of achievement with Jesus in our hearts, heads and hands.'

RELATIONSHIP AND SEX EDUCATION POLICY

MISSION STATEMENT

We are growing together on our journey of achievement with Jesus in our hearts, heads and hands.

POLICY STATEMENT

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

“We are all made in the image and likeness of God. The greatest commandment is to love God and to love thy neighbour.”

This policy has been developed in line with the Catholic Education Service and Department for Education.

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1. INTRODUCTION

At St Joseph's Catholic Primary School, any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of neighbour that we reciprocate God's love for mankind. As the term 'Relationship and Sex Education' (RSE) indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

High-quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

"The focus in primary school 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 with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent.

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" 1. 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.

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.

2. LEGAL REQUIREMENTS

Relationships and Sex Education became statutory in all primary schools in September 2020. We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

'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. RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness.

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. It will also prepare pupils for life in modern Britain.

3. ROLES

3.1 PARENT

The Church recognises that parents are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development. Catholic schools help parents in this task and seek to work in partnership with them. Parents are able to discuss the content of any programme of RSE with the class teacher. The school website has a comprehensive overview of RSE curriculum including resources used.

3.2 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.

3.3 HEADTEACHERS

Responsibility for the implementation of the RSE policy is delegated to the Headteacher, in liaison with the governors, parents, Diocesan Schools' Service and the Local Authority. It is the task of the Headteacher to integrate RSE into the curriculum.

3.4 RSE / PSHE LEADERS

An appropriately trained RSE Leader will oversee curriculum planning, Continuing Professional Development, training and support for teachers. With governors and the Headteacher, this person should ensure that parents are informed about when RSE takes place in the school and their right to withdraw their child. Elements of RSE will be delivered in different curricula areas.

3.5 TEACHERS AND OTHER ADULTS

Relationship and Sex Education is a whole school issue. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility of care and safeguarding of pupils. They should actively contribute to guidance of the physical, moral and spiritual well-being of their pupils. This work must be in line with the school's Catholic ethos and current legislation.

4. THE AIM OF THE RELATIONSHIP AND SEX EDUCATION IN CATHOLIC SCHOOLS

AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child and we believe that RSE is an integral part of this education.

In partnership with parents, we will provide children with a positive relationships and sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

5. CURRICULUM CONTENT AND OVERVIEW

At St Joseph's, we use 'Life to the Full' as recommended for Catholic schools. We aim to give pupils equal access to the PSHE curriculum, which may include the use of single gender group discussions where appropriate. We can invite the school nurse to talk to the children if required.

Early Years Foundation Stage

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:

Key Stage 1

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love., it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:

Lower Key Stage 2

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:

Upper Key Stage 2

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

6. ANSWERING DIFFICULT QUESTIONS

All teachers are encouraged to use a "question and answer" box where pupils can ask questions anonymously. This also allows staff time to prepare suitable responses. If a child asks an explicit or difficult question, staff will answer appropriately in accordance with RSE learning outcomes. Teachers will suggest that questions raised outside these guidelines should be discussed with an adult at home or someone whom the child

trusts.

7. PARENTS RIGHT OF WITHDRAWAL

The teaching within the Science National Curriculum is biological, and is concerned with human reproduction. Parents cannot withdraw their child from this work. At St Joseph's, we believe in looking at RSE within a moral framework but parents do have the right to withdraw their children from this part of the curriculum. Parents will be informed when RSE takes place.

8. CONFIDENTIALITY

A trusting relationship between pupils and staff is an important aspect of effective RSE; however, it is important for pupils to understand that staff cannot necessarily maintain absolute confidentiality. Children may be informed that confidential disclosures and "secrets" cannot necessarily be kept. When there is a disclosure by a child which carries Child Protection implications, staff are required to inform the Designated Safeguarding Lead.

9. MONITORING AND EVALUATION

The RSE Leader will monitor the provision of the programme at regular intervals. It will be evaluated biannually and results will be reported to SLT and governors. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

10. POLICY INFORMATION:

Policy drafted by Mrs. J. Dunlop

This policy is to be reviewed annually.

Policy to be the responsibility of Curriculum and Standards Committee