

Our Lady of Peace Catholic Primary and Nursery School

'With Christ in our hearts, together we grow'



Relationship and Sex Education Policy

By order of the Governing Body of Our Lady of Peace Catholic Primary and Nursery School

Review Dates:	Date Reviewed: Curriculum & Standards 05/05/2022	To be reviewed: May 2023
Signatures:	Headteacher: Mrs Jan Holden	Chair of Governors: Mrs Debbie Main

This policy has been adopted from the Catholic Education Service in accordance with their guidance.

Statutory

The school has a commitment to safeguarding and promoting the welfare of children.

COVID-19

All policies need to be considered in accordance with the School's risk assessment "Planning and Risk Assessment for opening", the Covid-19 section in the Federation Safeguarding Policy, and recent Government Guidance relating to opening schools and Early Years settings:

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

School Mission Statement

‘With Christ in our Hearts together we grow’

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 RSE in our school. RSE Scheme – ‘A Journey in Love’

At Our Lady of Peace, we use ‘A Journey in Love’ as our programme of study. ‘A Journey in Love’ is a resource created by Sister Jude Groden of RSM. It is the recommended programme of study for Catholic schools for RSE and has been written as a progressive scheme of work that supports RE, PSHE and Science curricula taught within the school. Throughout ‘A Journey in Love’ an aspect of the mystery of love is focussed upon in each group; children and young people are encouraged to marvel at the wonder and beauty of God’s creative love. This is reflected in each stage of a person’s growth in the Primary Years through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development. As with all aspects of learning, children are naturally curious and many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and again these are treated with care and understanding. ‘A Journey in Love’ highlights the importance of parental input and children will be told to discuss their lessons at home.

Defining Relationship and Sex education

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. 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. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

Statutory Curriculum Requirements

The Department for Education is introducing compulsory Relationships Education for primary pupils and RSE for secondary pupils from September 2020. Also, from September 2020 it is compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. We are legally required to teach those aspects of RE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further. At Our Lady of Peace, we have committed to retain our current choice to continue to teach RSE through an integrated approach. This is taught through Science, ‘A Journey in Love’, Jigsaw and Choices from The Safer Slough Partnership (Year 5 and 6 only).

Rationale

We are involved in 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 the, Trinity, Father, Son and Spirit in communion, united in loving relationships 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, 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 framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. 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. It will also enable the children to understand the benefits that exist in a society where difference and diversity are celebrated.

Broad Content 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.

Our programme will cover all the elements in the scheme 'A Journey in Love' such as:

Nursery – Wonder at God's love

Reception – God loves each of us in our uniqueness

Year 1 - God's love in our family

Year 2 – God's love in our community

Year 3 – How we live in love

Year 4 – God loves us in our differences

Year 5 – God loves me in my changing and development

Year 6 – The wonder of God's love in creating new life

Aims of RSE

To develop the following attitudes and virtues:

- To encourage pupils' 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 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 supported by the school's wider curriculum for personal, social and health education.
- To be able to know their body, 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.
- To ensure that pupils are prepared for puberty and the opportunities, 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 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.

Delivery of RSE

RSE is taught through the recommended source 'A Journey in Love'. It is reinforced through our lived experience in school and through the subjects of RE, Science and by way of a cross-curricular, integrated approach. 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 realise the obligation to deliver RSE in our role as teachers or support staff. We also recognise the need for close co-operation with each other and other subject areas in order to ensure a holistic approach to RSE. That RSE requires sensitive teaching, which is matched in particular by the specific needs and concerns of the pupils, is recognised and modelled. We will use our professional judgment when addressing issues in RSE and careful consideration will be given to the inevitable wide and varied experience and backgrounds of the pupils in the class.

Inclusion/Equality and Diversity

We ensure, through differentiation and inclusion that RSE is sensitive to the needs of individual pupils, respects pupils' different abilities, levels of maturity and personal circumstances e.g. sexual orientation, faith and culture. Our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010. Children with Special Educational Needs and disabilities (SEND) will have support in varying ways depending upon their individual needs and in consultation with their parents (see SEN policy).

Safeguarding Procedures

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 DSL (Designated Safeguard Lead) in school (see Safeguarding Policy).

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 link governor with responsibility for overseeing this policy is _____. Governors remain ultimately responsible for the policy.

Assessment

Assessment will take place mainly through questioning and teachers will make judgements based on any written tasks completed through each section. Teachers will assess the children's prior knowledge through looking at the key vocabulary and will revisit this at the end of a unit to assess their progress.

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 and workshops to help parents/carers to find out more. Parents/carers will be informed by letter, and a consultation meeting will be held for the parents of children in the older classes, 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. Parents must be consulted before this policy is ratified by the governors. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs. Parents have the right to withdraw their children from RSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head Teacher. 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.

Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme lays with all teachers, teaching support staff and senior leaders. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

Other Roles and Responsibilities regarding RSE 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;
- 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.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Leader

The leader with the head teacher 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. They are supported by the deputy and assistant head teachers with responsibility for curriculum and other senior leaders with responsibility for child protection.

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.

Relationship to Other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Behaviour policy, Safeguarding Policy etc) Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

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 our age appropriate 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 promoting a controversial point of view or is of a personal nature.

Supporting Young People who are at Risk

Children 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 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.

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/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's structured approach to pastoral care. 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 circumstances 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.

Monitoring and Evaluation

The RSE Co-ordinator/PHSE leader will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires and by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Appendix 1

Aims of Relationship and Sex Education (RSE)

The programme for RSE which we have chosen to share at Our Lady of Peace is called 'A Journey in Love'- This outlines how the programme is organised and what is covered in each year group:

Nursery – Wonder at God's Love

Learning Objective: Children begin to know and understand that they are part of the wonder of God's love and creation.

Key words: God, wonder, love, creation, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size

Reception – God loves each of us in our uniqueness

Learning Objective: Children know and understand that God has made them unique and that although we are all different we are all special to him.

Key words: God, unique, different, special, eyes, hair, boy/girl, hands, fingers, name, family, love, womb, describe

Year 1 – We meet God's love in our family

Learning Objective: Children know and understand that they are growing and developing as members of their own family and God's family.

Key words: unique, friend, God, important, different, special

Year 2 – We meet God's love in the community

Learning Objective: Children know and understand that they are growing and developing in a God given community.

Key words: God, community, belonging, family, father/mother, carer/guardian, feelings, emotions

Year 3– How we live in love

Learning Objective: Children know and understand the virtues essential to friendship, e.g. loyalty, responsibility... and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.

Key Words: God, forgiveness, health, safe, exercise, relationships, community, alone, lonely, personal space

Year 4 – God loves us in our differences

Learning Objective: Children know and understand that they are all different and celebrate these differences, as they appreciate that God's love accepts us as we are and as we change.

Key words: God, gifts, talents, difference, development, change, male and female body parts, conflict, appreciate, celebrate, achievement

Year 5 – God loves me in my changing and development

Learning Objective: Children become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom, etc. and grow further in their understanding of God's presence in their daily lives.

Key words: God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, reproduction, production, hormones, menstruation

Year 6 – The wonder of God's love in creating new life

Learning Objective: Children develop in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.

Key Words: God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, marriage, fiancé, fiancée.

How will we organise lessons for 'A Journey in Love'?

- Before the programme begins ground rules are set with the children regarding the kind of positive behaviour expected of every child,
- All children and teachers treat each other with respect, all questions and answers are listened to in a sensitive and sensible manner,
 - Any child who is silly, or disruptive and who deliberately attempts to embarrass or hurt another member of the group will be asked to leave,
- Children may be taught in small groups for some elements of the programme
- Some lessons may be taught in single sex groups as appropriate,
- All children will cover the same topics,
- Lessons may include; discussions, presentations, questions, written work How can parents help?
 - By talking with your child at home
 - By discussing their work after each lesson
 - By listening to any concerns
 - By reassuring your child that you are there if they need to talk about anything