

Relationships, Health and Sex Education Policy

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At ST JOSEPH'S WE LOVE, LEARN AND GROW TOGETHER!

LOVE	LEARN	GROW
Love of our faith	Learn about our faith and Jesus	Spiritually
Love of Learning	Achieve our potential	Academically
Love life/the world	Learn from our mistakes	Morally
Love ourselves	Learn who we are / who I am	Confidently
Love others	Learn from others	Socially

Aims

The aims of relationships and sex education (RSE) at St. Joseph's School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St. Joseph's we teach RSE as set out in this policy.

Church Teaching

The SRE programme at St. Joseph's is underpinned by the following Church teachings:

- The dignity and worth of each person made in the image of God.
- The importance of individuals coming together in mutual support and regard, to live and work for the good of humankind and the glory of God.

"The inclusion of positive, person-centred education is at the heart of Catholic Christian education. This education is about the growth, development and journey of the whole human person towards becoming 'fully human, fully alive' as a unique creation made in God's image". Education in Sexuality (CES)

We are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and believe that sex and relationship education is an integral part of this education. Furthermore, we endeavor to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves to 'positive and prudent sex and relationship education' ('Declaration on Christian Education'. Vatican II)

" ... children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities they should receive a positive and prudent education in matters of sex ... and young people have the right to be stimulated to make sound moral judgments based on a well-informed conscience and to put them into practice with a sense of personal commitment ..."

(Gravissimum Educationis (para 3) Second Vatican Council

Stakeholder Consultation

- Review – a member of staff pulled together all relevant information including relevant national and local guidance
- The draft policy is shared with all stakeholders (pupils, staff, parents, governors).
- Staff consultation – all school staff are given the opportunity to review the draft policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties are invited to submit questions, concerns and recommendations
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments are made, the policy is shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Saint Joseph's Catholic Primary School follows a developmental programme for children in primary years entitled 'Journey in Love'.

This programme has "as its foundational premise and the belief that we are made in the image and likeness of God and, as a consequence, gender and sexuality are God's gift, reflect God's beauty and share in the divine creativity. In order that children may grow and develop healthily and holistically towards an understanding of their gender and its implications for successful relationships, they must be at ease with themselves and grow in self-knowledge. An aspect of the mystery of love is treated in each year 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."
Sr Jude Groden RSM Primary R.E. Adviser

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond according to the teaching of the Catholic Church and with due regard to the nature of the question and the age and maturity of the child asking the question. 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. In the same way not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group. 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.

Primary sex education is not compulsory in primary schools, it is up to your school to determine whether you need to cover any additional content on sex education to meet the needs of your pupils.

Our sex education (Years 5-6) will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Delivery of RSE

RSE is taught within the Personal, Social, Health (PSHE) education curriculum, particularly the 'Me and my relationships' topic and 'Growing and Changing'.

Biological aspects of RSE are taught within the Science Curriculum, and other aspects are included in Religious Education (RE).

Pupils also receive stand-alone sessions delivered by their class teacher.

All teaching of RSE will be in mixed gender, class groups.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

For PSHE and Science Curriculum – see school website.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff

Staff are responsible for:

Teach RSE in accordance with the Catholic ethos of the school.

- Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress
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- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Parents

The school recognises that parents are the prime educators of their children and will seek to support them in their task. It will ensure that parents are kept informed of what is happening in SRE in terms of content, delivery and timing.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE in the continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as required.

Monitoring arrangements

The delivery of RSE is monitored by Mrs O'Kane (Deputy Head) through:

Planning scrutinies, learning walks and pupil and staff voice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The Governing Body (every three years).

Appendix 1: Curriculum map

Relationships and Sex Education Curriculum Map A Journey in Love

Reception – A journey in love

To explore the wonder of being special and unique.

PHYSICAL	<ul style="list-style-type: none">To recognise that we are all different and unique.
SOCIAL / EMOTIONAL	<ul style="list-style-type: none">To recognise the joy of being a special person in the family.
SPIRITUAL	<ul style="list-style-type: none">To celebrate the joy of being a special person in God's family.

YEAR 1 – A journey in love

To focus on families and specifically growing up in a loving, secure and stable home.

PHYSICAL	<ul style="list-style-type: none">To recognise how I am cared for and kept safe in my family.
SOCIAL / EMOTIONAL	<ul style="list-style-type: none">To recognise the signs that I am loved in my family.
SPIRITUAL	<ul style="list-style-type: none">To celebrate ways that God loves and cares for us.

YEAR 2 – A journey in love

To describe how we are growing and developing in diverse communities that are God-given.

PHYSICAL	<ul style="list-style-type: none">To describe ways of being safe in communities.
SOCIAL / EMOTIONAL	<ul style="list-style-type: none">To recognise the joy and friendship of belonging to a diverse community.
SPIRITUAL	<ul style="list-style-type: none">To celebrate ways of meeting God in our communities.

YEAR 3 – A journey in love

To describe and give reasons for how we grow in love, in caring and happy friendships, where we are safe.

PHYSICAL	<ul style="list-style-type: none">To describe and give reasons why friendships can break down, how they can be repaired and strengthened.
SOCIAL / EMOTIONAL	<ul style="list-style-type: none">To describe and give reasons how friendships make us feel happy and safe.
SPIRITUAL	<ul style="list-style-type: none">To celebrate the joy and happiness of living in friendship with God and others.

YEAR 4 – A journey in love

To make links and connections to show that we are all different.

To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.

PHYSICAL	<ul style="list-style-type: none">To describe how we should treat others making links with the diverse modern society we live in.
SOCIAL / EMOTIONAL	<ul style="list-style-type: none">To describe how we all should be accepted and respected.
SPIRITUAL	<ul style="list-style-type: none">To celebrate the uniqueness and innate beauty of each other.

YEAR 5 – A journey in love

To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty, sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives.

PHYSICAL	<ul style="list-style-type: none">To show knowledge and understanding of the physical changes in puberty.
SOCIAL / EMOTIONAL	<ul style="list-style-type: none">To show knowledge and understanding of emotional relationship changes as we grow and develop.
SPIRITUAL	<ul style="list-style-type: none">To celebrate the joy of growing physically and spiritually.

YEAR 6 – A journey in love

To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.

PHYSICAL	<ul style="list-style-type: none">To explain how human life is conceived.
SOCIAL / EMOTIONAL	<ul style="list-style-type: none">To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.
SPIRITUAL	<ul style="list-style-type: none">To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

