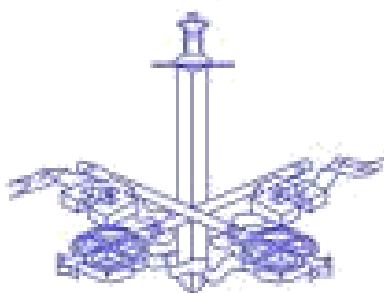


Ss. Peter & Paul Catholic Primary School



Relationship and Sex Education (RSE) Policy

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors, the staff and parents in the Summer Term of 2021

The Head teacher, RSE Co-ordinator, the Governing Body and Staff, will review this policy biannually.

The next review date: September 2023

Reviewed and Ratified on:

Signed by (Chair of Governors):



RELATIONSHIP AND SEX EDUCATION POLICY

This policy has been developed within the spirit and context of our Mission Statement.



*Together we grow in
knowledge and love, and walk
in the footsteps of Jesus.*

In this policy, the Governors and teachers, in partnership with pupils and their parents, set out their intentions about, rationale for and approach to relationships and sex education (RSE). The RSE policy was updated following an audit and review of the content of the RSE Curriculum with staff and pupils. This was done in consultation with governors and parents/carers and is in accordance with current Government guidelines

Defining Relationships Education (Primary)

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”. The 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”. 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 focus at Ss. Peter and Paul is 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 will include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Rationale

‘I have come that you might have life and have it to the full’
(Jn.10.10)

Ss. Peter and Paul are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. Our belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in our 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 at Ss. PP therefore, will be placed firmly within the context of relationship, as it is there that sexuality grows and develops.

Following the guidance of our Bishop and Diocese, the Bishops of England and Wales, and as advocated by the DFE, Relationship and Sex Education (RSE) at Ss. Peter and Paul, will be firmly embedded in the RE and PSHE framework as it is concerned with nurturing human wholeness of our pupils. It is also 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 an understanding and appreciation of the dangers and risks involved.

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 prepare pupils for life in modern Britain.

Values & Virtues

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 God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aims of Relationship and Sex Education (RSE) and The Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour 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: In partnership with parents, to provide children and young people with a "positive and prudent 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.

Objectives

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 bodily natures;
- ✚ responsibility for their own 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, self-giving love;
- ✚ recognising the importance of marriage and family
- ✚ life; fidelity in relationships.

To develop the following **personal and social skills**:

- ✚ making sound judgements and good choices which have integrity which are respectful of the individual's commitments;
- ✚ loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- ✚ managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- ✚ 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 and so developing the ability to assess pressures and respond appropriately

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

In line with our Inclusion Policy, 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; for

example, their own sexual orientation, faith or culture and is taught 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 cyber-bullying), use of prejudice-based language and how to respond and ask for help.

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 of the 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.

God loves the world and all the people in it. Everyone is seen as equal. At Ss. PP, we recognise the many different family structures in our communities, locally and globally, and the different roles they play. Not every family is the same. For example, some of us live with our mum and dad, or with two dads, or two mums. Some live with step mum and dad or step dad and mum. Some of us live with our grandparents or adoptive or foster parents. Whoever we live with, they are all very important. We value, love and fully embrace our families as part of our community and they will not be discriminated against. We support our pupils' understanding of different family types through our teaching and resources.

Delivery of RSE/Broad Content of RSE

The Shrewsbury Diocese does not have a specific RSE program however they have agreed that all Diocesan schools use only those resources produced specifically for Catholic schools such as 'Body and Soul' which all satisfy the requirements of the new statutory curriculum in the clear perspective of Catholic teaching and the Christian understanding of the human person and our destiny. Particularly recommended for use are: 'Journey in Love (McCrimmons)'; Life to the Full (Ten:Ten) and A Fertile Heart (Panda Press). We use these programs alongside Religious Education, Science, PHSE and PE to achieve an integrated, cross-curricular approach to RSE delivery at Ss. PP.

PROGRAMME / RESOURCES

Our program will cover:

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.

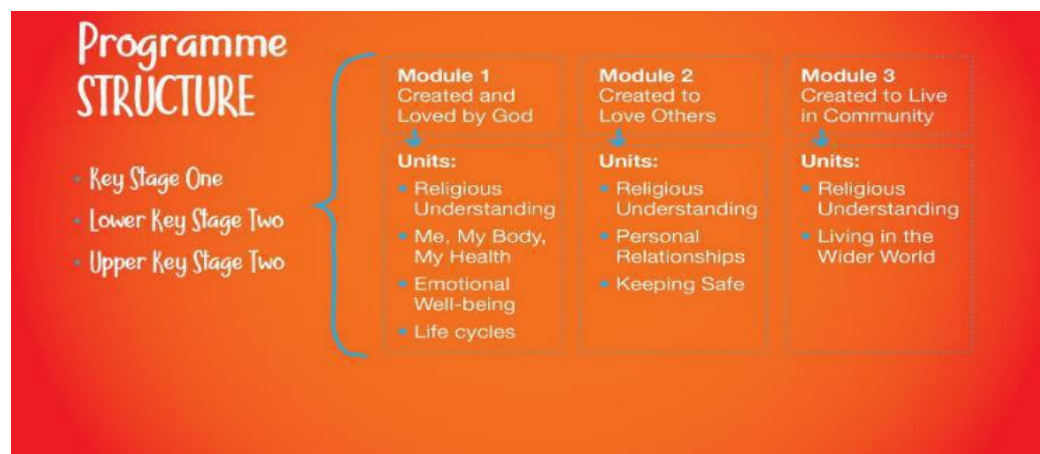
Ss. PP has invested in the Diocesan and CES approved scheme 'Life to the Full' Ten: Ten Program. Each year group will receive 20 sessions over the course of an academic year, but many of the themes will be re-capped in other curriculum areas such as RE, Science and PSHE.

The 'Life to the Full' scheme is separated into 4 phases – Early Years (due to be released in September 2021), Key Stage 1 (years 1 & 2), Lower Key Stage 2 (years 3 & 4) and Upper Key Stage 2 (years 5 & 6).

Within each phase there are 3 modules: created and loved by God; Created to Love Others; Created to live in a Community. Within those phases there are 3 units.

This is an entire platform of creative resources that will engage, inform and inspire children. It includes interactive video content, story-based activities, employing a wide range of teaching tools, original worship music and an accompanying programme of classroom prayers.

In addition, there is an online parent platform so that parents can engage with the teaching and deepen the experience for their child. To access the online parent platform please visit: www.tentenresources.co.uk/parent-portal



‘Life to the Full Ten: Ten – an overview for parents/carers	
Phase	Key Decisions
Early Years	Begin introducing correct terminology for genitalia in summer term
Years 1 & 2	<p>We meet God’s love in our family.</p> <p>Pupils will be taught the names of the main parts of the body, including correctly naming genitalia (testicles, penis, vagina and vulva). We have chosen to include this in KS1 because it enables us to talk about the differences between boys and girls and, more importantly, safeguarding advice is that children who are able to name their genitalia are more able to confidently articulate feelings of discomfort if abuse takes place.</p> <p>Parents who would prefer to teach children the names themselves, will have access to the resources (and particularly key terminology) prior to the lessons so that they can prepare their child ahead of the lesson if they wish. (Module 1, Unit 2, Session 2 Boys & Girls). Please inform school by contacting schooloffice@stpeter-stpauls.wirral.sch.uk if you wish to teach your child the names yourselves ahead of this session of the programme. Access to online portal will be available for parents</p>
Year 3	Reinforce correct use of terminology for genitalia
Years 4	<p>During Year 4 - school will teach pupils about puberty (what puberty is, what will happen to their bodies and the changes that boys and girls will face). Lessons will be tailored to the age group and boys and girls have separate session. Opportunities will be planned at a later stage for both boys and girls to discuss their learning together.</p> <p>Parents who would rather have these discussions themselves at home, can do so ahead of the lesson and can access the online resources. Please inform the school by contacting schooloffice@stpeter-stpauls.wirral.sch.uk if you wish to teach your child ahead of the three sessions of the programme.</p>
Years 5 & 6	During Years 5 & 6, the topic “Making babies” is split into two parts. The first deals with how a baby develops in the womb. In the second part, basic scientific facts about sexual intercourse between a man and woman are taught. This is not a statutory part of the curriculum but we hope that parents/carers will wish their child to take part in the positive and prudent RSE program that we deliver in school. Many of our pupils are ready for this content and are already asking questions or talking about it. It will also cover: The physical,

	<p>emotional, moral and spiritual implications of sexual intercourse; and The Christian viewpoint that sexual intercourse should be saved for marriage.</p> <p>Parents who would rather have conversations about sexual intercourse between a man and woman with their child at home, can choose to withdraw their child and we will provide the resources for the conversations to take place at home. Using the log in details above, you can use this link to access the content for your own child https://www.tentenresources.co.uk/online-parent-portal/parents-uks2/unit4-life-cycles-uks2-4/ Please inform the school by contacting schooloffice@stpeter-stpauls.wirral.sch.uk if you wish for your child to withdrawn for this one session of the programme.</p>
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Teaching strategies will include:

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

PARENTS AND CARERS

We recognise that parents and carers 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. Parents/carers will be informed by letter 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 also provide log in details (see above) so that resources can be accessed from home.

Right to Withdraw

The National Curriculum for Science contains significant elements of the RSE education that must be taught to all pupils. Parents/carers will not be able to withdraw their child from these lessons. Parents/carers do however continue to have the right to withdraw their child from Sex Education (Section 405 of the Education Act 1996). We hope however that they will wish their child to take part in the positive and prudent RSE program that we deliver in school. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

If a parent/carer wishes to withdraw their child from some or all of the sex education delivered in school, we ask that they contact the headteacher to discuss their request so that we fully understand the parents'/carers' wishes. We will provide parents/carers with appropriate support and materials to help their child with their learning during the period of withdrawal. Please understand that a request to withdraw must be removed before a child can participate in the RSE program. There is also no right to withdraw from Relationships Education or Health Education.' (DfE, June 2019).

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. 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.

RESPONSIBILITY FOR TEACHING THE CURRICULUM

The general responsibility for the specific relationships and sex education programme lays with the PSHE/RSE Leads and the head teacher and supported by the RE, PE and science leads. All staff however 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 contribute to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important to us that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

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, 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.

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 Co-ordinators

The co-ordinators with the Head teacher have 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 may be supported by the curriculum deputy and the member of staff 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: Anti-bullying; Behaviour; Safeguarding. 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. Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

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. We aim to create an environment in which children feel safe to ask questions so that they do not seek answers in uncontrolled places (e.g. the internet), thus ensuring an age-appropriate response.

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 tendentious or is of a personal nature. In these circumstances, teachers will ensure time and space to discuss issues with individuals.

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 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 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, 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 will monitor the provision of the various dimensions of the programme by conducting lesson drop-ins, scrutinising schemes of work, and samples of pupils' work at regular intervals. Outcomes of staff, pupil and parent/carer voice and discussions will contribute to the biannual evaluation of the RSE program. Governors remain ultimately responsible for the policy and with the RSE Link Governor, will consider outcomes of reviews and evaluations before amending the policy. The RSE Policy will be published on the school website along with the RSE Curriculum Maps for Early Years/Key Stage 1 and Key Stage 2.

Appendix A – From DfE Statutory Guidance 2019

By the end of primary school:

Families and people who care for me

Pupils should know

- 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 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

Pupils should know

- 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

Pupils should know

- 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.

Online relationships

Pupils should know

- 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

Pupils should know

- 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.