

# **St. Winifred's R.C Primary School**



## **Relationship and Sex Education (RSE) Policy**

**October 2022**

### **Our Mission Statement**

**At St Winifred's, as a Catholic School, our purpose is to ensure that all members of our school family live our school motto of 'Caritas- God's love in action'. This is shown through our love of God, our love of ourselves, our love of each other and our love of the world.**

At St Winifred's Catholic Primary School, we believe in and celebrate, the uniqueness of each child as created in the image of God. We aim to provide a high quality education and environment where each person can develop their individual potential. Christ's example of love and care is encouraged through every aspect of school life and developed in partnership with parents, the parish and in the wider community.

As a voluntary aided Roman Catholic School, Religious Education is an integral part of our ethos, aims and relationships. Our faith permeates all aspects of school life. We believe that links between home, school and parish are vital. The aim of Religious Education in St Winifred's Catholic Primary School is to promote the catholic vision of the importance and independence of every person, as created in the image and likeness of God. This vision inspires and encourages the beliefs and values, which are lived out in the daily life of our catholic school.

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.

### **Implementation and Review of Policy**

The policy will be approved by the full board of governors. It will be reviewed every two years and reported on at the curriculum committee.

The policy will be available to read on our school website as required by the DFE.

### **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.'

The DFE identifies these elements: attitudes and values, personal and social skills, and knowledge and understanding.

### **Statutory Curriculum requirements**

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 in the curriculum go further.

## **Rationale**

### **'I have come that you might have life and have it to the full.' (Jn.10.10)**

We are involved in relationship 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 our approach to education in our Catholic school. Our approach to RSE therefore, is rooted in the Catholic Church's teaching of the human person.

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. RSE, therefore, will be placed firmly within the context of relationships as it is there that sexuality grows and develops. St Winifred's RC Primary School considers that Relationships & Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum.

- PSHE makes a significant contribution to the promotion of young people's personal and social development.
- Through the promotion of PSHE, skills are developed that our pupils need for them to grow and flourish as individuals and members of society.
- PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem.
- PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, 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. It will also prepare pupils for life in modern Britain.

## **Values and Virtues**

Our RSE scheme 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 respect for their dignity and the dignity of the human body.

## **Aims of RSE and the Mission Statement**

Our Mission Statement commits us to the education of the whole child. 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 and recognise the value of all.

## **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;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;

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

- making sound judgements and good choices which have integrity, and 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;

**To know and understand:**

- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;

**In addition, we aim to:**

- Provide PSHE Education that is dynamic, relevant, and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for children.
- Teach children about equality and diversity as is our duty within the Equalities Act (2010).
- Teach children about different family structures
- Provide our pupils with Relationships and Sex Education that is age appropriate and contributes to lifelong learning and pupil well-being.
- Have a strong commitment to confidentiality and to providing a safe learning environment where all feel respected whilst safeguarding vulnerable pupils.
- Inform and work with parents and families to support and promote our work in school by making policies and schemes of work available in school, and on our website and supporting them should they have questions or concerns about RSE.
- Work collaboratively with partners and agencies such as healthcare professionals etc to enrich and support pupil's learning in Relationships and Sex education where appropriate.

**Outcomes****Inclusion and Differentiated Learning.**

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. Lessons will also help children to realise the nature and consequences of discrimination, teasing or bullying (including cyber-bullying), use of any form of prejudice-based language and how to respond and ask for help. We will follow the principles of our Inclusion policy at all times.

## **Equalities and Obligations**

The school understands its responsibilities in relation to the Equality Act 2010, meaning that school cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all pupils and avoiding discrimination.

We ensure our Relationships and Sex education programme is sensitive to the needs of all our pupils and their families by:

- Being aware of pupils' individual characteristics, backgrounds, attitudes, and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to Relationships and Sex education for all our pupils including those with SEND or EAL.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- Ensuring freedom from all forms of bullying including homophobic, biphobia and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice

## **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.

## **Scheme of Work**

Following consultation with parents, our chosen scheme of work is 'Life to the Full' by Ten Ten which is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work. Life to the Full has been approved by Salford Diocese and is rooted in a Christian understanding of the human person, based on "[A Model Catholic RSE Curriculum](#)" provided by the Catholic Education Service.

This scheme consists of three modules:

Module one: Created and Loved by God

Module Two: Created to Love Others

Module Three: Created to Live in Community

At St Winifred's RC Primary School, we follow Programme Pathway 2 which is a two-year cycle over three terms. This means that the learning stages (EYFS, KS1, LKS2 and UKS2) are spread over 2 years and there is very little repetition of content year-on-year. The modules will be covered as follows:

- Year 1, 3 and 5 undertake 'Module 2: Created to Love Others'
- Reception, Year 2, 4, and 6 undertake 'Module 1: Created and Loved by God'
- All years to undertake sessions from 'Module 3: Created to Live in Community'

At St. Winifred's R.C Primary School, we aim for our RSE policy and programme to be delivered in conjunction with the school's Personal, Social and Health Education (PSHE) teaching (Jigsaw) scheme and our Religious Education programme (Come and See). Certain aspects of RSE will also

be covered as part of the statutory element of science in the '2014 Primary National Curriculum in England'.

## **Parents and Carers**

We recognise that parents/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.

Through their programme, Ten Ten understand the foundational role that parents have in educating and nurturing their children on these matters. Within the programme, they have built in resources which will not only keep parents informed about what is being taught in school, but will also give them the opportunity to engage their children in discussion, activity and prayer.

St Winifred's will support parents and carers by providing access to the online Parent Portal on the Ten Ten website so that material can be shared with their children at home. Parents/carers will be informed 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.

Relationships and Health Education are statutory at primary school and there is no right to withdraw from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline.

As sex education is not statutory at primary level (other than what is taught as part of the science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. Before considering this option, we would ask that parents have accessed the 'Life to the Full' Parent Portal first so that they can see the resources which are being used.

## **Balanced Curriculum**

We will ensure that pupils are offered a balanced programme by providing an RSE programme that offers time for reflection and discussion.

It is important to point out that 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.

## **Responsibility for Teaching the Programme**

The Headteacher and SLT have the responsibility for the specific relationships and sex education programme. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. Our school may call upon outside agencies and health specialists to deliver aspects of RSE, for example a nurse or midwife. Such visits will always complement the current programme and will not substitute or replace teacher led sessions. It is important 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. Health professionals will follow

the school's policies, minimising the potential for difficult comments using our school ground rules and distancing techniques as our teachers do. Teachers will ensure that all teaching is rooted in Catholic principles and practice.

The governors will ensure that the RSE programme is carried out in line with the agreed policy. The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents and the Diocesan Schools' Service.

### **PSHE/RSE Leader**

The PSHE/RSE leader together with the headteacher has a general responsibility for supporting other members of staff in the implementation of this policy. We recognise that RSE is a whole school matter. All teachers have a responsibility of care. As well as fostering academic progress they will 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 through staff INSET as and when appropriate.

### **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, Anti-Bullying and Safeguarding. Children in Year 6 will also have the opportunity to understand healthy and unhealthy relationships and the concepts of power, control and equality through aspects of the Barnardo's 'Real Love Rocks' programme.

The school seeks opportunities to draw links between RSE and other curriculum subjects wherever possible to enhance pupils' learning. RSE will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- Circle time - Gives pupils the opportunity for discussion and listening to other people views and opinions

### **Children's Questions**

We want to promote a healthy, positive atmosphere in which RSE can take place.

We believe that children are best educated, protected from harm and exploitation by discussing issues within the context of the RSE programme. The use of ground rules will help to create a supportive climate for discussion. We advocate prewritten questions where teachers can select appropriate questions to answer.

Some questions may raise issues which would not be appropriate for teachers to answer during ordinary class time, e.g. where a child or young person's question hints at abuse, is deliberately tendentious or is of a personal nature. A parent will always be contacted if a child asks a question outside of the remit of a teacher and the RSE programme. In line with our Safeguarding policy, A referral to the Designated Safeguarding team will be made if a child is thought to be at risk of danger or abuse.

## **Language**

At St Winifred's, we believe it is important that acceptable and unacceptable terminology is clarified. Following consultation with parents, correct biological terms will be used from Key Stage 1.

## **Supporting Children and Young People Who are at Risk**

Pupils 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 matter. Teachers will 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.

## **Confidentiality and Advice**

Governors, teachers, support staff and parents will be made aware of this policy. 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 procedures. 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, Headteacher.

## **Monitoring**

The PSHE/RSE 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/response sheets/needs assessment given to pupils, and/or 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. This policy will be reviewed every two years.

**Appendix 1: By the end of Primary School, children should know:**

**Relationships Education**

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security, and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy</li> </ul>
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make</li> </ul>

	<p>different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative, or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online</li> </ul>
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>

	<ul style="list-style-type: none"><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul>
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