



St. John Fisher Catholic **Primary School**

Growing through God, we learn, laugh and love.

Relationships and Sex **Education (RSE) Policy**

This policy has been developed in accordance with Liverpool Archdiocese Relationships and Sex Education Policy; Government Guidance on Sex and Relationships Education and Halton Borough Council's Guidance on Developing Sex and Relationship Education

- Date of Policy : January 2019
- Member of Staff responsible : RE Co-Ordinator Clare Hodgkins
- Date of next review : January 2021

Background and Context

At St. John Fisher Catholic Primary School, we believe that our approach to teaching and learning R.S.E. must firstly be rooted in Scripture, Gospel values and the Catholic Church's teachings; thus our aim is to educate the whole child spiritually, intellectually, morally, emotionally and physically towards maturity and adulthood.

We are increasingly aware that our children are exposed to many negative sexual influences in the media. These have a profound effect on loss of innocence from a very early age and undermine the moral teachings of Christ and His Church.

We are also mindful that young people are bombarded with false body images and stereotypes that would leave them vulnerable to accepting an image of themselves and others that is far less than God's desire for them.

It is essential, therefore that our children are given every opportunity to discover the full miracle of God's creation that is unique to them. That they know that they, and the people around them, are created out of unconditional love and that when we live out the Gospel message of Christ, we can together become all that God created us to be.



*I praise you because I
am fearfully and
wonderfully made;
your works are
wonderful; I know
that full well.*

Psalm 139:14

1. Purpose of the Relationships and Sex Education Policy

Producing an up to date RSE policy is the statutory responsibility of the governing body.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE.
- Enable parents and carers to support their children in learning about RSE.
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils.
- Be clear about how we address RSE in our context as a Catholic school.
- Set out how the school meets legal requirements in respect of RSE:

(i) Duty to promote well-being (Children Act 2004)

(ii) Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)

(iii) Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)

(iv) Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)

(v) Teach statutory RSE elements in the Science National Curriculum

(vi) Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)

(vii) Meet the school's safeguarding obligations

(viii) Make the policy available to pupils and parents (Education Act 1996)

(ix) Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)

(x) Taken account of the DfE guidance on RSE (2000)

(xi) DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHEE) and that "RSE is an important part of PSHEE" (DfE guidance on PSHEE 2013)

(xii) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

2. Links to other policies

This policy links to the PSHE and Citizenship Policy, the Safeguarding and Child Protection Policy, Anti-bullying/Behaviour Policy, Equality Policy, Science Policy and E-Safety Policy.

3. Why teach RSE at primary school?

- It is an opportunity to develop a deeper sense of awe and wonder at the miracle of creation.
- It provides an opportunity to talk about feelings and relationships.
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It prepares children for the physical and emotional changes that will take place at puberty.
- It helps develop positive attitudes, values and self-esteem and challenges.

- negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers.
- It protects children from sexual exploitation and inappropriate on line content.
- It is a statutory part of the science curriculum covering the biological aspects of RSE.
- It promotes a healthy body, mind and spirit.

4. Values promoted through RSE

Our RSE programme promotes the aims and values of the Catholic Church and our school which include:

- The sanctity of marriage; valuing family life and stable, loving and committed Relationships.
- Respect and protection for self and others.
- Commitment, trust and love within relationships.
- Respect for rights and responsibilities in relationships.
- Understanding diversity regarding religion, gender, and culture.
- Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender.
- Acceptance of difference and diversity.
- Promoting gender equality, challenge gender stereotypes and inequality and promote equality in relationships.

Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

5. Aims for RSE

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships.
- Make and maintain friendships.
- Understand the importance of respect, responsibility, love and care in relationships.
- Understand and respect different types of families.
- Develop positive attitudes about growing up.
- Explore their own and other people's attitudes and values.
- Challenge and prevent discrimination based on sexual orientation and gender.
- Prevent sexist, sexual, homophobic and transphobic language and bullying.
- Challenge gender stereotypes and inequality and promote equality and respect in relationships.
- Know the correct biological names for the parts of the body, including the male and female reproductive parts.
- Know and understand about emotional, social and physical changes at puberty.
- Know and understand about reproduction.
- Know about human sexuality.
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers.
- Keep safe online and offline.
- Recognise when something is risky or unsafe.
- Know where are how to seek information and advice when they need help.

6. Who teaches RSE?

RSE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSE, such as the school nurse or a visit from a pregnant mum or a mum with their baby. If visitors are involved in RSE we will:

- Plan and evaluate their contribution as part of the school's RSE teaching programme.
- Provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it.
- Ensure that the class teacher is present throughout the lesson, taking responsibility for class management.
- Follow up in later lessons.

7. How is RSE taught?

In its wider sense, RSE is taught throughout the 2 Key Stages, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils.

The 'Journey in Love', programme developed by Sir Jude Groden, will be used to direct learning throughout both Key Stages. It provides opportunities for prayerful reflection on the wonder of human creation and the richness of relationships.

We ensure that the same messages about being safe on line are taught through RSE as in Computing.

- On the whole, pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to offer time to the children when single gender groups can discuss issues.

This is mostly applicable when they learn about body changes through puberty and about reproduction.

- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Head Teacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class or at home with a parent. Teachers will always consult with parents if a concern arises.

In Key Stage 2 classes we provide opportunities to ask questions privately and these are then answered by the class teacher.

- Resources are chosen to ensure that they are appropriate to the age and maturity of pupils and reflect the Catholic nature of the school. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and

role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.

- The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

- Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor

- Teachers do not discuss details of their personal relationships with pupils.

- Whilst we will re-inforce the teaching of the Catholic Church on the sanctity of marriage, teachers will be sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy.

- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

8. Involving pupils

To ensure the RSE programme meets the needs of pupils, the **PSHE Coordinator** will involve the school council in reviewing and evaluating the programme.

9. Training staff to deliver RSE

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. We will ensure that teachers are trained to teach RSE.

Training could include:

- what to teach and when
- leading discussions about attitudes and values
- information updates
- facilitating group discussions
- answering questions
- managing sensitive and controversial issues

10. Links with other subjects

RSE and Come and See

The 9 topics covered in Come and See each year are outlined below.

Where content is relevant to RSE, it has been noted beneath:

Autumn

Domestic Church – family: people

- God's love and care for every family (Year 1)
- God's dream for every family (Year 3)
- The family of God in scripture (Year 4)

Baptism/Confirmation –

- Baptism – an invitation to belong to God's family (EYFS and KS1)
- Marriage commitment and service (Year 5)

Advent/Christmas – Loving: gift

- God's gift of love and friendship in Jesus (Year 4)

Spring

Local Church – community

- Different people in our parish family (Year 2)

Eucharist – relating: giving & receiving

- Living in communion (Year 4)
- Eucharist enables people to live in communion (Year 6)

Lent/Easter – giving: self-discipline.

- Celebrating growth to new life (Year 4)

Summer

Pentecost – serving: new life

- To hear and live the message of Easter (Year 4)
- The Holy Spirit enables people to become witnesses (Year 6)

Reconciliation – inter-relating: building bridges

- The importance of the examination of conscience (Year 3)
- Admitting wrong and building bridges (Year 4)

Universal Church – world: God's people

- Neighbours share God's world (Year 1)

Links with Science

Year 1

Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to

understand how reproduction occurs.

The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow

KS2 Y5 & 6

Living things and their habitats

· Describe the life process of reproduction in some plants and animals.

Non-statutory guidance

Pupils should find out about different types of reproduction, including sexual reproduction in animals.

They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Describe the changes as humans develop to old age.

Body Changes at Puberty

Non-statutory guidance

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Links with PSHE

The RSE teaching complements perfectly the PSHE 'No Outsiders in Our School' programme which sensitively deals with raising awareness of the issues addressed in the Equality Act of 2010.

Literacy

Children will be given opportunities to discuss and write about RSE related issues in their wider curriculum. They will be offered literature that challenges stereotypes; e.g. Bill's New Frock by Anne Fine. Cafod will be used as a resource to look at global gender issues such as girl's education around the world.

Computing

It is essential that children know how to keep themselves safe and RSE will link closely with the Computing curriculum to teach children the importance of Internet safety.

They will be taught to:

- KS1 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- KS2 Be discerning in evaluating digital content and use technology safely, respectfully and

responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

11. Working with Parents/Carers and Child Withdrawal Procedures

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality.

We will take every opportunity to inform and involve parents and carers by:-

- Making the policy available on the school's website.
- Including a summary of the content and organisation of RSE in the school newsletter.
- Giving parents the content of the RSE teaching programme via the curriculum page on the website.
- Inviting parents and carers to a general meeting or workshop to discuss RSE in the school and help them talk to their children about growing up.
- Providing materials for parents to use when talking about RSE with their children.
- Consulting parents on the RSE policy when it is reviewed.
- Discussing individual concerns and helping parents and carers support the needs of their children.

Parents/carers have the right to withdraw their children from RSE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from RSE aspects of the science national curriculum.

If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the RE Coordinator about the resources to support this.

Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

12. Confidentiality, safeguarding and child protection

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

13. Assessing RSE

Pupils' progress in learning in RSE is assessed as part of the assessment of science and PSHE and citizenship.

14. Monitoring and evaluating RSE

The PSHE Coordinator will support, contribute to and monitor teachers' planning to ensure RSE is being taught.

15. Disseminating the policy

A copy of this policy, together with a statement about RSE at St. John Fisher, will be on the school website. It is included in the:

- Staff Handbook
- Governor Handbook

Copies will be supplied to visitors who are involved in providing RSE in school.

When the policy is being reviewed, parents will be informed through the newsletter and school's website.

This policy has been approved and adopted by staff and Governors.

Signed (Chair of Governors) Date

Signed (Headteacher) Date