**HRSE policy**

At The Cathedral Catholic School we are safe and cared for; we make Christ known and loved, using his example to strive for excellence in all we do. In close partnership with parents and the parish of The Cathedral and St Thomas More, we aim to deliver an outstanding and distinctive Catholic education with Christ at its heart.

Each person’s unique value is recognised and nurtured so that, through God’s grace we can grow, learn and realise our full potential. We use our gifts and talents for the glory of God and in the loving service of others, proclaiming the Gospel and striving for the values of the Kingdom of God.

We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Accept one another, then, just as Christ accepted you, in order to bring praise to God.

Romans 15:7

1. Vision and Mission.

The Human Relationships and Sex Education Policy has been adopted in the light of the School’s Mission Statement and our vision of what healthy and good relationships are, inspired by or faith.

Our School Mission Statement:

At The Cathedral Catholic School we are safe and cared for; we make Christ known and loved, using his example to strive for excellence in all we do. In close partnership with parents and the parish of The Cathedral and St Thomas More, we aim to deliver an outstanding and distinctive Catholic education with Christ at its heart. Each person’s unique value is recognised and nurtured so that, through God’s grace we can grow, learn and realise our full potential. We use our gifts and talents for the glory of God and in the loving service of others, proclaiming the Gospel and striving for the values of the Kingdom of God. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Vision for Human Relationships and Sex Education.

At The Cathedral Catholic Primary School, we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. Jesus is invited into our hearts. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy.

This is about understanding how loving our neighbour enables us to be happy too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and ﬂourish, and we respect that everyone is a unique and beautiful part of God’s creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.

1. Procedures

The following groups have been consulted as part of producing this policy.

- staﬀ

- governing body

- parents

- Diocesan Education Service

In consultation with the Governing Body, the policy will be implemented in 2017, reviewed every two years, by the Head teacher, HRSE and PSHE Co-ordinators, the Governing Body and school Staﬀ. The next review date is Autumn 2018.

This policy will be circulated to all members of the Governing Body and all members of teaching staff. The school prospectus shall contain a statement about HRSE teaching and details of where to obtain a full copy of this policy upon request. The Diocesan Education Service will be sent a copy of the school’s HRSE policy and it is the duty of the Governing Body to ensure that this is up to date following review.

1. Rationale

The deﬁning belief of Christianity is that God took on human form (the Incarnation). This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual but infused with the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the Church’s teaching about relationships, marriage, sex and family life. The Church oﬀers education to young people as it is part of a complete formation in what it is to be a human being. Education about human love is no less a part of a Catholic school’s responsibility than teaching about mathematics or English. At The Cathedral Catholic Primary School, we teach young people about how to form relationships, including understanding loving relationships and acknowledging that a child’s ﬁrst experience of love is in the home. We encourage children, from the earliest age, to recognise that they are all children of God and that each person shares a God given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to “Love your neighbour as yourself” (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships at The Cathedral Catholic Primary School is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with ‘Fit for Mission? Schools’.

1. Statutory Framework

The statutory framework that surrounds education about human relationships largely falls within three key areas.

• The National Curriculum (2014)

• Statutory Guidance: ‘Sex and Relationships Education Guidance’ (2000)

• The Children’s Act (2004)

Additionally, non-statutory guidance directs policy and guides the work of OFSTED as it seeks to promote what is perceived as best practice, which may go beyond the limits of statute.

Whole Curriculum

Every state-funded school must offer a curriculum which is balanced and broadly based\* and which:

-promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;

-prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Personal, Social, Health & Economic Education

Department for Education: All schools should make provision for PSHE, drawing on best practice. Schools are free to develop their own PSHE programme to reflect the needs of their pupils.

Sex and Relationship Education Guidance

Any school that provides SRE has a statutory duty to have due regard to Sex and Relationships Education Guidance DfEE 2000

National Curriculum

Statutory sex education forms part of the science programmes of study across Key Stages 1-3.

Sex and Relationships Education Policy

DfEE Guidance (2000) states that all schools should have an up to date SRE policy available for inspections and on request for parents or carers.

1. Virtues and Values

Gospel virtues and values underpin the HRSE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human ﬂourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes ‘love’ is used instead) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to ﬂourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St Thomas Aquinas attributes the theological virtues as having their foundation in God, they complement and complete the cardinal virtues and are the way people can reach the “abundant life” (John 10:10) promised by Jesus.

At The Cathedral Catholic Primary School we aim to live out the Gospel values shared in the Beatitudes, throughout the life of school by our daily interactions as embodied in our Mission Statement and in our policies and practices such as Behaviour Management, Religions Education and Worship policies.

1. The Aim and Objectives of HRSE

The aim of HRSE is part of our aim to educate the complete human person. This is expressed in Fit for mission? Schools (2009).

The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulﬁlled through a rich and living encounter with the deepest truths about God and the human person.

This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is ‘the perfect Man in whom all human values ﬁnd their fullest perfection’ (Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staﬀ.

- HRSE should deepen the following areas of understanding.

- To develop self respect and love of self.

- To invite young people to develop and deepen a loving relationship with God.

- To invite young people to understand that their life has a purpose.

- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God’s love.

- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood.

- A strong awareness of their own safety and the nature of consent.

- To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.

Our HRSE policy will develop attitudes, personal and social skills and knowledge and understanding.

• We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God’s creation.

• We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.

• We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.

• We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.

• We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord’s prayer.

• We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.

We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.

• We will develop children’s knowledge of when to say ‘no’ to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.

• We will develop children’s experience of what it is to be happy so that they begin to understand the diﬀerence between happiness and gratiﬁcation and value patience.

• We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.

• We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.

• We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.

• We will teach children about the beauty of the Church’s teaching about love and God’s love for them which is shared in the Sacraments.

• We will sensitively share the Church’s teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

1. Inclusion Vision

‘There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.’ Galatians 3:28

The Cathedral Catholic Primary School is founded on faith in Jesus Christ and the life of the school is centred on his presence. At The Cathedral Catholic Primary School, every member of the school family is regarded as being equal worth and of importance. We endeavour to make sure each class teacher and subject leader understands the meaning of the work inclusion, which recognises differences; meeting the needs of individuals and taking positive action, so that everyone has the opportunity to meet their full potential across the curriculum.

At The Cathedral Catholic Primary School, we are conscious that young people mature in diﬀerent ways. Our teaching about relationships and sexuality is respectful of each child’s starting point, their faith, culture and sexual orientation. Lessons are framed by this understanding and young people encouraged to respect diﬀerence and develop an approach of dialogue. All staff are sensitive to all children and we offer programmes to children who are particularly vulnerable and experiencing difficulty in their lives.

SEN

We recognise the importance of ensuring all children can access the HRSE Curriculum and can succeed. There are many approaches to giving support in HRSE, some of which are detailed below:

• Using circle approaches encourages all pupils to participate, take turns in speaking, listen carefully, concentrate, and maintain eye contact.

• Try ‘informal’ seating using mixing and movement games which encourage pupils to talk to and work with others. This encourages communication skills, and helps develop pupils’ self-confidence and peer support

• Use of variety of good-quality resources including video clips as they provide opportunities to examine topical HRSE issues such as being part of a loving family.

Refer to SEN policy for further information.

Able, Gifted and Talented

We recognise the importance of providing challenge for those children who are able and gifted in HRSE in order to ensure continued progression and maintain motivation in the subject. There are many approaches to providing challenge, some of which are outlined below:

• Promote creative thinking through higher order questioning when participating in class and group discussion.

• Allow pupils to work collaboratively as part of a research team and give them opportunities for control over deciding which areas to research within the curriculum.

English as an Additional Language

We recognise the importance of providing a rich language based HRSE curriculum so that EAL children can access all aspects of the PSHE curriculum. There are many approaches to providing support, some of which are outline below:

• Giving time to work with EAL children before the HRSE lesson to discuss important HRSE vocabulary, concepts and/or processes, where appropriate.

• Present information in a variety of ways to help EAL children understand e.g. watch a clip of young animals and their mother, read and match names of baby animals with their mothers, highlight key vocabulary.

Pupil Premium

We recognise the importance of providing rich opportunities for those children who are entitled to Pupil Premium in HRSE to ensure continued progression and motivation. There are many approaches to providing support, some of which are outlined below:

• Provide opportunities to enrich the curriculum with rich resources to enhance children’s understanding and visits to places of interest such as books about feelings and visitors to help deliver a message such as Chid Line.

* Ensure children have opportunities to discuss and talk about their own families and the relationship which are important to them including how to deal with issues such as conflict and how to resolve conflict.

Mobility

We recognise the importance of welcoming all children to The Cathedral Primary School regardless how long the children remain in school. Our school is a place of refuge where children feel safe and part of our school family. There are many approaches to providing support for Mobile children in HRSE some of which are outlined below:

• Ensure children feel safe and secure when discussing issues in HRSE. “Teacher support and peer acceptance have a positive influence on attitudes toward school among children who experience more school mobility” (Gruman, Harachi, Abbott, Catalano, & Fleming, 2008) For example when discussing moral issues ensure peers are supportive of each others comments and that all know the rules of circle time.

• Spend some time to chat to them about what their home life, what their values are and what they already know surrounding the areas of learning in HRSE. This will be a good indication of where to pitch the HRSE lessons.

1. Equality

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that The Cathedral Catholic Primary School endeavours to do its best for all of the pupils, irrespective of ability (physical and intellectual), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children. (see our Single Equality Policy)

1. Programme of study

The Diocese of Lancaster has a programme of study for its family of schools. The programme ranges from ages 2-19 years and provides suggested areas of study and outcomes for the young people it serves. It is envisaged that this programme will be taught in discreet lessons, in cross curricular lessons, particularly R.E. and science and fundamentally embedded in the ethos of the school through assemblies, classroom discussions and the centring of all relationships in school on the person of Jesus Christ. The programme of study is based on the teachings of the Church and aims to help young people develop their sense of purpose and character. It will be taught as part of a broad and balanced curriculum and allow children to express alternative beliefs and viewpoints where they hold such views. The programme of study will be supported by published resources, recommended by the Diocese, as well as those created by the school. A list of recommended resources is available on the Education Service website.

The HRSE policy will be taught by all class teachers through discreet lessons in RE, Worship, Science and through other subjects and approaches such as whole school and class assemblies. Other agencies may be involved to deliver this such as Child line, Police internet safety and the school nurse. The delivery of HRSE will be monitored and assessed using our whole school assessment procedures and in other ways such as reviewing our Behaviour Management policy and procedures.

1. Parents

The Church recognises parents as the ﬁrst educators of their children. The school should support parents in this task. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents with an evaluation of “sexuality as value and task of the whole person, created male and female in the image of God”. (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69)

Children’s ﬁrst experience of relationships and love are in the home. At our schools we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance. Parents have been consulted about this policy before it was ratiﬁed by the governing body.

Parents will be sent a copy of a draft HRSE policy with a time limit to submit their thoughts and suggestions for consideration by the governing body.

Parents are informed by letter of their right to withdraw their children from specific HRSE lessons (e.g This is my body) However, they are not able to withdraw their children from statutory RE and Science lessons.

The school will involve and support parents in learning about HRSE by informing them of what is to be taught in RE and Science lessons at the beginning of the year. Information about HRSE is contained on the website and the majority of the programme of study is developed through the ethos of the school.

1. Teaching HRSE

All staff are involved with fostering attitude, living Gospel values and shaping behaviour based on a Christian understanding of how to lead a good life. Staff are called to be a role models of the school’s ethos in their relationship with other staff members, their conduct towards parents and their care for the children in the school. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.

Mrs Nicola Holt is the teacher responsible for the leadership, monitoring and coordination of the HRSE programme. Father Andrew Dawson is the nominated Governor responsible for HRSE.

All teachers have responsibility for delivering the HRSE programme to their class. They will be supported at times through assemblies and other agencies such as the school nurse and Child line.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., science and computing.

Sometimes, the children’s learning will be best supported by using other agencies, such as the school nurse, or other visitors to school. Such visitors will be guided to read the protocol for visitors at Cathedral Catholic Primary School and agree to follow the instruction.

1. Supporting children and young people deemed to be at risk

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share conﬁdential information. This should always be done within the safeguarding framework of the school and it is paramount that all staﬀ teaching HRSE have up to date safeguarding professional development. Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school’s safeguarding policy and conﬁdentiality procedures.

All staff are regularly updated on our Child Protection and Safeguarding policy and procedures. The children are made aware of opportunities they have to disclose sensitive information to a staff member. Mrs Lynne McLaughlin is our Nurture support Manager.

The school’s Child Protection Policy and procedures are available in the Head’s Office and on our website www.cathedral.lancs.sch.uk



**HRSE POLICY**

**January 2017**

This Policy is based on best practice advice from Lancashire County Council.

The implementation of this policy will be monitored by Mrs Nicola Holt in consultation with the Leadership Team and a nominated Governor.

This policy will be reviewed as appropriate by The Senior Leadership Team

Intended Policy Review Date – January 2020

Approved by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Headteacher)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approved by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Governor)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_