



Sacred Heart School

Relationship and Sex Education (RSE) Policy

At Sacred Heart School we all aspire to provide a happy, safe and secure environment in which every child is encouraged to achieve their full potential.

Written by:	Johanna Collyer and SLT
Approved by:	SLT: Antonia Gabriel, Anne Horsfall-Turner, Sarah Alcock Governor: Julie Gabriel
Last reviewed on:	October 2024
Review date:	October 2025
Review Cycle:	Annually

Foreword from Bishop Richard Moth



“The Church as a mother is under an obligation to provide for its children an education by virtue of which their whole lives may be inspired by the spirit of Christ.”¹

These words, from Decree of the Second Vatican Council on Education, speak of the motivation for our Catholic schools. Our schools are places where the relationship with Christ, to which all are called, enables those we educate to take their place in the Church and Society conscious of their dignity as children of God.

Our schools provide the “principal means of helping parents to fulfil their role in education.”² In entrusting their children to our schools, parents provide them with the best possible start in life, grounded in the deepening of their faith through prayer and the recognition of the presence of God in all things.

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our Catholic schools. To this end, Relationships and Sex Education (RSE) is rooted in the Catholic Church’s teaching of the human person and firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

I am pleased to commend this RSE policy to you and am confident you will find it both invaluable and reassuring as you prepare for the new academic year.

With every Blessing,

+Richard

¹ VATICAN II, Declaration *Gravissimum Educationis* on Christian Education, n.3. (GE)

² Code of Canon Law, c. 796§1.

Contents

Introduction	4
Values	4
Aims and Objectives	5
Working with Parent/Carers.....	6
Delivery of RSE.....	6
Key Stage 1 (5-7).....	7
Key Stage 2 (7-11)	7
Programme	7
Differentiation and Inclusion	8
Balanced Curriculum	8
Assessment and Recording	8
Dealing with Sensitive Issues and Responding to Questions	8
Safeguarding Procedures	8
Roles and Responsibilities	8
Governors.....	8
Headteacher.....	9
RSE Co-ordinator	9
Teachers	9
Monitoring and Evaluation	9

Introduction

Relationships Education is the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults.

The Governing Body of Sacred Heart School, believes that Relationship and Sex Education (RSE) is an essential part of a holistic education since its focus is the individual, uniquely created by God in His own image. Through RSE, children come to understand more about themselves, others and the beauty of Creation.

**‘I have come that you might have life and have it to the full’
John 10:10**

This policy has been written in accordance with our school Mission Statement which aims to provide a stimulating and relevant curriculum so that each individual can reach their full potential and create a safe working environment where there is mutual respect and trust amongst everyone. We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationship and are all encompassed in the title ‘Relationships and Sex Education’ (RSE).

It is essential that RSE is communicated to and taught in conjunction with the parents/carers of our pupils, as we recognise that parents/carers are the natural primary educators of their children and they are the experts on the development of their own children. The views of all parents/carers are actively sought, allowing their voice to be heard and responded to.

Values

Our belief in the unique dignity of the human person as 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 is presented positively and prudently. Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity.

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DfE, all RSE in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils. All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family, recognising that most families include a mother, a father and children but some families may not. It will also recognise different types of relationship, including those between acquaintances, friends, relatives and families. It will acknowledge that all pupils have a fundamental right to have their life respected and their views listened to and responded to in order to ensure that their confidence and self-esteem will be strengthened.

Teaching high quality RSE is essential in creating an inclusive ethos and is central to developing healthy relationships and behaviours where children are able to assess and manage risk.

Statutory Requirements

At Sacred Heart School we acknowledge that we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996 · Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Aims and Objectives

- To encourage pupils' growth in self-respect, confidence and empathy acknowledging we are all created in the image and likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect similarities and differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To provide a framework in which sensitive discussions can take place.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To offer sex education supported by the school's wider curriculum for personal, social and health education.
- To be able to know their body and teach them the correct vocabulary to describe the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated with each sense. and describe the changes as humans develop to old age.
- To ensure that pupils are prepared for puberty, giving them an understanding of sexual development and the importance of health and hygiene as well as giving them an understanding of the opportunities, responsibilities and experiences that adult life will bring.
- To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
- To help pupils to develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

Working with Parents/Carers

As set out in the Baptism Rite, schools recognise that parents/carers are the first and foremost educators of their children. The school will ensure that parents/carers are consulted with and kept fully informed of what is happening in RSE in terms of content, delivery, timing and evaluation.

Children may not be withdrawn from material covered under the Science National Curriculum which is the statutory entitlement of all children.

We also recognise that good communication and consultation with parents/carers is vital. Information about topics which are taught within the RSE curriculum will be shared with parents via the termly class newsletters. When more sensitive aspects of the RSE curriculum are taught (Years 5 and 6), parents

are invited to come in to view and discuss the materials taught. Parents are invited to review the school's policy, which is published on our website, and view all materials used to deliver RSE annually. Support in talking to their children will be offered to parents/carers where necessary and if requested.

Delivery of RSE

We intend that the school's RSE shall be delivered with a cross curricular and integrated approach and embedded in the wider context of the school's existing Personal, Social and Health Education (PSHE), Citizenship and Religious Education programme. All pupils will be taught the significant aspects of RSE that remain as statutory elements of the National Curriculum for Science. Parents are **unable** to withdraw pupils from these statutory sessions.

The Governing Body has wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010.

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

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The Overview of modules taught in Sacred Heart School are as follows:

1 **Created and Loved by God**

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-Being
- Life Cycles

2 **Created to Love Others**

- Religious Understanding
- Personal Relationships
- Life Online
- Keeping Safe

3 **Created to Live in Community**

- Religious Understanding
- Living in the Wider World

Within these modules, the following statutory content will be covered:

Key Stage 1 (5-7)

Statutory:

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

Notes and Guidance (non-statutory):

- 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: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.
- Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2 (7 – 11)

Statutory:

- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Notes and Guidance (non-statutory):

- 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.
- They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

Programme

Sacred Heart School has agreed to follow the programme Ten Ten as recommended by the Diocese of Arundel & Brighton. Teaching will be whole class, mixed gender learning, with the opportunities for a separate boys and girls forum to facilitate the needs of the individual child if necessary or requested.

Differentiation and Inclusion

During teaching we will ensure differentiation and inclusion and that RSE is sensitive to the different needs of individual pupils, respects pupils' different abilities, levels of maturity and personal circumstances. Learning and teaching methods will be adapted, and specialist resources and training will be used to ensure we can meet the needs of all our pupils, including those with SEN. We will make pupils feel safe and supported and ensure that they are able to engage with the key messages.

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 these issues. Pupils will also receive clear scientific information. 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.

Assessment and Recording

A record of each session is kept in each teacher's planning for the delivery of RSE. The programme will be assessed, monitored and evaluated by the RSE Coordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an age appropriate level.

Dealing with Sensitive Issues and Responding to Questions

All RSE teaching will be undertaken in a whole class context. Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be encouraged to discuss with his/her parents/carers if appropriate. Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

Safeguarding Procedures

Children 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. The school has procedures and policies in place to deal with any sensitive issues or pupils thought to be vulnerable. 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.

Roles and Responsibilities

Governors

In accordance with the Education Act of 1993 the Governing Body has the responsibility to keep up to date the school's policy for RSE, in consultation with parents/carers and will make copies available to them.

They will make known to parents/carers their right to withdraw their children from all or part of the RSE provided at school, except for those parts included in the statutory National Curriculum for Science. There will be a named Foundation Governor to aid the implementation and development of the RSE programme.

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, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

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 as well as any other appropriate agencies.

RSE Co-ordinator

The RSE Co-ordinator, with the Headteacher, has 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 training. The RSE Co-ordinator will also be responsible for carrying out lesson observations and Learning Walks and will report back to staff and governors.

Teachers

All teachers have a responsibility of care; as well as fostering academic progress they will actively contribute to the guidance of the physical, moral, spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos of the school. They will be good role models for all children which should be evident in their relationships with other members of staff, other adults and all pupils. Appropriate training has been made available to all staff teaching RSE and will continue to be reviewed and developed.

Monitoring and Evaluation

This policy will be monitored annually by the Head Teacher / RSE Coordinator and reviewed annually by the Governing Body. Parents/carers will be consulted with, if any changes or adaptations are proposed.

Copies of this policy will be available to all parents through the school's website and copies can also be obtained from the School Office.