



**St Mary's Catholic Primary School**

**Relationship and Sex Education Policy**

Review date: Spring 2023

Staff responsible: Eve Harrison

### **Mission Statement**

“We would like to be recognised by the quality and depth of respect and love, which we show towards each other. Mutual respect and tolerance are central to our way of life at St. Mary’s, as we meet Jesus Christ in each other.”

### **Statement Of Intent**

Through the study of Relationships Education, St. Mary’s children will develop a knowledge and understanding of respect for themselves and others, learning about healthy and safe relationships within the special context of the identity of our school.

### **Consultation Process**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. RSE subject leader, with SLT, drafted the initial policy using relevant information including national and local guidance, training materials from the Education Commission of the Catholic Diocese of Southwark and publications from the Catholic Education service.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation - parents and representatives from the parish were invited to attend a meeting to consider the policy and share views. The policy was sent to all parents for comments and contributions.
4. Ratification -the final agreed policy was formally ratified by governors, and will be monitored and reviewed.

### **Statutory Guidance**

The Relationships Education, Relationships and Sex Education and Health (England) Regulations 2019 made under sections 34 & 35 of The Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education compulsory for pupils receiving secondary education.

Parents and carers have the right to withdraw pupils from Sex Education but not Relationships or Health education.

See Appendix 1 for Outline Of Statutory Curriculum Coverage *from Department Of Education “Relationships Education, Relationships & Sex Education and Health Education” Statutory Guidance document 2019*

### **Aims**

Rooted in the teaching that we are made in the image and likeness of God, we aim to develop children’s understanding of the importance of valuing themselves as a basis for personal relationships. We aim to explore the individual’s relationship with the wider world and develop a richer understanding of Catholic social teaching; how humans are relational in nature and are called to love others in the wider community through working for the Common Good.

## Objectives

- To provide children with a knowledge and understanding of the Church's teaching on relationships, marriage and the importance of family life.
- To provide children with an understanding of what family means, acknowledging that families of many forms provide a nurturing environment for children (and recognizing that teaching about families requires sensitive and well-judged teaching based on the knowledge of pupils and their circumstances)
- To provide children with a positive understanding of what friendship is and how to nurture healthy friendships.
- To provide children with an understanding of how to establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate contact (forerunners of teaching about consent), and gaining a strong early understanding of the features of relationships which will be likely to lead to happiness and security.
- To provide children with a knowledge and understanding of the physical and psychological changes that accompany puberty in order to prepare children for the next stage of their development.
- To provide children with the scientific facts about the cycle of life addressed within the key stage 2 science curriculum.
- To provide children with the knowledge of how/where to find support
- To provide children with an understanding of the impact that the Internet and social media can have on emotional well-being

## Teaching of Relationship and Sex Education Curriculum Content

Life To The Full from Ten:Ten Learning is a fully resourced Scheme Of Work in Relationships Education for Catholic Primary Schools which embraces and fulfils the new statutory curriculum. The framework for the programme is taken from the model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice. Taught with a spiral approach to learning, pupils will revisit the same topics at an age-appropriate stage through their school life. The entire programme of teaching is underpinned with a religious understanding that our deepest identity is as a child of God- created, chosen and loved by God and is fully inclusive of all pupils and their families.

The Scheme incorporates lesson plans, videos, ideas for accompanying prayer and worship activities and assessment worksheets for the end of each unit, which we intend to use for recording what has been covered rather than assessing knowledge and understanding.

Parents have access to an online Parent Portal which provides them with an overview of the programme, parent guidance on the content of the lessons and activities that can be undertaken at home to support the delivery of the programme.

## **Those with responsibility for the Policy:**

### **Parents**

Parents are the first educators of their children. The role of parents in the development of their children's understanding about relationships is vital. It is their right and responsibility to inform their children in matters relating to human development, particularly sexual development.

### **Governors**

The 1996 Education Act places responsibility for the school's RSE policy in the hands of the governors. Governors must be aware of their responsibilities and comply with statutory requirements, whilst acknowledging the professional expertise of the Headteacher and staff in delivering the curriculum in accordance with policy.

### **Headteacher**

Responsibility for the overall implementation of the RSE policy and its integration into the school curriculum is delegated to the Headteacher, in liaison with the governors, parents and carers, Diocesan Education Commission and the Local Authority.

### **Teachers**

Teachers, through the subject leader, advise governors on the content and organization of RSE, and develop, deliver and evaluate the curriculum.

## **Other relevant policies:**

Religious Education

Science

Computing

Safeguarding

Keeping Children Safe in Education document

To be read alongside this policy:

Appendix 1: Outline Of Statutory Curriculum Coverage *from Department Of Education*

*"Relationships Education, Relationships & Sex Education and Health Education" Statutory Guidance document 2019*

By the end of Primary School

<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.                     <ul style="list-style-type: none"> <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> </ul> </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 or unsafe, and how to seek help or advice from others if needed.</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.                     <ul style="list-style-type: none"> <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> </ul> </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 different choices or have different preferences or beliefs.                     <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> </ul> </li> </ul>

	<ul style="list-style-type: none"> <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. <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> </li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<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>
Being safe	<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. <ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul> </li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult. <ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul> </li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

