

RSE (Relationships and Sex Education) Policy

St. Edmund's RC Primary School
Created Spring 2020

Review date: Autumn 2021

Members of Staff responsible: PSHE Leader, Head teacher, Governing Body.

This policy complies with the statutory guidance laid out in the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education document and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
 - Child Protection and Safeguarding Policy
 - First Aid and Medical Policy
 - SEN, Disability and Inclusion Policy
 - A model policy for Relationships and Sex Education-CES
 - PSHE policy

Definition of RSE

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. It is also about the teaching of sex, sexuality and sexual health'. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it is to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding". The three aspects of RSE –attitudes and value, knowledge and understanding and personal and social skills will be provided in three inter-related ways: a whole school ethos, a cross curricular dimension and a specific relationships and sex curriculum.

Description of School

St. Edmund's is a two-form primary school serving the Roman Catholic parish of St. Edmund, Edmonton, Archdiocese of Westminster. It is situated in North London in the Borough of Enfield. The pupils come from varied socio-economic backgrounds. There is a wide ethnic mix, with a substantial number of pupils coming from families with African roots, Nigerian and Ghanaian pupils being the biggest groups covering 96%. The % of pupils speaking English as an additional language is 62%. The number of pupils with SEN is 7.9%. The percentage of pupils eligible for Free School Meals is 27%. **TBC**

The ethos of the school is summed up in the Mission Statement:

St Edmund's Catholic Primary School is a community of faith where we aim to keep Christ at the centre of everything we do. We celebrate the uniqueness of every individual, nurturing them to achieve their full potential. Our understanding and experience of the love of God grows through our way of living, behaving, learning and teaching, which is inspired by Jesus.

Rationale

"I have come that you may have life and have it to the full" (Jn.10.10)

We are involved in relationships and sex education because of our Christian beliefs about God and the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in all Catholic schools. Our approach to RSE is therefore rooted in the Catholic's Church's teaching of the human person and presented in a positive framework of Christian ideals. 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. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflects God's beauty and share in the divine creativity. RSE, therefore, will be placed within the context of relationship as it is there that sexuality grows and develops. All RSE will be in accordance with the Church's moral teaching. It will emphasize the central importance of marriage and the family while acknowledging that all pupils have a fundamental right to have their life respected whatever house hold they come from and support will be provided to help pupils deal with different sets of values.

The objectives of this specific policy are:

- To encourage pupil's growth in self-respect, acknowledging we are all created in the 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 develop pupils' confidence in talking, listening and thinking about feelings and relationships
- To help pupils acquire the skills necessary to develop and sustain relationships
- To offer sex education in the wider context of relationships
- To ensure that pupils protect themselves and ask for help and support when needed
- To ensure that pupils are prepared for puberty
- 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.
- to support parents in their duty to educate their children in matters of human love, based on the teaching of the Catholic Church

Relationship and Sex education encourages:

- 1. respect for self**
- 2. respect for others**
- 3. responsibility for one's actions**
- 4. responsibility for family, friends, school and the wider community**

The role of parents

"The Church has always recognised that it is the privilege and the responsibility of the parents to educate and inform their children in all matters pertaining to personal growth and development, particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes." (Bishop's Low Week Meeting 1994)

As a school community we fully subscribe to this view. We are committed to working with parents and carers, and will consult and support parents as much as possible. We recognise that parents and 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. Our school is aware of the potentially sensitive aspects of PSHE and parents will be informed by letter when these aspects will be covered in order that they can be prepared to talk and answer questions about their children's learning. Staff are ready to listen to parents queries and discuss ways in which parents can support their children. We aim to answer children's questions openly and honestly but reserve the right to refer the matter back to parents. All teachers have guidance about this.

Values and Virtues

Our programme 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 a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Scheme of Work

Our RSE programme will be taught following the DFE Guidance 2020 and will be part of the wider PSHE curriculum. In Key Stage 1, RSE will be addressed through 'circle time' activities and has strong cross curricular links, particularly with Science and R.E. In Key Stage 2, RSE will be taught through a range of activities, including drama, role-play, discussion and literacy activities, following the DFE guidance and NC objectives.

Our programme will cover the following themes taken from the guidance:

- Relationships – exploring friendship, families and being safe.
- Health and Wellbeing – physical health and fitness, mental wellbeing, mindfulness, health and prevention, basic first aid, healthy eating, self-esteem and drugs, alcohol and tobacco, and puberty.
- Living in the Wider World – mainly covering economic awareness and the wider world (community and citizenship)-this is not statutory in the new guidance but is a valuable area of learning.

The sex education elements contained in the National Curriculum Science orders are mandatory for all pupils of primary and secondary age. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction.

The Learning and Skills Act (2000) requires that young people:

- learn about the nature of marriage and its importance for family life and the bringing up of children
- are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

Whilst promoting Catholic virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced curriculum by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering aspects of the law pertaining to RSE.

Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behavior 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 understanding their rights as individuals. We are legally required to teach those aspects of RSE which are statutory parts of National curriculum Science.

How is RSE taught?

This school has a programme of education for personal and social relationships which is taught in every year in a developmental manner. It is taught by the class teacher and co-ordinated by the PSHE co-ordinator. We use a wide variety of teaching approaches including audio-visual material and outside speakers where appropriate. Many of the components of knowledge, skills and understanding will be addressed through opportunities which arise as part of Science, English, Computing and RE lessons. For example, English lessons can use texts which have a PSHE base. Circle time will play a central role in any work done on developing relationships and self-esteem.

There are virtually no areas of school life that potentially cannot contribute to RSE and be of benefit to the whole school and its wider communities. How a school community lives, the very relationships which develop, the sign we give as the body of Christ, where no person is more important than another – this underpins the ethos of any Catholic school. The development of positive relationships in a school, – where children are partners in the learning enterprise and where participation and inclusion are encouraged, – leads to school improvement and an effective school.

The programme of Study, aims to integrate a pupil's intellectual, spiritual, moral, emotional, psychological and physical development, thus assisting the progress towards Christian maturity.

Resources will come from a wide range of sources but all will aim to address the need to develop the children's social, emotional and behavioural skills including self-awareness, managing feelings, motivation, empathy and social skills.

Teaching strategies and Assessment

Teaching strategies will include:

- Establishing ground rules
- Distancing techniques
- Discussion

- Project learning
- Reflection
- Mind-mapping
- Film and video
- Role-play
- Trigger drawing

We will assess pupil's learning through a variety of ways: on-going and summative. Pupils will have a PSHE book which will follow them throughout their school life at St. Edmund's. This will be used to record activities and tasks during each topic. Pupils will take part in a 'write and draw' task at the beginning and end of each unit. At the beginning of the unit, the children will be asked to record in an age-appropriate way what they know about the unit. At the end of the topic this work will be copied and the children will annotate the document showing what they now know. This will allow their teachers and anyone else to see what new understanding and facts they have gained. This will also allow us to assess the needs of different pupils.

Equal Opportunities Statement

The Equalities Act 2010 means that as a school we strive to do our best for all of our pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, gender identity, religion or sexual orientation or whether they are looked after children.

SPECIFIC ISSUES

Child Protection:

Sex and Relationships Education activities create a climate where children may disclose information which is of a Child Protection nature. All such issues and disclosures should be dealt with in line with Child Protection procedures and policy.

Parents Consultation

In Year 6, Parents are informed, in writing, of any specific lessons which are to take place and invited to discuss these and to view the resources which are being used. The programme and resources are available for parents to view on request. Parents may also speak to the Class teacher, Head teacher or PSHE Co-ordinator should they have any concerns or seek clarification.

Involvement of other 'professionals'

Outside speakers, when used, will be co-ordinated by PSHE Co-ordinator/Head teacher and will have a copy of this policy and work within it. A teacher will always remain in the classroom when a visitor is present.

Parental withdrawal statement

Parents have the right to withdraw their children from RSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head-teacher. The school will provide support by providing material for parents to help the children with their learning.

We believe the controlled environment of the classroom is the safest place for this curriculum to be followed.

Reviewed By: PSHE Leader, Head teacher, Governors, Spring 2020.

Appendix 1 Programme of Study: see DFE National Guidance on Relationships Education, Relationship and Sex Education (RSE) and Health Education.

Key Stage 1

Year 1

- What makes a good friend? Loneliness and isolation, Caring friendships, Respecting differences, Courtesy and manners.
- Importance of families, Privacy and secrets, how to voice concerns and get advice.
- Mental wellbeing: Importance of mental wellbeing, Mindfulness, Recognising emotions, Feelings and behavior.
- Physical health and fitness: How to seek support if worried about health, Health and prevention, Personal hygiene, Medicines , Basic first aid-How to make an emergency call.

Year 2

- Caring friendships, What makes a good friend?, Why friendships are important, How friendships make us feel, Trust, Families, Characteristics of healthy family life, Being safe, Boundaries – personal and online.
- Mental wellbeing: Importance of mental wellbeing, Mindfulness, How to recognise and discuss own and others' feelings
- Health prevention: Personal hygiene, Hazardous substances, Basic first aid-How to make an emergency call.
- Differences: boys and girls, naming the body parts, Healthy eating-Risks of poor diet and inactive lifestyle, Respectful relationships-Respecting differences.

Key Stage 2

Year 3

- Caring friendships -What makes a good friend?, Repairing relationships, Respectful relationships- Courtesy and manners, Respecting differences – gender & age stereotypes, Anti-bullying week .
- Families-Different types of families, Being safe-Permission seeking and giving and personal space, Internet Safety.
- Mental wellbeing: Importance of mental wellbeing, Mindfulness , Self-care techniques, Self Esteem, Healthy eating
- What constitutes a healthy diet, Principles of planning and preparing healthy meals, Risks of poor diet and unhealthy eating, Smoking, Differences: male and female.

Year 4

- Caring friendships-What makes a good friend? Managing conflict – role play, respectful relationships-respecting differences, Anti-bullying week.
- Families-Stable, caring relationships.
- Being safe-How to respond safely and appropriately to adults, How to voice concerns and get advice.
- Importance of mental wellbeing, Mindfulness, Benefits of physical exercise and community participation,
- Health prevention- alcohol, the importance of sleep, Sun protection, Early signs of illness Growing and changing, what is puberty?

Year 5

- Caring friendships -What makes a good friend? Repairing relationships, Respectful relationships- Respecting differences , Courtesy and manners, Importance of self-respect and linking to happiness. Anti-bullying week
- Stereotypes – race and religion, stereotypes in the media – race, religion, gender, body image.
- Families: Marriage and the law, Being safe-How to ask for advice or help for themselves or others.

- Mental wellbeing, Mindfulness Mental ill health and early support, Media and Body image. Legal and illegal drugs, Attitudes to drugs.
- Talking about puberty, Male and females changes, Puberty and hygiene. Peer pressure, First aid.

Year 6

- Caring friendships-What makes a good friend? Managing conflict, Respectful relationships- Respecting differences – gender and sexuality, Respect and authority , Anti-bullying week.
- Families-Different types of caring relationships. Being safe-Peer pressure linked to radicalization, Gang pressure and knife crime. Mental wellbeing
- Importance of mental wellbeing, Mindfulness, Where and how to seek support and how to recognise issues in others.
- Self Esteem, Drugs, alcohol and tobacco, Volatile substances and getting help, advice and support.
- Importance of sleep, Immunisation. Changing adolescent body-Puberty and reproduction, Understanding relationships, Communication in relationships.

Appendix 2: Responding to Sensitive Questions.

Notes for Guidance—Answering Pupils' Questions

Questions should only be invited from the children in the context of work they have been involved in – i.e. watching a video, part of a topic.

It is better to ask the children to generate questions as group and ask them to be written down. The teacher is then able to group the questions under appropriate headings.

Children should be encouraged not to use slang or family names and terms. The teacher should always use correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the school sex education policy/age/stage of development of the pupils, the teacher must either decide to:

- leave those questions to the end and invite children who have not had their questions answered to speak to the teacher.
- explain that they are only answering questions on a particular topic. In either case the most appropriate action may be for the teacher to suggest that the child asks his/her parents.

Where a child asks a question about sex, out of the context of sex education lessons or a related topic the teacher should speak to the child individually to try to ascertain what has prompted the question e.g. "Why did you want to know that?" The teacher can then respond in one of the ways suggested above.

