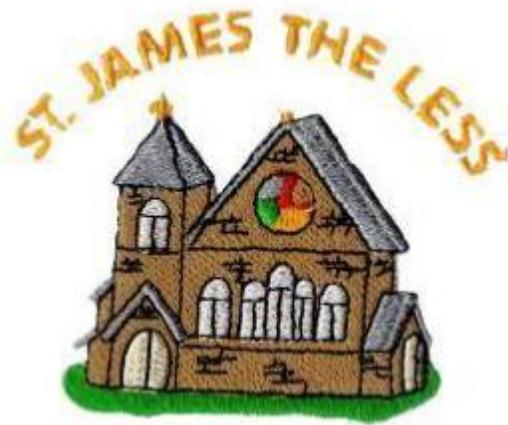


**St James the Less RC Primary School
Diocese of Salford**



Relationships and Sex Education Policy

September 2020

Relationships and Sex Education Policy
St James the Less RC Primary School
Diocese of Salford

Our Mission Statement



Our Mission Statement

Safe and secure in our friendly catholic school
Joyful and happy with Jesus in our hearts
To be the best that we can be
Love and respect for the uniqueness of everyone

Our Mission Statement commits us to the education of the whole child and we believe that Relationships and Sex Education (RSE) is an integral part of this education. It is in this context that we commit ourselves, in partnership with parents¹, to provide children and young people with a “positive and prudent [relationships and] sexual education”² which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Catholic vision of education and the human person.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their aims and their approach to RSE in the school.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Summer term 2021

This policy will be reviewed every 2 years by the Headteacher, RSE Co-ordinator (shared responsibility PSHE and RE Lead), the Governing Body and Staff.

Dissemination

The policy will be given to all members of the Governing Body and all teaching and non-teaching members of staff. Details of the policy and content of the RSE curriculum will be

¹ Parents is used to refer to carers, guardians and parents.

² *Gravissimum Educationis* 1

published on the school's web site. Copies of the policy will be available to all registered parents on request and a copy is available in the school office.

Statutory Curriculum Requirements

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)

	State Funded Maintained Schools Requirements
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 Relationships 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 1-2
Sex and Relationships Education Policy	DfEE Guidance (2000) states that all schools should have an up to date RSE policy available for inspection and on request for parents or carers.

In Catholic education, the reasons for our teaching of RSE go further.

Aim of Catholic Relationships and Sex Education

The aim of Catholic RSE is rooted in a particular context, that Catholic Christianity is a living tradition of lifelong learning in the knowledge and love of God. This learning is not additional to learning about ourselves and our relationships with others and the world, but constitutive of such learning because it treats of God and of all things, in their relationship to God as their beginning and their end, their origin and destiny.³

³ Thomas Aquinas, *Summa Theologiae*, 1a, q.1, ad2; q.1, a. 7. C.

'God is love and anyone who lives in love lives in God and God lives in him.' (1 Jn. 4:16)

'I have come that they may have life and have it to the full.' (Jn.10:10)

'God created man in the image of himself, in the image of God he created him, male and female he created them.' (Gen. 1:27)

We teach RSE precisely because of our Christian beliefs about God and about the human person. At the heart of the Christian life is the Trinity, God the Father, God the Son and God the Holy Spirit. This communion of love at the heart of God reveals that the desire for fulfilling and flourishing human relationships, is God-given. 'Communities are brought into being by the participation of men and women, responding to the divine impulse to love and to be loved – which was implanted by the God who created them.'⁴ In short, human beings are not simply created to be relational, but created to love and to be loved just as God is love.

The belief that God became man in Christ animates our approach to RSE. The Incarnation endows the human form with an extraordinary dignity and shows that our relationship with our own bodies is not casual but infused with the Holy Spirit⁵. Humanity is called to embrace Christ's invitation to follow him, because the encounter with Christ gives life a decisive direction – gives life to the full.

The belief in the unique dignity of the human person made in the image and likeness of God underpins our approach to RSE. We believe that everyone possesses a 'basic dignity that comes from God, not from any human quality or accomplishment, not from race, or gender, age or economic status'.⁶ As a consequence, not only is every member of the school community worthy of great respect but gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE RSE will be firmly embedded in the PSHE framework. The school will aim to ensure, through a faith motivated person centred approach that all pupils, appropriate to their age, level of maturity and developmental needs, develop the necessary attitudes and values, the personal and social skills, and knowledge and understanding to ensure that they have the capacity to make sound judgements, good choices and enjoy relationships based on love, mutual respect, dignity and responsibility free from any abuse or exploitation and to accept their own and others' sexuality in positive ways and as a gift essential to their personal identity.

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 to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following

⁴ The Common Good in Education, p. 6, Catholic Education Service 1997.

⁵ 'Your body, you know, is the temple of the Holy Spirit, who is in you since you received him from God. You are not your own property ... That is why you should use your body for the glory of God' 1 Cor. 6:19-20

⁶ The Common Good in Education, p. 6.

virtues will be explicitly explored and promoted: love, mercy, compassion, faithfulness, temperance (chastity), fortitude and prudence.

Our approach acknowledges that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

Defining Relationships and Sex Education

In RSE children will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs. We promote and teach the importance of love for relationships. The teaching of sexuality and will be placed in the context of Catholic Church teaching.

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”⁷. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”⁸.

Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity and which are respectful of the individual’s commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;

⁷ Sex and Relationship Education Guidance, DfEE, 2000

⁸ ibid

- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;

To know and understand:

- the Church's teaching on relationships and the nature and meaning of love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;

Entitlement and Delivery

Inclusion and differentiated learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy). Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Equalities obligations

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

Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and curriculum. The objectives, resources we will use and vocabulary taught in each year group are outlined below.

Year group	Subject
Year 1	Different types of family, what private means, different types of touch (good and bad), seeking permission and correct body part names
Year 2	How to be a good friend, difference between surprises and secrets, asking for help if they are unsafe and correct body part names
Year 3	Different types of families, caring for each other, who to tell if relationships are making them feel unhappy, privacy and personal boundaries and correct body part names
Year 4	Healthy friendships, respect, online safety, peer pressure, keeping secrets, risks, bodily changes, periods (girls only)
Year 5	Healthy friendships, peer pressure, seeking support in relation to unhealthy friendships, physical touch and responding to unacceptable touch and personal identity (biological sex) puberty
Year 6	Loving relationships and marriage, healthy and unhealthy friendship, peer pressure and puberty and independence as they grow

Resources we will use

[PANTS underwear rule resources - lesson plan \(nspcc.org.uk\)](https://www.nspcc.org.uk/0-11-years/parents-and-carers/parents-and-carers-lesson-plans/pants-underwear-rule-resources-lesson-plan)

Medway- RSE lesson plans

Coram life education- Healthy relationships and growing and changing lesson plans

[The Adoptables' Schools Toolkit \(coramlifeeducation.org.uk\)](https://www.coramlifeeducation.org.uk/)

[Families and Relationships - lesson plans for primary schools \(stonewall.org.uk\)](https://www.stonewall.org.uk/primary-schools/lesson-plans)

[Online Safety for Children - Tips & Guides | NSPCC](https://www.nspcc.org.uk/0-11-years/parents-and-carers/parents-and-carers-lesson-plans/online-safety-for-children-tips-and-guides)

[Resources Demo Page - betty education](https://www.bettyeducation.com/resources)

[Busy bodies- Puberty](https://www.bettyeducation.com/resources/busy-bodies)

[Pop n Olly- Youtube \(identity, LGBT\)](https://www.youtube.com/watch?v=...)

[No more boys and girls- series about gender stereotypes](https://www.youtube.com/watch?v=...)

[No More Boys and Girls - Can Our Kids Go Gender Free episode 1 - YouTube](https://www.youtube.com/watch?v=...)

Vocabulary in each year group

	New Vocabulary that will be taught continuing from the previous year groups:
EYFS	love, relationships, family, male, female, vagina, penis, testicles, nipples, breasts, private, consent
Year 1	love, relationships, family, marriage, support, roles, community, male, female, feelings, emotions, change, care, vagina, penis, testicles, nipples, breasts, private, consent
Year 2	vagina, penis, testicles, nipples, breasts, private, consent homosexual
Year 3	vagina, penis, testicles, nipples, breasts, private, consent Homosexual, homophobic, biphobic, bisexual, transphobic, trans gender
Year 4	gender, hormones, spots/acne, hygiene, change, grow, mature, teenage, adult, private parts
Year 5	Gender identity, sexual orientation, transsexual, bisexual, heterosexual, gay, lesbian, cells, puberty, voice 'breaks', period, bra, pubic hair, genitals, adam's apple, menstruation, sanitary wear, sanitary towels/pads, tampons
Year 6	Attraction, relationship, friendship, couple, love, qualities, values, positive, healthy, unhealthy, marriage, civil partnership, commitment, gender identity, sexual orientation, transsexual, bisexual, heterosexual, gay, lesbian

Objectives for each year group

EYFS

- About people who care for them, e.g. parents, sibling, grandparents, relatives, friends, teachers
- About the importance of telling someone- and how to tell them- if they are worried about something
- About what it means to keep something private, including parts of the body that are private
- To identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)

Year 1

Healthy Relationships and Sex education

- About people who care for them, e.g. parents, sibling, grandparents, relatives, friends, teachers
- The role these different people play in children's lives and how they care for them
- What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.

- About the importance of telling someone- and how to tell them- if they are worried about something
- About situations when someone's body or feelings might be hurt and whom to go to for help
- About what it means to keep something private, including parts of the body that are private
- To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
- How to respond if being touched makes them feel uncomfortable or unsafe
- When it is important to ask for permission to touch others
- How to ask for and give/not give permission
- To identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)

Year 2

Healthy Relationships and Sex education

- How to be a good friend, e.g. kindness, listening, honesty
- About different ways that people meet and make friends
- Strategies for positive play with friends, e.g. joining in, including others, etc.
- About what causes arguments between friends
- How to positively resolve arguments between friends
- How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
- About the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help
- How to resist pressure to do something that feels uncomfortable or unsafe
- How to ask for help if they feel unsafe or worried and what vocabulary to use
- To identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)

Year 3

Healthy Relationships and Sex education

- To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents
- That being part of a family provides support, stability and love
- About the positive aspects of being part of a family, such as spending time together and caring for each other
- About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty
- To identify if/when something in a family might make someone upset or worried

- What to do and whom to tell if family relationships are making them feel unhappy or unsafe
- What is appropriate to share with friends, classmates, family and wider social groups including online
- About what privacy and personal boundaries are, including online
- To identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)

Year 4

Healthy Relationships and Sex education

- About the features of positive healthy friendships such as mutual respect, trust and sharing interests
- Strategies to build positive friendships
- How to seek support with relationships if they feel lonely or excluded
- How to communicate respectfully with friends when using digital devices
- How knowing someone online differs to knowing someone face to face and that there are risks in communicating with someone they don't know
- What to do or whom to tell if they are worried about any contact online
- Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable
- How to manage pressures associated with dares
- When it is right to keep or break confidence or share a secret
- How to recognise risks online such as harmful content or contact
- How people may behave different online including pretending to be someone they are not
- How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
- Some key facts about the menstrual cycle (for the girls in class)

Year 5

Healthy Relationships and Sex education

- What makes a healthy friendship and how to make people feel included
- Strategies to help someone feel included
- About peer influence and how it can make people feel or behave
- The impact of the need for peer approval in different situations, including online
- Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication

- That it is common for friendships to experience challenges
- Strategies to positively resolve disputes and reconcile differences in friendships
- That friendships can change over time and the benefits of having new and different types of friends
- How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
- When and how to seek support in relation to friendships
- To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- How to ask for, give and not give permission for physical contact
- How it feels in a person's mind and body when they are uncomfortable
- That it is never someone's fault if they have experiences unacceptable contact
- How to respond to unwanted or unacceptable physical contact
- That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- Whom to tell if they are concerned about unwanted physical contact
- About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- That for some people their gender identity does not correspond with their biological sex
- How to recognise, respect and express their individuality and personal qualities
- How to identify external genitalia
- About the physical and emotional changes during puberty
- Key facts about the menstrual cycle and menstrual wellbeing
- Strategies to manage the changes during puberty including menstruation
- The importance of personal hygiene routines during puberty including washing regularly and using deodorant
- How to discuss the challenges of puberty with a trusted adult
- How to get information, help and advice about puberty

Year 6

Healthy Relationships and Sex education

- What it means to be attracted to someone and different kinds of loving relationships
- That people who love each other can be of any gender, ethnicity or faith
- The difference between gender identity and sexual orientation and everyone's right to be loved
- About the qualities of healthy relationships that help individuals flourish
- What marriage and civil partnerships mean e.g. a legal declaration of commitment made by two adults
- That people have the right to choose whom they marry or whether to get married
- To compare the features of a healthy and unhealthy friendship

- About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
- Strategies to respond to pressure from friends including online
- How to assess the risk of different online 'challenges' and 'dares'
- How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- How to get advice and report concerns about personal safety, including online
- What consent means and how to seek and give/not give permission in different situations
- How to identify external genitalia
- About the physical and emotional changes during puberty
- Key facts about the menstrual cycle and menstrual wellbeing
- Strategies to manage the changes during puberty including menstruation
- The importance of personal hygiene routines during puberty including washing regularly and using deodorant
- How to discuss the challenges of puberty with a trusted adult
- How to get information, help and advice about puberty
- About what being more independent might be like, including how it may feel
- To recognise some of the changes as they grow up e.g. increasing independence

Integrated curriculum

The RSE programme will promote Catholic values and virtues in accordance with Church teaching and ensure that pupils are offered a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. ***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.***

The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Governors want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

St James the Less programme of study has a comprehensive resource bank with teaching strategies, guides, information for parents and online resources with assessment opportunities for each unit. It is reviewed by curriculum leads before and during implementation in consultation with staff and in adherence to this policy

Roles and Responsibilities

Parents

Parents are the primary educators of their children. The school seeks to support and not replace them in this task. We recognise that parents sometimes experience and express difficulty in discussing RSE with their children. Support, understanding and advice will be offered to parents to deal with sensitive issues they may need to address. Parents will be informed by the wide range of communication methods used by teachers to parents (i.e. Dojo, Newsletters, texts) when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents have been consulted about this policy before it was ratified by the governing body. The school will also provide parents with opportunities for consultation on the RSE programme including during the process of its review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that every parent will have full confidence in the school's RSE policy and programme.

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 headteacher. The school will support parents by providing material to help the children with their learning.

Governors

The Foundation Governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school. Governors will consult on the policy and approve the RSE policy in accordance with the Catholic character of the school and in line with other policies. Governors will ensure that the policy is made available to parents and ensure that parents know of their right to withdraw their children. Governors will provide an effective system for the monitoring and evaluation of the RSE policy, programme and resources used. Finally, governors will ensure that the RSE policy places RSE within PHSE and provides effective coverage of the relevant National Curriculum science orders.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Vicariate for Education and appropriate agencies.

PHSE / RSE Co-ordinator

The 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 Continuing Professional Development (CPD). At St James the Less this role is linked with the role of the RE Leader.

The co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and gather responses from pupils through discussion or work scrutiny which may include whole-class workbooks.

The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Teachers of RSE

All teachers should actively contribute to the guardianship of the physical, moral and spiritual well-being of their pupils as well as fostering academic progress. Teachers will be expected to teach RSE in accordance with the Catholic character of the school. Appropriate training and resources will be made available for all staff teaching RSE.

All Staff

RSE is a whole school issue. Every member of staff has a duty of care to uphold the dignity of all. All staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Outside Agencies and External Staff

Support and guidance from outside agencies and health professionals will always complement the current RSE programme and never substitute or replace teacher led sessions. The school's leadership will inform any external visitor of the school's policy and Catholic character so they are clear about their role and responsibility when delivering a session in a Catholic context. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools' and the diocesan protocol for visitors to Catholic schools.⁹

Safeguarding

There will always be sensitive or controversial issues discussed in RSE. Children will 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. Where a teacher has any concerns they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

⁹ Protocol for Visitors to Catholic Schools, CES, Feb. 2011