

SAINT CHRISTINA'S SCHOOL: RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Review Initiated by	Headteacher
Last Review	Summer 2021
Next Review	Summer 2022

Drafted in consultation with the staff, Governors and Parents

Published Policy is available on the website and resides in the Policy Library. The Policy applies to the EYFS, KS1 and KS2.

1. Mission Statement

Ad finem fidelis*
We share and care and forgive
For that is how Christ teaches us to live

At Saint Christina's we're a part of God's family,
Where we live and learn and play in harmony.
Everybody here strives to follow Christ's way,
In all that they think and do and say.

At Saint Christina's we're a part of God's family,
We respect diversity and individuality.
We seek to excel in all that we do,
Grow in God's love and embrace Christ's teaching, too!

At Saint Christina's we pray and grow together,
Treating everybody like a sister or a brother.
We learn tolerance and co-operation,
Embracing people from every nation

**Faithful to the end*

1.1. This Policy should be read alongside:

- DfE Statutory Guidance entitled 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019)
- Diocesan / Church Guidance for RSE

1.2. The policy will be used by:

- Teachers who will look to it to guide their lesson planning and parents, who will look to understand both the RSE curriculum content and the values the School is promoting
- Health professionals, visiting speakers and so on, who will want to know the aims, objectives and values the School's RSE promotes, agreed teaching methodologies and boundaries for their work with young people.

2. Introduction

2.1 Any teaching about love and sexual relationships in a Catholic School must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, Westminster Diocese encourages Catholic Schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since

this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

3. Defining relationship and sex education

- 3.1. 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’.
- 3.2. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.
- 3.3. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding.’
- 3.4. (The Welsh Assembly Government envisages that effective School RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding, and development, to enable them to make responsible decisions about their relationships, sexual health and well-being.)

4. Rationale

- 4.1. Schools are obliged to meet the new demands of the DfE Guidance on ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ as published in 2019. As a Primary Setting, Saint Christina’s is obliged to meet the relevant demands for this phase.
- 4.2. However, the reasons as a Catholic School, for our inclusion of RSE go further:
 - a) John’s Gospel records Christ as saying: **“I have come that you might have life and have it to the full.” (John 10.10)**
 - b) We are involved in RSE precisely because of our Christian beliefs about God and about 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 a Catholic School. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.
 - c) At the heart of the Christian life is the Trinity, the Father, Son and Holy 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, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.
 - d) Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.
 - e) All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging 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.

5. Values and virtues

- 5.1 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 the God's call to love others with a proper respect for their dignity and the dignity of the human body.
- 5.2 The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

6. Aim of RSE and the mission statement

- 6.1. Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our School aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.
- 6.2. It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

7. Objectives

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

- reverence for the gift of human sexuality and fertility;
- 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;
- fidelity in relationships.

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;
- 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;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- The Church's teaching on relationships and the nature and meaning of sexual 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;
- The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

8. Outcomes

8.1 Inclusion and differentiated learning:

- a) 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.
- b) 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).

8.2 Equalities obligations:

- a) 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, sex, religion, or whether they are looked after children.

8.3 Broad content of RSE:

- a) The DfE Guidance explicitly divides its advice and direction into Relationships Education, Sex Education and Health Education
- b) 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 sex curriculum.

- c) RSE at Saint Christina's will be delivered in a more formalised way through a number of means including Assemblies and Chapel Services, RE, PSHE, Science and PE. However, in teaching the children about healthy relationships, attitudes and lifestyles, we believe that the way in which we model these through, for example, how we treat each other within our own community, through how we speak and deal with each other, through the intrinsic values and assumptions that sit behind every policy and procedural construct (e.g. the value of each individual, our attitudes to sanctions and rewards, safeguarding etc.) and the emphasis we place on healthy eating and food etc., will all form part of the broader RSE that the children will receive and absorb.

8.4 Programme / resources:

8.4.1. At Saint Christina's we follow the Jigsaw PSHE scheme. This scheme has two main functions for RSE: to help children enjoy successful relationships (with friends, siblings, parents etc.) and to keep them safe, now and in the future). The Jigsaw sex education lessons in the 'Changing Me' unit aim to give children their entitlement to information about puberty and human reproduction, appropriate to their age and stage of development. This unit is progressive and developmental and has a strong focus on children understanding the changes that their bodies go through, so that they can grow up without fear or embarrassment.

8.4.2. The Jigsaw PSHE programme covers the following units to support the RSE curriculum: '*Healthy Me*', '*Relationships*' and '*Changing Me*'. The following are covered throughout the coverage from Year 1-year 6:

- a) The 'Healthy Me' unit covers two main areas of health: emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).
- b) The 'Relationships' unit has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this unit is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as an attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They explore roles and responsibilities in families, and look at stereotypes. All lessons are age appropriate.
- c) The 'Changing Me' unit deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are also explored. Life cycles and how babies are made and grow are treated sensitively and are closely linked with the Science curriculum.

8.4.3. PSHE provides a natural vehicle to deliver RSE, however, aspects of the teaching may be delivered or developed within other curriculum areas e.g. IT (online safety), Science (Understanding our body, puberty, sex education), PE (healthy living), RE (relationships).

8.4.4. Details of the teaching programme under the heading of 'Relationships', 'Healthy Me' and 'Changing Me' are contained in Appendix 1

8.4.5. Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection

- experiential
- active brainstorming
- film & video
- group work
- role-play
- values clarification

(See also. DfE Statutory Guidance entitled 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019)

8.5 Assessment: The children will be assessed by how they respond to questioning, asking of questions and group work.

9. Parents and carers

9.1 We recognise that parents (and other carers who stand in their place) are the primary educators of their children.

9.2 As a Catholic School, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the School will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more.

9.3 Parents/carers will be informed by letter 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.

9.4 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 provide support by providing material for parents to help the children with their learning.

9.5 We believe that the controlled environment of the classroom is a safe place for this curriculum to be followed.

10. Balanced curriculum

10.1 Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, pupils are offered a balanced programme that offers 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. 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.

10.2 We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

11. Responsibility for teaching the programme

11.1 Responsibility for the formal programme lays with those conducting assemblies and chapel services and those teaching Science, RE, PE and PSHE.

11.2 However, 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, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

11.3 External Visitors:

- a) Our School may, from time to time, call upon help and guidance from outside agencies and health specialists to deliver content and elements that relate to RSE e.g. NSPCC, Online Safety Educator, School Nurse. Such visits will always complement the current programme and never substitute or replace teacher led sessions.
- b) It is important that external visitors are clear about their role and responsibility whilst they are in School delivering a session. Where appropriate, visitors will be made aware of the CES Code of Practice: 'Protocol for Visitors to Catholic Schools'.
- c) Health professionals should follow the School's policies, minimising the potential for disclosures or inappropriate comments. They should use the same negotiated ground rules and distancing techniques as other teachers would and should respect Catholic values and Church teaching.

12. Other roles and responsibilities regarding RSE

12.1 Governors

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole School policies, e.g., SEN, the ethos of the School and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

12.2 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, also appropriate agencies.

12.3 PSHE/RSE Co-ordinator

- The co-ordinator with the Head teacher 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 in-service training. (They will be supported by the Deputy Head / DSL / SLT).

12.4 All Staff

- RSE is a whole School issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the School. Appropriate training will be made available for all staff teaching RSE. 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.

13. Relationship to other policies and curriculum subjects

- 13.1 This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the School's other policy documents (for example, Bullying policy, Safeguarding Policy etc.)

- 13.2 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.
- 13.3 Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

14. Children's questions and Controversial or Sensitive issues / Safeguarding

- 14.1 Children at Saint Christina's should feel that they can ask questions and explore their thoughts and feelings on who they are, the relationships that they have, their values and their general personal outlook. Through agreeing clear 'rules of engagement' within the way that we teach and grow our children we believe that we create a healthy, positive atmosphere in which RSE can take place free from bullying or harassment from other children and young people.
- 14.2 There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. We believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme.
- 14.3 The use of ground rules ('rules of engagement'), negotiated between teachers and pupils, will always form the base from which we will operate within any lessons or discussions.
- 14.4 Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. It will be appropriate for a teacher to 'touch base' with a child on such an issue e.g. at the end of the lesson. Where there is any suggestion that a safeguarding issue is raised staff will respond to it as such and refer the matter to the DSL. (Please see the Safeguarding and child Protection Policy).

15. Confidentiality and advice

- 15.1 All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.
- 15.2 All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.
- 15.3 Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the School's pastoral care policy.
- 15.4 Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

16. Monitoring and evaluation

- 16.1 The Headteacher and Senior Team will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals.
- 16.2 The programme will be reviewed on an annual basis. This may be by means of questionnaires and / or by discussion with pupils, staff and parents or by reference to amended DfE Guidance. The results of the review will be presented to Governors who will consider amendments and outcomes from any evaluations before amending the policy.
- 16.3 Governors remain ultimately responsible for the policy.

APPENDIX 1: Saint Christina’s School - PSHE Scheme

The full scheme can be found in the PSHE Policy. Below are the elements of the schemes relating to RSE.

Healthy Me:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Healthy	Being Healthy	Being Fit and Healthy 1	My Friends and Me	Smoking	Food
Healthy Choices	Being Relaxed	Being Fit and Healthy 2	Group Dynamics	Alcohol	Drugs
Clean and Healthy	Medicine Safety	What do I know about Drugs?	Smoking	Emergency Aid	Alcohol
Medicine Safety	Healthy Eating 1	Being Safe	Alcohol	Body Image	Emergency Aid
Road Safety	Healthy Eating 2	Being safe at Home	Healthy Friendships	My relationship with food	Emotional and Mental Health
Happy, Healthy Me	The Healthy Me Cafe	My Amazing Body	Celebrating my inner strength and assertiveness	Healthy Me	Managing Stress

Relationships:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families	Families	Family Roles and Responsibilities	Relationship web	Recognising Me	My Relationship Web
Making Friends	Keeping Safe- exploring physical contact	Friendship	Love and Loss	Getting on and Falling Out	Love and Loss 1
Greetings	Friends and Conflict	Keeping myself safe	Memories	Girlfriends and Boyfriends 1	Love and Loss 2
People who Help us	Secrets	Being a Global Citizen 1	Are Animals special?	Girlfriends and Boyfriends 2	Power and Control
Being my own Best Friend	Trust and Appreciation	Being a Global Citizen 2	Special pets	Relationship and Technology 1	Being Safe with Technology 1

Celebrating my special relationships	Celebrating my special relationships	Celebrating my web of relationships	Celebrating my relationships with people and animals	Relationship and Technology 2	Being Safe with Technology 2
--------------------------------------	--------------------------------------	-------------------------------------	--	-------------------------------	------------------------------

Changing Me:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life Cycles	Life Cycles in Nature	How babies grow	Unique Me	Self and Body Image	Self and Body Image
Changing Me	Growing from Young to Old	Babies	Having a Baby	Puberty for Girls	Puberty
My Changing Body	The Changing Me	Outside body changes	Girls and puberty	Understanding puberty for boys	Girl Talk – a chance to ask the questions about puberty
Boys' and Girls' Bodies	Boys' and Girls' bodies	Inside body changes	Circles of change	Conception	Babies – conception to birth
Learning and growing	Assertiveness	Family stereotypes	Accepting change	Looking ahead	Attraction
Coping with changes	Looking ahead	Looking ahead	Looking ahead	Looking ahead to Year 6	Transition to Secondary School