

**ST. FRANCIS' CATHOLIC PRIMARY SCHOOL**

**Whyteleafe Road**

**Caterham**

**Surrey**

**CR3 5ED**

**Policy Document for**

***Relationships and Sex Education (RSE) Policy***



**Reviewed & Agreed: Spring 2021**

**Next Review: Spring 2022** (1 Yr Cycle)

*In God's love and inspired by our faith, we respect, reflect, achieve and grow together.*

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**St Francis' Catholic Primary School**  
**POLICY FOR RELATIONSHIPS AND SEX EDUCATION**

**Vision**

To provide an excellent education and wider opportunities where all members of our school community will grow and realise their potential through encouragement and perseverance in a safe environment.

*In God's love and inspired by our faith, we respect, reflect, achieve and grow together.*

**Mission Statement**

Through God's love and with guidance from the Holy Spirit, we the St Francis' Community, share our Catholic Faith. We seek to nurture in our school family an understanding of the importance of Christian values, forgiveness and reconciliation and a deep love and lifelong commitment to God.

At St Francis', all members of our school community value and develop the unique strengths and gifts of one another and of our pupils. We strive to provide an excellent education and wider opportunities for the children entrusted to us, so that all our pupils may grow and realise their potential through self-belief, perseverance and resilience.

Staff, Families, Governors and Parishes work in partnership and, inspired by our faith, we support the children of St Francis'. We encourage everyone to shine, to have pride in their achievements, to show concern for others and to contribute to society as responsible citizens.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

**Implementation and Review of Policy**

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

This policy will be reviewed annually by the Head teacher, RSE Co-ordinator, the Governing Body and Staff.

The next review date is Spring 2022.

**Dissemination**

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

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## **DEFINING RELATIONSHIP AND SEX EDUCATION**

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”

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. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers with adults.”

This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

As children move to Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”

## **STATUTORY CURRICULUM REQUIREMENTS**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum for Science.

However, the reasons for our inclusion of RSE go further.

## **RATIONALE**

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

We are involved in relationships and sex education 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.

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, 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.

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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.

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. It will also prepare pupils for life in modern Britain.

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for

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## **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 the 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.

## **AIM OF RSE AND THE MISSION STATEMENT**

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. 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.

## **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;

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- 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;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

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## **Outcomes**

### **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).

### **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.

### **BROAD 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 sex curriculum.

**Our programme, from the agreed scheme A Journey in Love, will cover...**

- **Early Years** - The wonder of being special and unique
- **Year One** - We meet God's love in our family
- **Year Two** - We meet God's love in the community
- **Year Three** - How we live in hope
- **Year Four** - God loves us in our differences
- **Year Five** - God loves us in our changing and developing
- **Year Six** - The wonder of God's love in creating new life

### **And from the Science Curriculum: Key Stage 1 (5-7) Science Curriculum**

#### **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

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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) Science Curriculum**

#### **Statutory**

- describe the changes as humans develop to old age.

#### **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.

#### **Statutory**

- 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)**

- 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.