



RSE Policy (Relationships and Sex Education Policy)

2018 - 2020



Policy and Guidelines

Date of policy: October 2018

Members of staff responsible: Mr Callaghan and Mrs McGrail

Date of review: October 2020

Introduction (CES 2016)

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, we encourage 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.

This policy was formed by

- *In The Beginning Document*, St Edwards RC primary school (1996 revised 2011)
- SRE Guidance (DFEE 0116/200)
- *PSHCE Non Statutory Framework*, National Curriculum (1999)
- *Talking SRE Guidance for Effective Sex and Relationships Education*, RMBC (2002)
- The National Curriculum (1999)
- *Laying the Foundations*, National Children's Bureau.

The School Ethos and the Context for RSE

At St Vincent's School we believe that children have an entitlement to learn about RSE in a Catholic setting as part of 'Life' education. We acknowledge the role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views.

Aims and Objectives of the RSE Programme

Our aim is to:

- Provide the RSE Programme "**In The Beginning**" which has been specifically designed for use in Catholic Schools, is approved by the Salford Diocese and supports the Catholic ethos.
- Stimulate our children to make sense of the world around them; to understand life processes; to associate themselves with and to strengthen their faith and to inspire an allegiance to their own community and develop a desire to the needs of other people in the wider world.

Confidentiality

Teachers cannot offer unconditional confidentiality. We believe our pupils need to be aware of this and understand the issues involved. It is our aim to support all our pupils through effective procedures. The staff are aware that pupils sometimes share information of a confidential nature and value their importance of their role. Staff will treat every confidence in a sensitive way so that pupils feel supported. However, both pupils and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the pupil.

How teachers will answer specific questions

It is our aim that pupils feel confident and comfortable when asking questions both in class and around the school, teachers will develop a supportive climate in their classroom, with clearly defined



ways of working and the appropriate language to use. In some cases certain questions may require support and involvement from the parent.

Dealing with sensitive issues and responding to questions

Teachers will answer questions according to the teaching of the Catholic Church and with due regard to the nature of the question and the age and maturity of the child asking the question. In some cases, it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his\her parents. In the same way not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group. Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

Legislation

The most up to date legislation relating to sex and relationships education (RSE) are contained within the Education Act (1996) and 'Sex and Relationship Guidance (DCSF 2000) the Learning and Skills Act (2000). The requirements are that:

- It is compulsory for all maintained schools to teach some parts of reproduction i.e. describe the life process of reproduction in some plant and animals. This is a statutory part of the National Curriculum Science which must be taught to all pupils of primary.
- Primary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside the Science Curriculum. In primary schools if the decision is taken not to teach RSE outside the Science Curriculum this should also be documented in the policy.

In the best interest of our children, St Vincent's have taken the decision to teach RSE outside the Science Curriculum in line with Catholic teachings.

Specific issues

Child Protection- The school follows the LA guidelines on child protection.

Homophobic behaviour- At St Vincent's we believe that all individuals have a basic right to safety and freedom from discrimination. Homophobic behaviour is unacceptable.

Procedures for involving outside speakers- The head teacher, RE coordinator, SLT and class teachers are responsible for liaising with outside speakers. The class teacher is responsible for the input by the visitor and planned clear learning outcomes will be agreed prior to the visit. For legal reasons a teacher should always be present.

Working with parents

At St Vincent's we value close partnerships with our parents, guardians and carers. We are aware that the primary role in RSE lies with the parents and the RSE programme aims to compliment and support their role as parents/guardians.

We wish to build positive and supportive relationships, in promoting this we will:

- Inform Parents about the RSE policy and practice.
- Answer questions about the RSE of their child.



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- Take seriously any issues raised with teachers or governors about this policy or the arrangements for RSE in the school.
 - Encourage parental involvement in renewing the RSE policy.

Parents and guardians can exercise the right to withdraw their child from the aspects of the RSE programme not included in the National Curriculum guidance for science. We encourage parents who have concerns to discuss these with the head teacher.

Organisation

The teacher with responsibility for this is Mrs McGrail. All teachers are involved in delivering the RSE programme and the **“In The Beginning”** programme to their class, at a time of year that fits in with their yearly curriculum plan. Children will be taught in mixed gender classes and a wide range of teaching methods and resources will be used to support the effective delivery of RSE. Staff also work closely with the School Health Advisor who is fully aware of the aims and objectives of the RSE programme.

Content

The **“In The Beginning”** scheme is set within a Christian framework.

- It is not intended to be purely sex education.
- It is not intended to be the perfect scheme for answering all the questions of the day or solving all the issues in the modern world.
- It is intended to open doors / provide opportunities for discussion between parent and child and between teacher and class.
- It is intended to reinforce those Christian values which are in danger of being lost in today's society.

The programme itself is made up of 8 pupil workbooks held together by a common thread:

“The God we love reveals himself to us in the world he created for us”

The scheme is divided into two parts - Key Stage 1 and Key Stage 2.

Key Stage 1.

This is made up of two pupil workbooks;

1. "In the Beginning"
2. "God made Me"

Key Stage 2

This is made up of six pupil work books;

1. "God the Designer "
2. "God the Carer and Protector"
3. "God the Great Provider"
4. "God The Friend and Neighbour"
- 5 "God the Image Maker" (Part 1)
6. "God The Image Maker" (Part 2)



Summary Of Booklets.

KS1 Booklet 1: In the Beginning - aimed at Year 1 pupils

- Presents God's great plan - Creation
- It recognises all living things are divided into families and into male and female
- It presents the word 'sex' as a division of gender.
- It shows families with adults and young, and humans as part of this plan.
- It reminds us that God wants us to live in friendship and love and to trust him.

KS1 Booklet 2: God Made Me - aimed at Year 2 pupils

- It puts the child in the context of their own family surrounded by love and care
- It explores the uniqueness of the child and their value
- It names the body parts including the sexual organs penis and vagina
- It shows us as both wonderful and frail but to take pride in who we are
- Promotes health education and focuses on experts who support our bodily needs ie doctor
- Explores actions, consequences and responsibility
- Develops good citizenship

KS2 Booklet 1: God - The Master Designer - aimed at Year 3 pupils

- Uses flowers as its main focus;
- Male and female parts and functions
- Pollination, fertilization, reproduction and life cycles.
- Our relationship to God through the Mass and Prayer and the Gospels
- The importance of good communication.
- Good Citizenship and an active response to our Faith in support of the needy.

KS2 Booklet 2: God - The Caring Protector - aimed at Year 4 pupils

- Uses fish as its focus and develops male and female identification (naming parts)
- Homebuilding and courtship
- Mating, laying of eggs (female) and fertilising of eggs with sperm (male) outside of the female
- Aftercare, protection of the young and life cycle
- Life dangers and protective help
- Parental responsibility
- Stewardship and the care of a world given to us by God

KS2 Booklet 3: God - The Great Provider - aimed at Year 5 pupils



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- Uses birds as its focus and develops male and female identification (naming parts)
 - Courtship, homebuilding and life cycle
 - Mating, passing of sperm, fertilization of eggs inside the female
 - Shared responsibility of parenthood – incubation, hatching, feeding, aftercare
 - Partnerships for life
 - Good friendships and bad peer pressure
 - Society and contribution
 - Christ in our lives – living our faith

KS2 Booklet 4: God - The Friend and Neighbour – aimed at Year 5 pupils

- Uses rabbits as its focus and develops male and female identification (naming parts)
- Courtship, mating, homebuilding and life cycle
- Mating, internal fertilization via penis and vagina
- Birth, feeding (suckling), aftercare of the young, parental responsibility
- Knowing yourself and how others might see you
- Understanding true friendship and love
- Respect for others and caring for those in need
- Living the Gospels

KS2 Booklet 5: God - The Image Maker Part 1 - aimed at Year 6 pupils

- Uses humans as its focus
- Friendships and relationships via (late teens) boy meets girl relationship which steadily develops – attraction, falling in love, engagement, planning a future, marriage, setting up home, having a family
- Male and female body parts and their functions
- The act of making love (producing new life)
- Life from the moment sperm meets egg
- The developing embryo/things sometimes do not go according to plan
- Pregnancy: associated care of both mother and child and the role of the father
- The joy of birth (a true celebration)
- Human life cycle

KS2 Booklet 6: God - The Image Maker Part 2 - aimed at Year 6 pupils

- Helplessness of a new born baby and the need for support
- Physical growth, support and decision making
- Spiritual growth and the importance of the Sacraments



- The uniqueness of the individual through genes, family characteristics, outward appearances, inner feelings, attitudes towards others, with Christ as our example and role model
- Personal hygiene, resisting peer pressure, drugs, smoking and alcohol
- Personal timelines – past, present and future
- Age appropriate relationships and activities
- A review of life/ a time for making good decisions
- A call for God/ Christ to enter our lives and help us to become as He intended us to be

Self-review, monitoring and evaluation

The RE co-ordinators and SLT monitor the RSE programme through lesson observations, discussions and pupil, teacher and parent feedback. A self-review will be carried out for staff to recognise what they are doing well as well as points for improvement, A whole staff meeting will also be held to discuss the development of RSE in the school.

Disseminating the policy

All staff members and governors will receive a copy of the policy. Copies of the policy are available on the school website.

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Reviewing the policy

This policy has been approved and adopted by staff and Governors

Signed (Chair of Governors) Date

Signed (Headteacher) Date

This policy will be reviewed on October 2020