



St Teresa's Catholic Primary School

"With Jesus we live, love and learn"

RSE Policy

Date policy last reviewed: _____

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

BEAR IN MIND RSE IS COVERED BY TONNES OF OTHER SUBJECTS Perhaps map out how these are taught across our curriculum.

Last updated: 11/04/23



RSE POLICY

“Through Jesus we Live, Love and Learn”.

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.

We have taken into account:

- Our unique setting including the students and families that make up St Teresa’s Catholic Primary school.
- The wider curriculum, including PSHE, RE and Science where RSE policy may impact the way in which deliver certain subjects.
- The teachings of Pope Francis in Amoris Laetitia (The Joy of Love.)
- Advice and guidance from our colleagues in the diocese.
- consultation with school governors and parents which must be regularly completed, **every two years** after the first consultation in order for this policy to be ratified.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the **Summer term of 2023**, assuming that the parental consultation has taken place.

This policy will be reviewed every three years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. **The next review date is Summer 2025**

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.

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 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.

STATUTORY CURRICULUM REQUIREMENTS

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

However, as a Catholic school the reasons for our inclusion of RSE go further.

RATIONALE

“I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another.”

John 13:34:

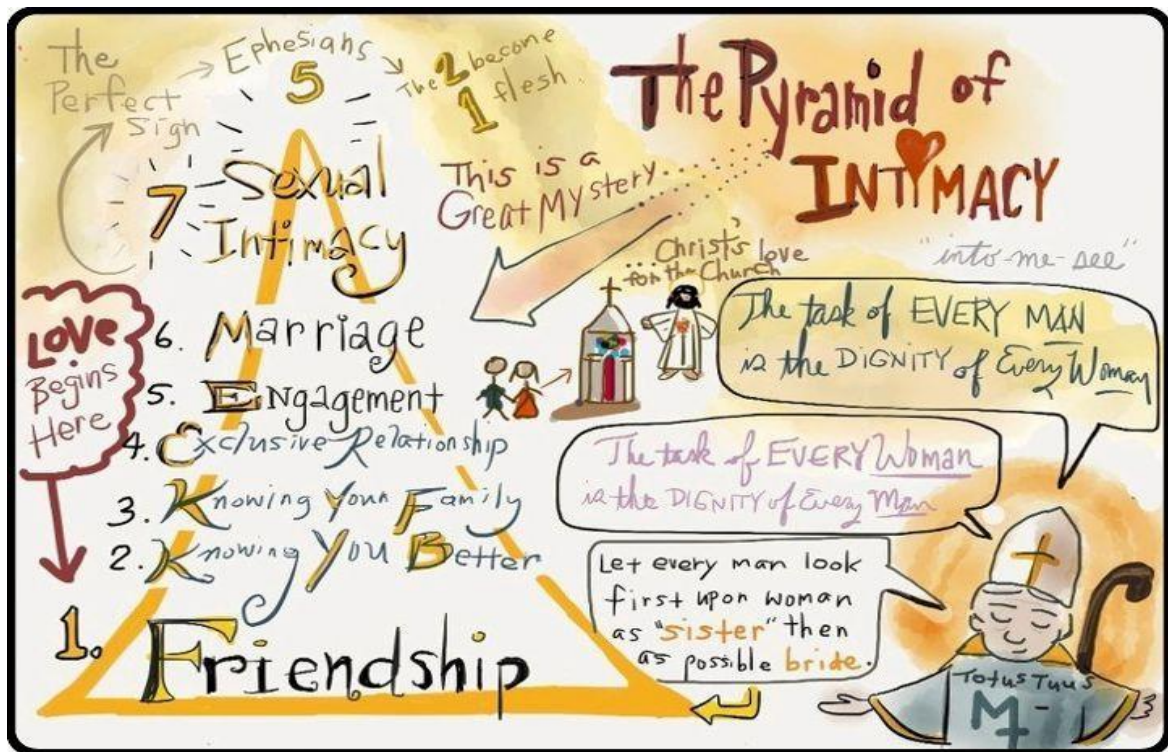
In developing a St Teresa’s school's Relationship and Sex Education (RSE) policy, we have incorporated the teachings of the Catholic Church as articulated by Pope Francis in *Amoris Laetitia* and ensured that our specific community makeup and needs are considered as well. We have been mindful of the “mosaic” of families that we serve and we have ensured that the church's teachings of the importance of love, respect, and compassion in all relationships, including romantic ones are delivered and highlight the role of the family as the foundation of society.

According to Pope Francis in *Amoris Laetitia*, parents are the primary educators in matters of RSE, and Catholic schools play a supporting role in this effort. This is reflected in our policy.

It should be emphasized that each person is created in the image and likeness of God, and thus deserving of love, mercy, and respect. We should acknowledge and celebrate our differences but bring this back to the idea of equality in the eyes of God.

At St Teresa’s in particular we must be mindful of the different cultural heritages and ways of showing love, affection and respect that we may encounter.

Pope John Paul II's teachings on RSE highlight the importance of understanding the full spectrum of human intimacy, from the physical to the emotional and spiritual. St Teresa’s RSE policy should therefore prioritise relationships over sexual activity and should aim to help students develop healthy, loving relationships that reflect the teachings of the church. Sexuality will of course be taught, at an appropriate time, but relationships are the foundation of everything we wish to achieve in this policy and through our RSE offer so this must come first. St Pope John Paul’s pyramid of intimacy is shown here as a visual representation of what we mean by this:



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.

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.

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

Through Jesus, we Live, Love and Learn.

It is through the example of Jesus that we learn how to live our lives at St Teresa's Catholic Primary School. Jesus who saw each person as an individual, regardless of gender, lifestyle or social standing, is our model of compassion and understanding. Jesus gives us and our students a first and best example of how to form relationships with one another, underpinned by our core values of "Love, Accept, Respect and Reflect". Through this culture of love, appreciation and respect, 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 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;

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.

Respect for those of other cultures, traditions and family types.

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;

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 we will answer questions sensitively if older children may have questions around the concept of sexual orientation. We will be considerate of the various faiths or cultures at our school and ensure RSE is taught in a way that does not subject pupils to discrimination. We will, of course, teach and promote the Church's view on these matters but children from other traditions will not be prevented from engaging in healthy discussion and comparison with their own world views on this subject. We love and accept at St Teresa's and we respect all humans of all faiths and beliefs.

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 and to our core values).

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.

The model Catholic Curriculum provided by the CES, which we follow (and deliver through the programme: "Journey in Love"), includes over 100 objectives that cover the 33 objectives provided by the DFE, and more.

A Journey in Love is a resource created by Sister Jude Groden. The majority of the DFE objectives are covered through journey in love, and those that are not are added back into our RSE curriculum to ensure full coverage.

It is the recommended programme of study for Catholic schools for Sex and Relationship Education, and has been written as a progressive scheme of work that supports the Religious Education, PSHE and Science curricula taught within the school.

As children progress through St Teresa's, they discover more and more about themselves and the wider world. This thirst for learning new things in all aspects of life is fostered by the school, who attempt to create a safe, stimulating environment for learning; supporting all children in their development.

Our mission statement which drives the school, attempts to achieve this goal following the Gospel values of love, acceptance, respect and personal reflection.

Central to our work within the school is learning about our faith, including understanding ourselves, our position in our community and how we develop as human beings - our spiritual, social, emotional and physical development. This is how A Journey in Love fits in to the school's curriculum. The scheme permeates through all levels of learning throughout the school. It focuses on friendship, family, community, relationships and spirituality; a guide to the children's development as young Catholics.

As you would expect, not all issues related to personal development are covered by the end of Year 6. The content is age appropriate and is taught with sensitivity, taking into account the children's level of maturity in regard to the delivery of the lessons. We view RSE (Relationships & Sex Education) as putting the "Relationship" first. Much like St Pope John Paul's intimacy pyramid shown earlier, we ensure that children are given a strong foundational understanding of friendship, self-love, building and fixing relationships and common care for their fellow human before we move into the teaching of what is meant by intimate love in the final years of primary school.

As with all aspects of learning, children are naturally curious and many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and, again, these are treated with care and understanding.

ASSESSMENT

Children do not sit formal tests for RSE but this does not mean that this is not assessed. A teacher will assess children's understanding and ability to engage with RSE teaching as a part of ongoing formative assessment. Children may be assessed in their understanding of a particular concept taught, their ability to reflect upon and engage with the material as well as their ability to live out the values of acceptance, love and friendship promoted in these lessons.

RSE naturally has cross curricular links with other subjects, as although a specific RSE grade is not reported, a child's achievement and progress in RSE learning will feed into their RE, PSHE and Science assessment respectively (depending on the nature of a specific learning focus.) These are assessed throughout the year and reported to the headteacher and governors termly.

As well as this, parents will be given input from class teachers at parent's evening, the mid-year report and the end of year report about a child's ongoing behaviour and attitudes. The teaching of RSE, being the teaching of how to form meaningful and positive relationships with one another naturally will feed into this as well.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) 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. 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. 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. Our RSE curriculum will be available on our website and we invite parents to discuss any questions that they have about its content with us.

They will be able to view the resources used by the school in the RSE programme. Our aim is that, very parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have the right to withdraw their children from Sex Education 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.

This being said, we believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information when they are at an age where it is appropriate to do so. 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. Neither is allowing students of other faiths, cultures or traditions to share their views. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the implementation of the RSE programme lays with the class teacher.

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. We model "love, accept, respect and reflect," in all areas of the school. Staff will therefore all contribute to the development of pupils' personal and social skills.

External Visitors

If our school should call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE, such a visit would complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.

Health professionals should follow the school's policies as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

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., SEND, RE, Behaviour) and the ethos of the school and our Christian beliefs;

Ensure that parents know of their right to withdraw their children;

Establish a link governor (normally the governor with RE responsibility) 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.

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.

PSHE, RE & Science Co-Ordinator

The co-ordinator of PSHE (with support of the co-ordinator of RE), 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. The Science coordinator should be liaised with in areas that impact this subject, particularly with the content taught in the later years. PSHE, RE and Science leaders should ensure that Science curriculums and RSE curriculums complement one another and are timed so that material aimed at older children is synchronised and taught at the same time. It would not be appropriate to teach about the science of sex, having not laid the RSE groundworks beforehand.

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.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE curriculum. We use the Jigsaw PSHE scheme, although certain sections are adapted as the RSE curriculum covers these objectives well and presents material from a Catholic viewpoint. The RSE policy includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Behaviour policy, Safeguarding Policy etc)

Pupils with particular SEND needs 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.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They 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.

Controversial or Sensitive issues

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. 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. The age and maturity of these children will help form those ground rules.

If information that causes safeguarding concerns are revealed in these sessions, teachers will follow standard safeguarding procedure. (See next section.)

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 provocative or is of a personal nature.

Parents may be informed if a child asks a question that the teacher believes was asked in good faith, but did not feel that class was old or mature enough to hear the answer to yet. Parents can then best decide how to answer this question at home or to wait until a later date.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also 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. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

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.

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.

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. 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 circumstances 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

MONITORING AND EVALUATION

The PSHE 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. The RE coordinator will support them in this. The programme will be evaluated biannually by means of discussion with pupils, staff and parents. 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.