



# Blessed Dominic Catholic Primary School



## Relationships and Sex Education Policy

Date of policy: February 2023

Next Review: February 2024



### **Mission Statement**

*At Blessed Dominic Catholic Primary School, we pride ourselves on being a culturally diverse family. We seek to instil, in every child that we nurture, the joy and wonder of learning.*

*As we journey together with Christ, we develop children's resilience, intellectual curiosity and creativity through our positive learning behaviours. We nurture and cherish the unique talents of all, to empower them to flourish and grow into life-long learners.*

*Our mission is to show love, promote learning and belief in God our Father.*

### **LOVE – LEARN- BELIEVE**

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education. At Blessed Dominic, is underpinned by the ethos and values of our school as reflected in our whole school mission statement, "Love, Learn, Believe". Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy, respectful, loving relationships and appropriate boundaries, we consider effective RHE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RHE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life, whilst being underpinned by our Catholic values. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices, whilst instilling the Catholic values at the core of our philosophy.

This policy has been written in consultation with:

- pupil focus groups / school council
- questionnaires to parents / carers, any meetings etc.
- review of RSE curriculum content with staff and pupils
- consultation with wider school community (Diocese of Westminster)
- consultation with school governors

### **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 every year by the Head teacher, RSE Lead, the Governing Body and Staff. The next review date is February 2024.



### **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 included in the school's welcome pack for new starters. Details of the content of the RSE curriculum will also be published on the school's website.

### **Defining Relationships 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 what it means to be called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DfE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding."

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.

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.

### **Statutory curriculum requirements**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum 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 health 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, RSE will be firmly embedded in the RE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It will also be delivered in conjunction with teaching of the statutory element of the Science National Curriculum. 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.

The school will use the Ten Ten Resource 'Life to the Full' to deliver the RSE curriculum content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

### **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.

### **Our Mission and aim of RSE**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and 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 relationship and health education, which is compatible with their physical, cognitive, psychological and spiritual maturity, rooted in a Catholic vision of education and the human person.

### **Objectives**

To develop the following attitudes and virtues:

- 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;
- 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 and how love plays an essential and sacred role in procreation;

### **Inclusion**

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 Obligation**

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 the RSE curriculum**

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 health curriculum.

To enhance the teaching of RSE, Blessed Dominic School is following the model curriculum set out by the Catholic Education Service as well using resource materials created by 'Ten Ten'.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play

'Life to the Full' is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families. Our 'Life to the Full' programme will cover:

#### **Module 1: Created and Loved by God**

- Religious Understanding
- Me, my body, my health
- Emotional well-being
- Life cycles

#### **Module 2: Created to Love Others**

- Religious Understanding
- Personal Relationships
- Keeping Safe



### **Module 3: Created to Live in Community**

- Religious Understanding
- Living in the Wider World

The proposed content of each module for each Key Stage can be found in the Relationship and Education Curriculum Outline Document. For the purposes of this RSE programme the Key Stages are

Key Stage 1 – Years 1 and 2

Lower Key Stage 2 – Years 3 and 4

Upper Key Stage 2 – Years 5 and 6

### **Assessment**

Each unit of work has an assessment activity associated with it; this will enable us to track progress of learning across each unit. The assessment activities take into account the Learning Objectives of each session, they are carried out at the beginning and end of each session to show the impact of the teaching and learning.

### **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.

Governors will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

The Relationships Education and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all Primary Schools.

### **Responsibility for teaching the programme**

Responsibility for the specific relationships and health education programme lays with the Head and Deputy Headteacher, RE and PSHE leader as well as those responsible for Science and Physical Education.

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.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always 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 'Protocols for Visitors to Catholic Schools'.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

### **Other Roles and Responsibilities for the RSE Curriculum**

#### **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.

#### **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.

#### **Deputy Headteacher/RE leader/PSHE leader:**

Together, with the head teacher, they have 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 RHE and the provision of in-service training.

#### **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.

### **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.

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.

### **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 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 must 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, headteacher.

### **Monitoring and Evaluation**

The RSE team (Head, Deputy, RE and PSHE leaders) 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 programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by 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.