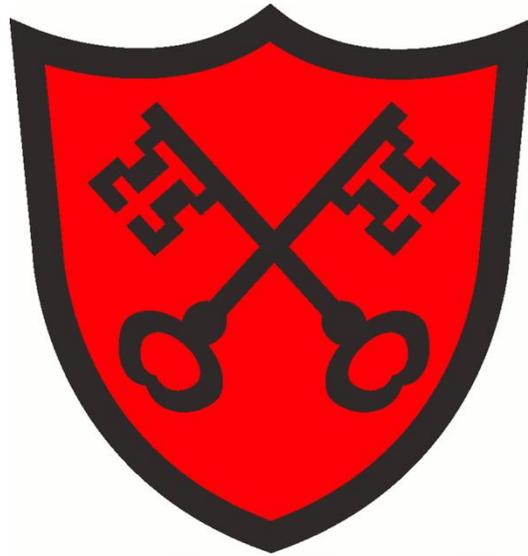


ST ALBAN'S CATHOLIC PRIMARY SCHOOL



Christ Be Our Light

RSE Policy

Autumn 2021

This Policy will be reviewed in Autumn 2023



St Alban's Catholic Primary School
Policy for Relationship and Sex Education

Context

This policy is informed by Amoris Laetitia (Pope Francis 2016), guidance from The Catholic Bishop's Conference (Learning to Love March 2017) and the Diocese of East Anglia document, Guidance and Principles for Relationship and Sex Education, issued (January 2018).

Our policy for 'Relationship and Sex Education' has been written in conjunction with the DfE statutory guidance for schools 'Relationships Education, Relationships and Sex Education and Health Education (2019). This policy is closely linked to our 'Religious Education' policy, 'PSHE and Citizenship' policy, and our 'Drugs Education' policy. (Insert as relevant within your school)

Mission Statement

Our school mission statement "St Alban's School exists to ensure that all children believe, achieve and succeed" and teaching of the Catholic Church underpins teaching and learning within our school.

Relationship education is part of the RE, personal, social and health education (PSHE), PE and Science curriculum in our school. When we inform our pupils about relationship issues, we do this with regard to teachings of the Catholic Church, morality and individual responsibility and in a way that allows children to ask and explore spiritual, social and moral questions. The DfE guidance states that relationship education is about 'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults'. At St Alban's Catholic Primary School we value this statement and endeavour to encourage our pupils to understand and respect its importance.

Aims and Objectives

As a school community we recognise that parents have the prime responsibility for teaching their children about Relationships and Sex Education. We will therefore, supplement and support our parents with appropriate programmes of study for all our pupils.

We aim to:

- Make the children feel loved, cared for and secure in surroundings where Catholic values are practised and where courtesy, respect and consideration for others are of paramount importance;
- Develop a sensible, responsible, factual, basis of knowledge founded on love and the teaching of the Catholic Church;
- Guide their understanding that healthy relationships are God's gift to us and should be enjoyed and never abused.

Within our relationship education we teach our pupils about:

- Looking after and maintaining a healthy body;
- Respecting their bodies;
- The importance of family life;
- Building positive relationships with others, involving trust and respect;
- Moral questions;
- Respecting the views of other people.

In the Science curriculum the pupils at our school learn:

- That animals, including humans, move, feed, grow, use their senses and reproduce;
- To recognise and compare the main external parts of the bodies of humans;
- That humans and animals can produce offspring and these grow into adults;
- Describe the basic needs of animals, including humans, for survival;
- Describe the importance of humans for exercise, eating the right amounts of different types of food and hygiene;
- Describe the changes as humans develop to old age including puberty
- To recognise similarities and differences between themselves and others and treat others with sensitivity

Relationship and Sex Education Curriculum

We teach about the uniqueness of the Human Being and relationships through different aspects of the curriculum. While we carry out the main relationship education in our PSHE curriculum, we also cover relationships in other areas of the curriculum. In particular, Science, PE and RE, which we believe contribute significantly to children's knowledge and understanding of their own bodies and how they are changing and developing. We always encourage our pupils to voice their opinions and discuss any issues they may have with other pupils and adults in the room.

The "Come and See" Religious Education Programme for Primary Schools programme and 'The Way, the Truth and the Life' series is also used in the school to support relationship education.

The Relationships and Sex Education curriculum will follow the model scheme of work developed by the CES (June 2019) adapted where necessary to reflect the specific needs of the school.

We use a relationship education programme called 'All That I Am' with Years 5 and 6 and "Life to the Full" throughout the school including Years 5 and 6, alongside RE. This has been carefully written and has involved consultation with parents and governors. The programme is intended to support teachers and parents in Catholic schools to enable the holistic growth of children.

Context of Wider PSHCE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example, social skills interventions, Anti-bullying week.

Intent of Our Relationships Education Curriculum

Through the delivery of Relationships Education, we seek to enable our children to:

- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies build confidence in accessing additional advice and support for themselves and others.

We also intend to further our school's PSHE aims for our children to become healthy, safe, independent and responsible members of society. This helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

Implementing our Policy

Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Equality

God has made each of us as a unique human being and we are all equally valued. As a church school we recognise and celebrate this. Through our Relationships Education provision we will always recognise and respect cultural differences within the school and the wider community. We will never tolerate abusive, disrespectful or judgemental comments or attitudes. We will always give regard to the age of the children being taught.

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the laws in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.

In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.

- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been

considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

Consulting on our Policy with the Whole School Community

Parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education.

Some parents/carers and pupils have been consulted directly through surveys, drop ins, sharing sample lesson content. Parents/carers and pupils have also been represented by a working party, pupil council, focus group, parent/carer forum, parent/carer governors.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion. All staff have had the opportunity to complete a Relationships and Sex Education questionnaire enabling them to put forward their thoughts and opinions.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Engaging with Pupils

We involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHCE lessons through pupil voice with the PSHE subject leader.

- At St. Alban's, we refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school.
- We engage the pupils in assessment activities to establish their development needs.
- We encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

Curriculum Organisation

Our Relationships Education Curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014) and other DfE and OFSTED guidance. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. At St. Alban's, we use the diocesan recommendation Ten Ten: Life t the Full which has curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PD. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHCE through designated lessons, circle time, focused events/ weeks
- Other curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our collective worships and involvement in school pastoral events

Teaching Methodologies

At St. Alban's, our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all PSHCE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information
- the importance of not sharing any personal information that pupils have shared with others outside of the classroom (unless seeking support from an adult)

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Anti-bullying and Friends and Family

Within topics pupils will be given the opportunity to learn about caring and nurturing relationships. They will learn about the characteristics of a healthy relationship and the skills they need to develop these relationships. During these topics, they will also learn about their safety network and where they can seek support if needed.

Relationships and Sex Education (RSE)

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively. We will ensure there are positive educational reasons for each method of delivery.

Curriculum Materials and Resources

We will primarily use the Diocesan recommendation Ten Ten 'Life to the Full' and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

Safe and Effective Practice

Matters of Confidentiality

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the agreed classroom practice. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes. The school will make every effort to ensure visitors, materials and content is consistent with the teaching of the Catholic Church.

Answering Questions: We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. Teachers may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question which goes beyond the

curriculum, or indeed whether they wish to answer it, they will seek guidance from the PSHCE subject leader/Designated Safeguarding Lead. In some cases, the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

Teaching and Learning

Class teachers are responsible for the teaching and learning of Relationships and Sex education supported by the RE leader. The majority of lessons will take place within the usual class organisation. It is recommended the teaching of the programme takes place in the summer term in Years 5 & 6 although schools may organise the curriculum to meet its needs.

In Years 5 and 6 the Headteacher will lead the teaching of All that I am in conjunction with Life to the Full, alongside the class teacher and there will be the opportunity for pupil groupings to reflect the needs of the pupils' e.g. single gender; individual; access to same gender staff; where appropriate.

Staff will be sensitive to the needs of differing pupils, levels of maturity and personal circumstances. We will ensure equality (Equalities Act 2010) irrespective of disability, SEND; race, nationality, ethnic origin; gender; religion or sexual orientation.

The role of parents

We recognise that parents have the prime responsibility for teaching RSE to their children. As a school we will work in partnership with parents to support them in their responsibility to teach their children about Relationships and Sex Education:

- Inform parents about the school's relationship education policy and practice;
- Provide a workshop for parents to view materials and ask questions
- Answer any questions that parents may have about the relationship education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for relationship education in the school;
- Inform parents about the best practice known with regard to relationship education, so that the teaching in school supports the key messages that parents and carers are giving to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of sex education as delivered within RSE. However, children cannot be withdrawn from those aspects of the curriculum covered by the Science National Curriculum, or from Relationships and Health Education. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school will always comply with the wishes of parents in this regard.

The role of other members in the community

We encourage other valued members of the community to work with us to provide advice and support to the children with due regard to health education. In particular, our school Chaplain and members of the Local Health Authority and other health professionals, give us valuable support with our relationship education programme.

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our relationship education policy and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships effectively and handle any difficult issues with sensitivity, in accordance with Catholic teaching.

The headteacher liaises with external agencies regarding the school relationship education programme and ensures that all adults who work with our children on these issues are aware of the school policy and work within its framework (see CES guidance on external agencies).

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Working with Governors

This policy has been developed with governor involvement, through the completion of the Relationships and Sex Education questionnaire and through their in-depth analysis of tracking changes in this document and discussing this via the Teaching and Learning committee, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. At St. Alban's, we recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers by newsletter, letter or leaflet of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE
- Inviting parents to learn more about the approach used in Relationships Education and RSE
- Informing parents/carers about PSHCE, Relationships Education and RSE programmes as their child joins the school through the school website and by giving parents the Cambridgeshire Leaflet for Primary School Families.

Assessment, monitoring and Review

Relationship education has three main elements:

- Attitudes and values;
- Personal and social skills;
- Knowledge and understanding.

These areas will be monitored by the classteacher and any notes made, will be in the classteachers short term planning. As a school we assess relationship education through pupil self-assessment, peer-group assessment and teacher assessment.

It is the responsibility of the RE and RSE leader to monitor relationship education and provide feedback, if necessary, to the classteachers.

A member of governing body will monitor the RSE teaching and learning annually through discussions with members of staff; pupil perception interviews and parental feedback. The responsible governor will report to the full governing body annually with evaluations and recommendations for development.

This policy will be reviewed on a 2 year cycle, led by the RE and RSE subject leaders in consultation with governors, staff and parents. If the policy appears to need modification, then the RE and PHSE subject leaders will report its findings and recommendations to the full governing body. Any changes will then be referred to the Diocese for ratification.

Date: 19th November 2021

Date for next review: 19 November 2023

DRAFT