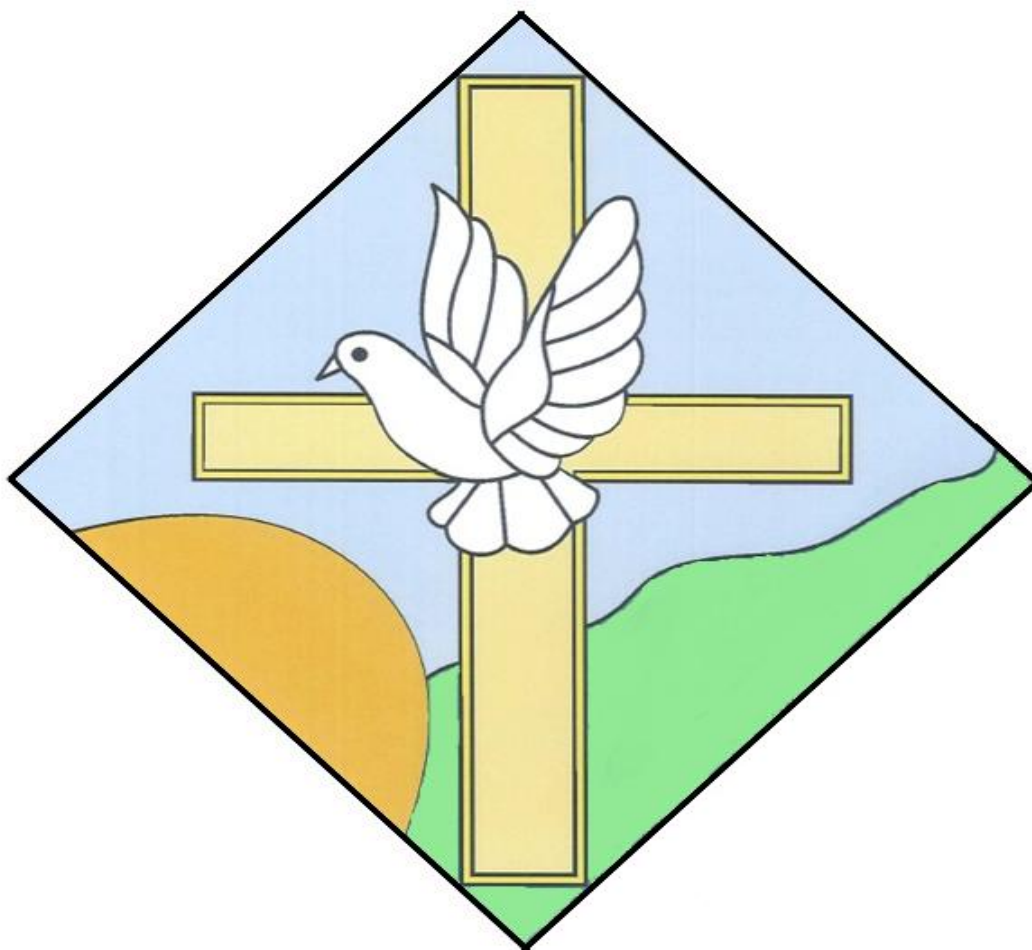




# Relationships and Sex Education Policy (RSE)



<b>Approved by:</b>	St Peter and St Paul Governing Body	<b>Date:</b> September 2020
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<b>Last reviewed on:</b>	Implemented September 2020
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<b>Next review due by:</b>	September 2023
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# ***Mission Statement***

*Promoting high quality education, love, care and forgiveness of others as taught to us by Jesus and our Patron Saints.*

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## 1. Aims

The aims of RSE at our Academy are to:

- Put in place the building blocks needed for positive and safe relationships, including with family, friends and online.
- Give your child the information they need to make good decisions about their own health and wellbeing
- To recognise issues in themselves and others, and to seek support as early as possible when issues arise
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies

All RSE will be taught in accordance with the Church's moral teaching.

## 2. Statutory Requirements

As a primary Academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St Peter and St Paul Catholic Primary Academy we teach RSE as set out in this policy.

## 3. Policy Development

This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Governors consultation - all governors were given the opportunity to look at the policy and make recommendations
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent consultation – parents and any interested parties were invited to view the Relationships and Health Education programme (Life to the Full) alongside the policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, governors and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will aim to respond in an appropriate manner so they are fully informed and don't seek answers online. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time. Where a teacher suspects that the child or young person is a victim of or is at risk of abuse, they are required to follow the Academy's Safeguarding Policy and immediately inform the DSL.

Primary sex education is not compulsory in primary schools; however we do need to teach the elements of sex education contained in the science curriculum.

Primary science sex education will focus on:

- The changes experienced in puberty.
- Different types of reproduction, including ...sexual reproduction in animals.

#### 6. Delivery of RSE

RSE is delivered through the Catholic charity Ten:Ten Relationships curriculum, 'Life to the Full.'

Biological aspects of RSE are taught within the science curriculum.

Other aspects are included in Religious Education (RE).

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The governing body has wider responsibilities under the Equalities Act 2010 and will ensure that our Academy strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. For more information about our RSE curriculum, see Appendices 1 and 2.

## 7. Roles and Responsibilities

### 7.1 The Governing Body and Principal

The Principal takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan School's Service, the Local Education Authority and other appropriate agencies. The Principal is responsible for ensuring that RSE is taught consistently across the school.

### 7.2 Staff

Staff are responsible for:

- Teaching RSE in accordance with the Catholic ethos of the Academy
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

### 7.3 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education.

As we are only delivering Sex Education contained in the science curriculum, parents do not have the right to withdraw.

## 9. Training

Appropriate training will be made available for all staff teaching RSE.

The Principal may invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE, where deemed necessary.

## 10. Monitoring Arrangements

The RSE leader will monitor the provision of the various dimensions of the programme.

Pupils' development in RSE is monitored by class teachers through ongoing formative assessment.

This policy will be reviewed by the RSE leader biannually. At every review, the policy will be approved by the Principal and Governing Body.

## Appendix 1: Curriculum map

### Relationships and Sex Education Curriculum Map

Year Group	Main Teaching Aspects:	
EYFS	<div> <div> <u>Created and Loved by God</u>  Handmade with Love  I am Me  Heads, Shoulders, knees and Toes  Ready Teddy?  I like, you like, we all like!  Good feelings, bad feelings  Let's get real  Growing up </div> <div> <u>Created to Love Others</u>  Role Model  Who's who?  You've got a friend in me  Forever friends  Safe inside and out  My body, my rules  Feeling poorly  People who help us </div> </div> <div> <u>Created to Live in Community</u>  God is Love  Loving God, Loving others  Me, you, us </div>	
Year 1	<u>Created and Loved by God</u> Let the Children Come (Spring) I am unique (Autumn) Girls & boys non-genitalia version (Autumn) Clean & Healthy (Autumn)  <u>Created to Love Others</u> God loves you (Summer) Special People (Spring) Treat others well, (Summer) Say Sorry (Summer)  <u>Created to Live in Community</u> Who is my neighbour? (Summer) The communities we live in (Summer)	Year 2 <div> <u>Created and Loved by God</u>  Feelings, likes and dislikes (Autumn)  Feelings inside out (Autumn)  Super Susie Gets angry (Autumn)  The Cycle of life (Summer)   <u>Created to Love Others</u>  Being Safe (Summer)  Good secrets and bad secrets (Summer)  Physical contact (Summer)  Harmful Substances (Summer)  Can you help me? (Summer)   <u>Created to Live in Community</u>  Three in On (Autumn) </div>

Year 3	<u>Created and Loved by God</u> Get Up! (Autumn) We don't have to be the same (Autumn) Respecting our bodies (Autumn) Life Cycles (Summer)  <u>Created to Love Others</u> Jesus my friend (Autumn) First Aid heroes (Spring)  <u>Created to Live in Community</u> A community of love (Summer) Where is the Church? (Summer) How do I love others? (Summer)	Year 4	<u>Created and Loved by God</u> What am I feeling (Spring) What am I looking at? (Summer) I am thankful (Autumn)  <u>Created to Love Others</u> Family Friends and Others (Autumn) When things feel bad (Autumn) Sharing online (Autumn) Chatting online (Autumn) Safe in my body (Summer) Drugs, alcohol and tobacco (Summer)
Year 5	<u>Created and Loved by God</u> What is Puberty? (Summer) Changing bodies (Summer) Calming the storm (Autumn) Gifts and Talents (Autumn) Boys Bodies (Summer) Girls Bodies (Summer) Making Babies Part 1 (Summer) Menstruation (Summer)  <u>Created to Love Others</u> Is God calling you? (Spring) Sharing isn't always caring (Autumn) Cyber bullying (Autumn)  <u>Created to Live in Community</u> The Trinity (Summer) Reaching Out (Summer)	Year 6	<u>Created and Loved by God</u> Spots and Sleep (Autumn) Body image (Summer) Peculiar Feelings (Summer) Emotional changes (Summer)  <u>Created to Love Others</u> Under Pressure (Summer) Do you want a piece of cake?(Summer) Self Talk (Summer) Impacted lifestyles (Summer) Making good choices (Summer)  <u>Created to Live in Community</u> Catholic Social Teaching (Autumn)

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>