



St Joan of Arc Catholic  
Primary School

# POLICY

## Relationship and Sex Education

2021-23

# St Joan of Arc Catholic Primary School

## RELATIONSHIP & SEX EDUCATION POLICY

### Mission Statement -

The Members of the Community of St Joan of Arc School, by respecting each other, learn and grow in the love of Christ.

### Introduction

**Our Catholic faith informs all our teaching and we teach within the guidelines of the Catholic Church.** As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work act 2017. The school sought advice from the Catholic Education Service and the Diocese of Westminster before implementation of the Relationship and Sex Education (RSE) programme in school. Our programme is grounded within a moral and spiritual framework in order to instil in each child: a sense of their own dignity, a respect for and acceptance of this, together with a sense of responsibility.

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 and support will be provided to help pupils deal with different sets of values.

We welcome and encourage partnership and cooperation with parents, recognising them as the primary educator of their children.

### Consultation Process

This policy has been developed in consultation with staff, pupils 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. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Subsequently the policy will be reviewed annually and consulted on as appropriate

### Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

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 relationships 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 relationships as it is there that sexuality grows and develops.

## **Aims of Sex and Relationship Education**

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, 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 as well as Religious Education programme and as part of the statutory element of the Science National Curriculum.

### **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.

#### **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; 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;

## **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, 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.

## **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.

## **Content of RSE Programme**

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

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

## **Confidentiality**

Teachers will ensure that children are aware that while most issues can be kept confidential, certain disclosures may need to be passed on to the members of staff responsible for safeguarding if they consider the child to be at risk. If a discussion raises issues of concern the class teacher will follow the school's safeguarding procedures.

## **Evaluation and Assessment**

Each unit of work also has an assessment activity associated with it. to assess whether the outcomes of the programme are being achieved. As Relationship Education becomes statutory, thorough evidence of assessment will become even more important. There is one simple assessment activity to each unit of sessions and they take into account the learning objectives of the sessions within the unit and provide before and after evidence that learning has taken place. Simple criteria is provided to assess successful learning.

## **Roles and responsibilities**

### **Governors**

In accordance with the Education Act, 1993 the governing body will keep up-to-date with the school's policy for RSE, in consultation with parents and will make copies available to them. They will make known to parents their right to withdraw their children from all or part of RSE provided at school except for those parts included in the statutory Science National Curriculum

### **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.

Parents must be consulted before this policy is ratified by the governors. They 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.

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.

### **Teachers**

All teachers have a responsibility of care; as well as fostering academic progress; they should actively contribute to the 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.

### **RE Manager**

The RE manager will draw up the RSE policy, in consultation with parents and teachers; and ensure that the policy is available to parents and 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; ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE; implement necessary training for staff.

### **Headteacher**

It is the responsibility of the head teacher to ensure that both the staff and parents are informed about our SRE policy, and that the policy is implemented effectively.

The head teacher monitors the policy and reports to governors, when requested, on the effectiveness of the policy.

## **Monitoring and Review**

The policy and content will be reviewed annually to take into account changing needs of the pupils and parents' wishes. This will include monitoring by the governing body.

**Date of completion:** March 2021

**Date of review:** March 2022

This Policy is reviewed triennially by

The Governing Body.

It was last reviewed in

2021

It will next be reviewed in

2023