THE CATHOLIC DIOCESE OF
ARUNDEL & BRIGHTON
EDUCATION SERVICE

Foreword from Bishop Richard Moth

"The Church as a mother is under an obligation to provide for its children an education by virtue of which their whole lives may be inspired by the spirit of Christ." [1]

These words, from Decree of the Second Vatican Council on Education, speak of the motivation for our Catholic schools. Our schools are places where the relationship with Christ, to which all are called, enables those we educate to take their place in the Church and Society conscious of their dignity as children of God.

Our schools provide the "principal means of helping parents to fulfil their role in education."[2] In entrusting their children to our schools, parents provide them with the best possible start in life, grounded in the deepening of their faith through prayer and the recognition of the presence of God in all things.

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our Catholic schools. To this end, RSE is rooted in the Catholic Church's teaching of the human person and firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

I am pleased to commend this RSE policy to you and am confident you will find it both invaluable and reassuring as you prepare for the new academic year.

With every Blessing,

+Richard

[1] VATICAN II, Declaration *Gravissimum Educationis* on Christian Education, n.3. (GE)
[2] Code of Canon Law, c. 796§1.

St. Peter's Catholic Primary School



Relationship and Sex Education Policy

Agreed: May 2024 Review Date: May 2026

"Treat other people as you would like to be treated."

'I have come that you might have life and have it to the full'
John 10:10

Loving for life

This policy has been written in accordance with our school Mission Statement which aims to provide a stimulating and relevant curriculum so that each individual can reach their full potential and create a safe working environment where there is mutual respect and trust amongst everyone.

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationship and are all encompassed in the title 'Relationships and Sex Education' (RSE).

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently.

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity.

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DfE, all RSE in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

All RSE will be in accordance with the Church's moral teaching. It will emphasis the central importance of marriage and the family, recognising that most families include a mother, a father and children but some families may not. It will also recognise different types of relationship, including those between acquaintances, friends, relatives and families. It will acknowledge that all pupils have a fundamental right to have their life respected and their views listened to and responded to in order to ensure that their confidence and self-esteem will be strengthened. (DfE SRE Guidance 2000 pg7)

Teaching high quality RSE is essential in creating an inclusive ethos and is central to developing healthy relationships and behaviours where children are able to assess and manage risk.

It is essential that RSE is communicated to and taught in conjunction with the parents/carers of our pupils, as we recognise that parents/carers are the natural primary educators of their children and they are the experts on the development of their own children. The views of all parents/carers are actively sought, allowing their voice to be heard and responded to. ***'For the working relationship between school and families to be realised, views and opinions that are not the same as those held in school should be discussed so that any perceived barriers are overcome.'*** *(Good practice example - Cale Green Primary School Ofsted Feb 2015)*

General Principles/Introduction

The Governing Body of St. Peter's Catholic Primary School, believes that Relationship and Sex Education (RSE) is an essential part of a holistic education since its focus is the individual, uniquely created by God in His own image. Through RSE, children come to understand more about themselves, others and the beauty of Creation.

Working with Parents/Carers

As set out in the Baptism Rite, schools recognise that parents/carers are the first and foremost educators of their children.
We do acknowledge that the Education Act 1993 gives parents/carers the right to withdraw their child from any, or all, of the school's Relationship and Sex Education programme although certain elements are covered under the Science National Curriculum which is the statutory entitlement of all children.

We also recognise that good communication and consultation with parents/carers is vital and they are invited to review the school's policy and view all materials used to deliver RSE annually. Support in talking to their children will be offered to parents/carers where necessary and if requested.

Aims of Relationship and Sex Education (RSE)

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.

- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect similarities and differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To offer sex education supported by the school's wider curriculum for personal, social and health education.
- To be able to know their body, learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated with each sense. Include the introduction of genitals if agreed after consultation with parents/carers and describe the changes as humans develop to old age.
- To ensure that pupils are prepared for puberty and the opportunities, responsibilities and experiences that adult life will bring.
- To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
- To help pupils to develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

Delivery of RSE

We intend that the school's RSE shall be delivered with a cross curricular and integrated approach and embedded in the wider context of the school's Education for Personal Relationships (EPR) programme, Personal, Social and Health Education (PSHE), Citizenship, Religious Education programme (Come & See), SEAL and 'Statements to Live by'.
All pupils will be taught the significant aspects of RSE that remain as statutory elements of the National Curriculum for Science. Parents are **unable** to withdraw pupils from these statutory sessions.

During teaching we will ensure differentiation and inclusion and that RSE is sensitive to the different needs of individual pupils, respect pupils' different abilities, levels of maturity and personal circumstances e.g. sexual orientation, faith and culture.
The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010.

Key Stage 1 (5-7)

Statutory

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for

survival (water, food and air)

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and Guidance (non-statutory)

- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.
- Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2 (7 – 11)

Statutory

- describe the changes as humans develop to old age.

Notes and Guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Statutory

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Notes and Guidance (non-statutory)

- They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

Assessment and Recording

A record of each session is kept in each teacher's planning for the delivery of RSE. The programme will be assessed, monitored and evaluated by the RSE Coordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an age appropriate level.

Dealing with sensitive issues and responding to questions

All RSE teaching will be undertaken in a whole class context.

Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents/carers if appropriate.

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

Roles and Responsibilities

Safeguarding Procedures

The school has procedures and policies in place to deal with any sensitive issues or pupils thought to be vulnerable. All staff will pass on any concerns of this nature to the designated child protection officer in school.

Parents

The school recognises that parents/carers are the primary educators of their children and will seek to support them in their task. It will ensure that parents/carers are consulted with and kept fully informed of what is happening in RSE in terms of content, delivery, timing and evaluation.

Governors

In accordance with the Education Act of 1993 the Governing Body has the responsibility to keep up to date the school's policy for RSE, in consultation with parents/carers and will make copies

available to them. They will make known to parents/carers their right to withdraw their children from all or part of the RSE provided at school, except for those parts included in the statutory National Curriculum for Science.
There will be a named Foundation Governor to aid the implementation and development of the RSE programme.

Teachers

All teachers have a responsibility of care; as well as fostering academic progress they will actively contribute to the guidance of the physical, moral, spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos of the school. Appropriate training has been made available to all staff teaching RSE and will continue to be reviewed and developed.

Programme

St. Peter's Catholic Primary School has agreed to follow the programme 'TenTen: Life to the Full' programme' to ensure a comprehensive coverage of the curriculum throughout the school. This is the programme recommended by the Diocese of Arundel & Brighton, alongside our trained RSE Coordinator Sophie Phillips and Foundation Governor Fr. Jack Lusted.

Teaching will be whole class, mixed gender learning, with the opportunities for a separate boys and girl's forum to facilitate the needs of the individual child if necessary or requested.

Children with Special Educational Needs and Disabilities (SEND) will have support in varying ways depending upon their individual needs and in consultation with their parents/carers.

Monitoring and Evaluation

This policy will be monitored annually by the RSE Coordinator and reviewed annually by the Governing Body. Parents/carers will be consulted with, if any changes or adaptations are proposed.

The Governors of St. Peter's Catholic Primary School has formally adopted this policy for RSE. It will be reviewed by the Governors and Headteacher in conjunction with all staff on the date below.

Signed: J Hayler, Chair of Governors

Signed: M Claffey, Head teacher

Date: 25th January 2022

Date for Review: January 2023