In this policy the Governors and teachers, in partnership with pupils and their parents, set out

their aims and their approach to Relationship and Sex Education (RSE) at Rawmarsh St Joseph’s.

The following consultation has taken place:

* Consultation with parents
* Review of RSE curriculum content with all staff
* Consultation with school governors
* Implementation and review dates of the policy have been set

This will take place after consultation with the Governors in the Summer Term 2021. This policy

will be reviewed at the end of Summer Term 2022 and after that every 2 years by the

Headteacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is

July 2022.

**Dissemination**

This policy will be given to all members of the Governing Body, and all teaching and nonteaching

members of staff. Copies of the document will be available to all parents through the

school’s prospectus and a copy is available in the school office. Details of the content of the

RSE curriculum will also be published on the school’s website.

**Defining Relationship 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 themselves as a sexual

being, about what it means to be fully human, called to live in right relationships with self and

others and being enabled to make moral decisions in conscience. In primary schools the focus.

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory

guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams,

teachers Page 4 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 and 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 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 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

(and the Welsh Assembly Government) 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. 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.

**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.

**Aim of RSE and the Mission Statement**

Our Mission Statement commits us to promoting the spiritual and moral education of or pupils

through the whole life of the school. We aim to create community of faith and love with the

work and relationships being central to the message received from Christ. We promote the

gospel values of trust, respect, tolerance, honesty and forgiveness which is at the heart of the

RSE aims. We aim to provide the opportunity for social development in a structured and loving

atmosphere where we all feel safe and secure. We lead by example teaching and encouraging

and awareness and concern for others from all races and beliefs. We believe that RSE is an

integral part of this education.

In partnership with parents, to provide children and young people with a, “positive and prudent

sexual education” which is compatible with their physical, cognitive, psychological, and

spiritual maturity and rooted in a Catholic vision of education and the human person.

**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;

Gravissimum Educationis - On October 28, 2015, Pope Francis founded the Gravissimum Educationis Foundation intended to further scientific and cultural objectives aimed at promoting Catholic education in the world.

• 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;

• 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;

**Outcomes, 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. (In looking at these questions, it is important

to draw links to the school’s inclusion policy).

**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.

**Broad Content of RSE**

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 sex curriculum.

Our programme will cover EYFS, KS1 and KS2 and is based on three core themes within

which there will be broad overlap. It is adaptable to the age and ability of the pupils.

The three themes are:

• Created and loved by God (this explores the individual) The Christian imperative to love

self, made in the image and likeness of God, shows an understanding of the importance

of valuing and understanding oneself as the basis for personal relationships.

• Created to love others (this explores an individual’s relationships with others) God is love.

We are created out of love and for love. The command to love is the basis of all Christian

morality.

• Created to live in community – local, national & global (this explores the individual’s

relationships with the wider world) Human beings are relational by nature and live in the

wider community. Through our exchange with others, our mutual service and through

dialogue, we attempt to proclaim and extend the Kingdom of God for the good of

individuals and the good of society.

Each theme covers the core strands of ‘Education in Virtue’ and ‘Religious Understanding’ as

well as strands which cover the PSHE content of the theme.

Appendices to this policy provide further information about the programme and resources

used.

Teaching strategies will include:

• establishing ground rules

• discussion

• individual project work

• reflection

• the use of positive examples

• being active

• mind-mapping

• film & video

• group work

• role-play

• values clarification

**How pupils’ learning in RSE will be assessed**

There is a pre and post assessment task for each unit which is designed, considering

the age and stage of the children. Teachers will use these tasks to track and monitor pupil

outcomes. The RSE and Headteacher will monitor this closely during the year to ensure

that it provides sufficient evidence and will be part of the initial review.

**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.

We believe that the controlled environment of the classroom is the safest place for this

curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the

right to be excused from sex education (commonly referred to as the right to withdraw).

**Balanced Curriculum**

Whilst promoting Catholic values and virtues and teaching in accordance with Church

teaching, we will ensure that pupils are offered a balanced programme by providing an RSE

programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law

pertaining to RSE. Knowing about facts and enabling young people to explore differing

viewpoints is not the same as promoting behaviour and is not incompatible with our school’s

promotion of Catholic teaching. We will ensure that pupils have access to the learning they

need to stay safe, healthy and understand their rights as individuals.

Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme lays with the Headteacher and the school RSE Lead and RE Lead. 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 ‘Checklist for

External Speakers to 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 regarding RSE**

**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.

**Headteacher**

The Headteacher 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.

RSE Co-Ordinator

The co-ordinator, with the Headteacher, has 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 RSE 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

4 CES Checklist for External Speakers to Schools, 2016

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 teaching staff have completed training in respect of SRE and

additional training on the TENTEN programme by the end of the Summer Term 2021. 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.

**Relationship to other policies and curriculum subjects**

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about

pupil safety and is compatible with the school's other policy documents (Anti-Bullying policy &

Safeguarding and Child Protection Policy) Pupils with particular difficulties whether of a

physical or intellectual nature will receive appropriately differentiated support in order to enable

them to achieve mature knowledge, understanding and skills. Teaching methods will be

adapted to meet the varying needs of this group of pupils.

**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. (See also Relationships Education, Relationships and Sex Education (RSE) and

Health Education, Managing difficult questions, Page 23 for more detail)

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 sex, 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 will always help pupils facing personal difficulties. Teachers should 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,

head of school, but that the pupils would always be informed first that such action was going to be

taken

**Monitoring and evaluation**

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme

by examining plans, schemes of work and samples of pupils’ work and assessments at regular

intervals. The programme will be evaluated biannually by means of a parent questionnaire,

needs assessment given to pupils, and by discussion with pupils and staff. 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.