



Relationships and Sex Education (RSE)

Saint Aidan's Catholic Primary School

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Contents

- S1. Context and Rationale
- S2. Aims and objectives
- S3. Definitions and Terminology
- S4. Leadership and Management
- S5. Delivery of RSE (including staff training)
- S6. Outside Educators (including Nurse)
- S7. National Curriculum Requirements
- S8. Specific requirements for Key Stages 1 & 2
- S8a. Progression plan attached
- S9. Inclusion
- S10. Confidentiality and Safeguarding
- S11. External influences including: Parents & Media
- S12. Monitoring, Assessing and Reviewing
- S13. Right to Withdraw
- S14. Relationships with other Policies.

S1. Context

This policy document should be considered in the light of our School Mission Statement, which outlines all that underpins our work here at Saint. Aidan's Catholic Primary School.

Our ethos, here at St Aidan's is to educate all our pupils with Christ at the centre, and thus all that we teach is focused upon Catholic values and morals. We recognise each of our pupils as unique individuals, created in the image and likeness of God and our curriculum reflects the Gospel values of our faith. It is integral to teaching the Christian values and is taught in the context of Christian relationships and virtues. RSE promotes pupil's self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the wider community.

Here at St Aidan's we want to embrace the challenges of creating a happy and successful adult life, by giving pupils the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. This policy focuses on how we teach the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with

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other children and adults; peers and teachers.

Rationale

Here at St Aidan's we feel that RSE is an important part of education, this is 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 all our teaching. At St Aidan's we see all people and all creation as unique. Our RSE teaching is in alignment with the Church's moral teachings and the Diocese of Shrewsbury's guidance. We emphasise the importance of marriage and family, whilst acknowledging that all pupils have a fundamental right to have their life respected - whatever their choices or background.

S2. Aims and Objectives

This RSE policy has been developed as part of a full PSHE Policy. We work in partnerships with parents/carers and other external providers such as our school nurse, to provide pupils with a positive and well thought-out RSE curriculum, which is in line *'with their physical, cognitive, psychological and spiritual maturity, which is rooted in a Catholic vision of education and human person.'*

Here are St Aidan's we:

- Endeavour to help pupils grow in self-respect and self-worth, recognising that each of us is created in the image and likeness of God
- Appreciate and understand the role of God our Father as creator of our world and the founder of productive and purposeful relationships.
- Enable pupils to have an understanding that love, trust and faith is central to relationships, free from exploitation, abuse and bullying.
- Promote an appreciation of the nature, purposes and value of marriage and the family
- Enable pupils to understand themselves and their bodies emotional development; self-esteem, confidence, self-respect and empathy and physical and psychological development; growth and puberty.
- Enable pupils to reflect and recognise the qualities that are needed

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in order to grow, develop and sustain positive and effective relationships; friends, family and other adults.

- Help build resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups, developing their ability to assess pressures and respond appropriately; (see E-Safety policy)
- Enable pupils to build patience, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love one another.
- Help pupils to assess risk taking and managing behaviours in order to minimise the risk to health and personal integrity.
- Help our pupils to prepare for life in modern Britain.

We will ensure that RSE meets the needs of all of our pupils and is compliant with our statutory duty for all pupils. Our teaching will also educate pupils about discrimination, teasing, bullying and aggressive behaviours, this includes cyber-bullying and use of prejudiced language: most importantly the children will learn, how to respond and ask for help.

S3. Definitions and Terminology

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”. Furthermore, “it is about the development of the pupil’s knowledge and understanding of her or, him as a sexual being, about what it means to be fully human, called to live in the right relationships with their self and others and being enabled to make moral decisions in conscience.”

Relationship’s and Sex Education (RSE) – is the lifelong learning about physical, moral, social and emotional development. It is the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.

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S4. Leadership and Management

Governors, in consultation with the Head Teacher, have a statutory responsibility for RSE in their school. Governing bodies, together with the Head Teacher, pastoral leads and PSHE co-ordinator, are expected to involve parents/carers, pupils, staff, health professionals and other agencies to ensure that the school's RSE programme addresses the needs of the community, is in-line with government guidance, covers most health priorities that individuals face within our community and modern Britain, and also the needs of our pupils. All staff have a responsibility to make sure the delivery of RSE is high-quality, accessible for all and in-line with both the National Curriculum requirements and the Diocese of Shrewsbury.

S5. Delivery of RSE (Including staff training) Approaches and Schemes

High quality, evidence-based and age-appropriate teaching of RSE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. At St Aidan's we promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

RSE is delivered through the Diocesan approved scheme '*Journey in Love*'. The Diocese has agreed that it meets all the necessary criteria for a Catholic school. It incorporates scripture and prayer in each related unit of work. Each unit has strong links with building happy and healthy relationships. Delivery of RSE is the responsibility of the class teacher, however outside agencies, e.g. the school nurse may also have an input, although always in-line with our school ethos and the Church's teaching. Parents/carers are asked to support the teaching at home.

Teaching strategies:

- Recapping values and morals
- Establishing ground rules (Golden Rules)
- Distancing techniques
- Discussion (circle time)
- Project learning and research tasks (where appropriate)
- Reflections (collective worship & circle time)
- Group work and one-to-one

Pupils should be taught to develop personal attributes and values including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

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Whilst promoting Catholic values 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.

All staff teaching RSE should have annual training, whether this is at a staff meeting (internal) or training courses led by external agencies. They should have read and be up to date with the new 2019/20 guidance, which is compulsory from Summer Term 2021.

S6. Outside Educators (including School Nurse)

Health professionals who are involved in delivering programmes are expected to work within the schools' Relationship's and Sex Education Policy and under the instruction of the Head Teacher. They should follow their own professional codes of conduct.

S7. National Curriculum Requirements

The curriculum guidance from 2019 states that:

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education' Unless parents/carers choose to withdraw their child/children (see S13.)

Relationships and Sex Education is not compulsory for primary schools, however, *'Health Education is compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'*

Some parts of this curriculum fall under the National Curriculum 'science'.

S8. Specific requirements for key stages Journey in Love breakdown

St Aidan's Catholic Primary School

Journey in Love Overview 2022/23

<p>EYFS</p>	<p><u>The wonder of being special and unique</u> – <i>To explore the wonder of being special and unique.</i></p> <p>Social and Emotional – To recognise the joy of being a special person in my family.</p> <p>Physical – To recognise that we are all different and unique.</p> <p>Spiritual – To celebrate the joy of being a special person in God's family.</p> <p>Key Words: God, wonder, love, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique, belonging, different, special, womb, describe, friends, generous, worried, Baptism</p>
<p><u>Year 1</u></p>	<p><u>We meet God's love in our family</u> – <i>To focus on families and growing up in a loving, secure and stable home.</i></p> <p>Social and Emotional – To recognise signs that I am loved in my family.</p> <p>Physical – To recognise how I am cared for and kept safe in my family.</p> <p>Spiritual – To celebrate ways that God loves and cares for us.</p> <p>Key Words: Unique, friend, respect, secure, God, love, care, commitment, stable, important, different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, correct names for body parts</p>

<p><u>Year 2</u></p>	<p><u>We meet God's love in the community</u> – <i>To describe how we are growing and developing in diverse communities that are God-given.</i></p> <p>Social and Emotional – To recognise the joy of friendship and of belonging to a diverse community.</p> <p>Physical – To describe ways of being safe in communities.</p> <p>Spiritual – To celebrate ways of meeting God in our communities.</p> <p><u>Key Words:</u> Community, local, global, impact, responsibility, harm, improve, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, recognise, emotions, friendships, relationships, secrets, stereotypes, respect, equal</p>
<p><u>Year 3</u></p>	<p><u>How we live</u> – <i>To describe and give reasons for how we grow in caring and happy friendships where we are secure and safe.</i></p> <p>Social and Emotional – To describe and give reasons how friendships make us feel happy and safe.</p> <p>Physical – To describe and give reasons why friendships can break down and how they can be repaired and strengthened.</p> <p>Spiritual – to celebrate the joy and happiness of living in friendship with God and others.</p> <p><u>Key Words:</u> Community, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful</p>

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<p><u>Year 4</u></p>	<p><u>God loves us in our differences</u> – <i>To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God’s love accepts us as we are now and as we change.</i></p> <p>Social and Emotional - To describe how we all should be accepted and respected.</p> <p>Physical – To describe how we should treat others making links with the diverse modern society we live in.</p> <p>Spiritual – To celebrate the uniqueness and innate beauty of each of us.</p> <p><u>Key Words:</u> God, gifts, talents, differences, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, beauty, dignity</p>
<p><u>Year 5</u></p>	<p><u>God loves us in our changing and developing</u> – <i>Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives.</i></p> <p>Social and Emotional – To show knowledge and understanding of emotional relationship changes as we grow and develop.</p> <p>Physical – To show knowledge and understanding of the physical changes in puberty.</p> <p>Spiritual – To celebrate the joy of growing physically and spiritually.</p> <p><u>Key Words:</u> God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, biological, respect, reproduction, menstrual cycle, hormones, pituitary gland, uterus, fertilised ovum, fallopian tube, vagina, womb, period</p>

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Year 6

The wonder of God's love in creating new life – *To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about conception of a child within marriage.*

Social and Emotional – To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.

Physical – Explain how human life is conceived.

Spiritual – Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.

Key Words:

God, Christian, appropriate, dignity, sexuality, fallopian, conceive, relationship, uterus, cervix, fiancé, fiancée.

S9. Inclusion

We have a commitment to ensuring that all pupils will have equal access to the RSE curriculum, following guidelines in the SEND, Equal Opportunities and Inclusion policies.

S10. Confidentiality and Safeguarding

All pupils at St Aidan's have a right 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 including: parents, carers, friends, other family members, teachers and anyone else who has contact with that pupil. 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, even the smallest of worries should be recorded. Schools and teachers have a role to play in identifying pupils, who may be at risk, or which they have safety and welfare concerns about. The school recognises that early intervention is the best strategy and is aware of a range of agencies which complement the pastoral role of the school. All staff should know what to do if they identify a safeguarding issue whilst teaching RSE. They should know how to remain professional and keep an appropriate level of confidentiality whilst liaising with the appropriate internal and external relevant professionals.

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The designated safeguarding lead for our school is Sarah Yates (Head Teacher) and Deputy Lead is Anna Richardson. All teachers should use CPOMS to record any welfare or safety concerns they have about a child. All staff in school should have read and be up to date with Keeping Children Safe in Education 2020 and every person working with young people should review this guidance annually. See Safeguarding policy and Child Protection Policy for any further guidance.

S11. External Influences

At St Aidan's, we recognise that there may be a variety of responses from parents/carers to the introduction or updating of the RSE curriculum and we understand the importance of the parent/carer, as the first carer and educator. For some parents/carers it may be that they want the school to take total responsibility for educating their child about puberty with very little involvement from themselves, whilst other parents/carers may not want the school to give their child any information about the changes that take place during puberty. **Before the delivery of the RSE curriculum each year, parents/carers are invited to a consultation evening or asked to view resources, policy and discuss the content of the curriculum.**

If any members of the school community have any concerns relating to the scheme and its content, they should in the first instance refer enquiries to the Head Teacher.

S12. Monitoring, Assessing and Reviewing

The teaching of the RSE programme will be monitored, assessed and reviewed by examining plans, schemes of work, samples of pupils work and both pupil and teacher voice every year. This information will be used to help develop the programme and teaching further, doing this will keep the teaching of RSE current, up-to-date and in line with any new guidance that comes out.

S13. Right to withdraw

According to the new guidelines parents/carers have the 'right to withdraw' their child from some of the RSE curriculum; Relationships and Health Education is compulsory however, parents/carers have the right to withdraw from Sex Education up 'until three months before the child turns 16', then if the child wishes to receive Sex Education they may. As a school we would actively encourage that those parents/carers, who wish to withdraw their

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child, would have a conversation with the Head Teacher and where appropriate, with the child to ensure full understanding and clarification, prior to making their decision.

We will respect any decisions made by parents/carers. In exceptional circumstances, where the Head Teacher feels it is necessary to withdraw a pupil based on their specific needs or circumstances, this is allowed. All withdrawal requests will be granted by the Head Teacher if they solely relate to Sex Education however, we withhold the right to teach topics that fall within the Health Education, Relationship Education and Science curriculum. If a pupil is withdrawn the school will provide alternative education for that individual and will endeavour to make sure that any alternative is meeting that pupils needs.

S16. Relationship with other Policies

a) PSHE

Relationship and Sex Education sits within the PSHE curriculum and as such should be planned, delivered, coordinated, assessed and monitored in line with the school's PSHE Policy.

b) Safeguarding

If any disclosure occurs during an SRE lesson or concerns are raised, teachers will follow the school's procedure for Safeguarding.

c) Confidentiality

Children's rights should be considered at all times, under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff will not give guarantees of confidentiality where the safety and welfare of a child is at risk.

d) E-safety

In the current world where technology is becoming more widely used by primary school children, it is important that children are educated on how to keep safe online and building relationships online with other children or adults.

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