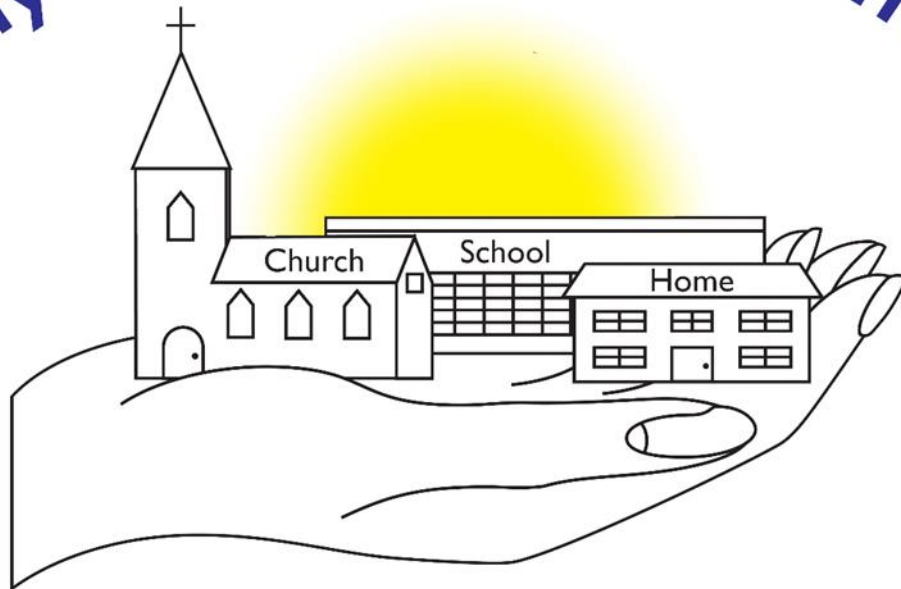


# Holy Family Catholic School



## **Relationships and Sex Education Policy**

**“Trying to make the world a better place, through creating a learning environment based upon Gospel values, where all children and adults become better people.”**

**Holy Family School Mission Statement**

November 2024

In this policy the Local Academy Committee and teachers, in partnership with pupils and their parents, set out their intentions about Relationships and Sex Education (RSE). We set out our rationale for and approach to RSE in our school.

### **RSE Scheme – *Ten:Ten***

At Holy Family we use a resource called *Ten:Ten 'Live Life to the Full Plus'* as our programme of study. *Ten:Ten 'Live Life to the Full Plus'* is a resource that meets statutory requirements while also providing a Christian perspective on human sexuality. It is the recommended programme of study for Catholic schools for RSE and has been written as a progressive scheme of work that supports RE, PSHE and Science curricula taught within the school.

Throughout *Ten:Ten 'Live Life to the Full Plus'* an aspect of the mystery of love is focussed upon in each group; children and young people are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth in the Primary Years through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development.

As with all aspects of learning, children are naturally curious and many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and again these are treated with care and understanding.

*Ten:Ten 'Live Life to the Full Plus'* highlights the importance of parental input and children will be told to discuss their lessons at home.

### **Defining Relationship and Sex education**

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health". 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 right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

## **Statutory Curriculum Requirements**

The Department for Education introduced compulsory Relationships Education for primary pupils and RSE for secondary pupils in September 2020. Also, from September 2020 it became compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

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. At Holy Family, we have committed to retain our current choice to continue to teach RSE through an integrated approach. This is taught through Science, Ten:Ten 'Live Life to the Full Plus' and Philosophy for Children (P4C).

## **Rationale**

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

We are involved in RSE 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; they will, therefore, be placed firmly within the context of relationships 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.

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. It will also enable the children to understand the benefits that exist in a society where difference and diversity are celebrated.

## **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 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.

## **Programme and Resources**

'Life to the Full Plus' is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum as well as integrating PSHE health and wellbeing sessions. It is based on the model Catholic RSE curriculum which was highlighted as a work of good practice by the DfE. 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. RSE lessons are delivered in every year group from Reception through to year 6.

Our 'Life to the Full' programme is structured around 3 modules:

### **Module 1: Created and Loved by God (exploring the individual)**

- Religious Understanding
- Me, my body, my health
- Emotional well-being and attitudes
- Life cycles and fertility

### **Module 2: Created to Love Others (exploring the individual's relationship with others)**

- Religious Understanding
- Personal Relationships
- Keeping Safe
- Online safety

### **Module 3: Created to Live in Community (exploring the individual's relationship with the wider world)**

- Religious Understanding
- Living in the Wider World

Teaching strategies will include:

- establishing ground rules
- discussion
- reflection
- brainstorming
- story-based activities
- music/songs
- interactive video content
- group work
- values clarification
- accompanying classroom prayers

How will we organise lessons for *Ten:Ten 'Live Life to the Full Plus'*?

- Before the programme begins, ground rules are set with the children regarding the kind of positive behaviour expected of every child
- All children and teachers treat each other with respect, all questions and answers are listened to in a sensitive and sensible manner
- Any child who is silly, or disruptive and who deliberately attempts to embarrass or hurt another member of the group will be asked to leave
- Children may be taught in small groups for some elements of the programme
- Some lessons may be taught in single sex groups as appropriate
- All children will cover the same topics
- Lessons may include: discussions, presentations, questions, written work

### **How can parents help?**

- By talking with your child at home
- By discussing their work after each lesson
- By listening to any concerns
- By reassuring your child that you are there if they need to talk about anything

### **Aims of RSE**

To develop the following attitudes and virtues:

- 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 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.
- 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**

RSE is taught through the recommended source Ten:Ten Live Life to the Full . It is reinforced through our lived experience in school and through the subjects of RE, Science and by way of a cross-curricular, integrated approach.

We acknowledge that every area of school life can potentially contribute to RSE as the school, of its very nature, operates through positive human relationships. We realise the obligation to deliver RSE in our role as teachers or support staff. We also recognise the need for close co-operation with each other and other subject areas in order to ensure a holistic approach to RSE. That RSE requires sensitive teaching, which is matched in particular by the specific needs and concerns of the pupils, is recognised and modelled. We will use our professional judgment when addressing issues in RSE and careful consideration will be given to the inevitable wide and varied experience and backgrounds of the pupils in the class.

### **Inclusion/Equality and Diversity**

We ensure, through differentiation and inclusion, that RSE is sensitive to the needs of individual pupils, respects pupils' different abilities, levels of maturity and personal circumstances e.g. sexual orientation, faith and culture. Our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010. 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 (see SEND Policy).

### **Safeguarding Procedures**

The school has procedures to deal with any sensitive issues or children thought to be vulnerable. Staff will pass on any concerns of this nature to the DSL (Designated Safeguard Lead) in school (see Safeguarding Policy).

### **The Local Academy Committee**

The Local Academy Committee recognises their responsibility to ensure the RSE programme follows Diocesan principles and reflects the Church's teaching. The Local Academy Committee remain ultimately responsible for the policy.

## **Assessment**

Assessment will take place mainly through questioning and teachers will make judgements based on any written tasks completed through each section. Teachers will assess the children's prior knowledge through looking at the key vocabulary and will revisit this at the end of a unit to assess their progress.

## **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. 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 have the right to withdraw their children from RSE 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.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

## **Responsibility for teaching the programme**

Responsibility for the specific relationships and sex education programme lays with all teachers, teaching support staff and senior leaders. All staff, however, 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.

## **Other Roles and Responsibilities regarding RSE:**

### **Local Academy Committee**

- 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;
- 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.

### **Head teacher**

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.

### **PSHE/RSE Leader**

The leader, 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. They are supported by the assistant head teacher with responsibility for curriculum and other senior leaders with responsibility for child protection.

### **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 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 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 (for example, Anti-Bullying policy, Safeguarding Policy etc.).

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**

We will ensure that we 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 Local Academy Committee believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of our age appropriate RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

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 promoting a controversial point of view or is of a personal nature.

### **Supporting Young People who are at Risk**

Children 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 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 Safeguarding Lead.

### **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, in line with the school's structured approach to pastoral care. 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, headteacher, but that the pupils would always be informed first that such action was going to be taken.

### **Monitoring and Evaluation**

The RSE/PHSE lead will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires and by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. The Local Academy Committee will consider all such evaluations and suggestions before amending the policy. The Local Academy Committee remain ultimately responsible for the policy.