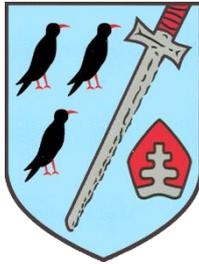


**St Thomas'
Primary**



**Catholic
School**



Policy on Relationship and Sex Education (RSE) for Catholic Schools

The infographic is set against a dark blue background. At the top, it reads 'St Thomas' Catholic Primary School' in white, followed by 'Learning in the Light of Christ' in a yellow, cursive font. In the center, there is a glowing image of two hands clasped together, with light rays emanating from the point of contact. Five white lines radiate from this central image to five separate text boxes. The text boxes contain the following statements:

- Guided by Christ's teaching to love God and neighbour, we strive to create a caring ethos in our school through our teaching, through our worship and by our example.
- We encourage all to recognise their unique God-given talents and we seek to work together with our families to develop every child's full potential.
- We value each other for who we are and encourage mutual respect and base our discipline on this.
- We aim to promote a spirit of charity, social justice and global awareness in our school.
- We strive to provide the best possible education for our children.

'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 we are moving to encompass all in the title 'Relationship and Sex Education (RSE)'.

Our belief in the 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 the guidance of the 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 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. It will emphasise the central importance of marriage and the family, recognising that most families include a mother, a father and children but some families do 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.

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 voices to be heard and responded to.

General Principles

The Governing Body of St Thomas' 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.

Aims

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 minimize 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;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments;

Delivery of RSE

We intend that the school's RSE shall be delivered with a cross curricular and integrated approach embedded in the wider context of the school's Education for Personal (EPR) programme, Personal, Social and Health Education (PSHE) programme, Personal, Social and Health Education (PSHE), Citizenship, Religious Education programme (Come & See).

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)

- 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.
- 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)

- 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 to 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.
- 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.

Statutory

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

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 Co-ordinator 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 her/his parents/carers if appropriate.

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

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 disorientation 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.

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 concern 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. 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 Thomas' Catholic Primary School follows the 'Life to the Full' programme as recommended by the Diocese of Southwark.

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

Children with special education needs and disabilities (SEND) will have support in varying ways depending upon their individual needs and in consultation with their parents/carers.

Monitoring & Evaluation

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

Most recent review	September 2020	Next review due	September 2021
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