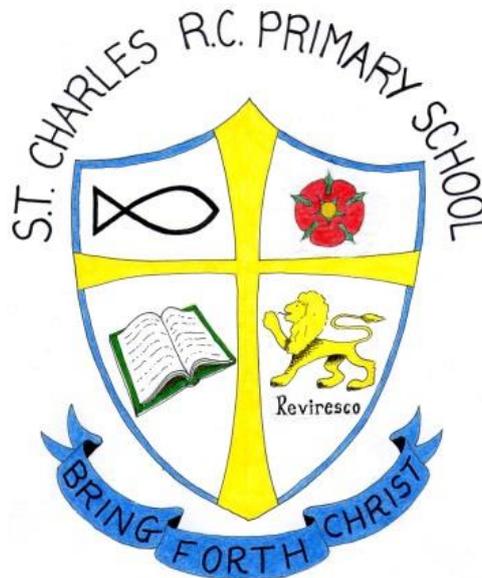


ST CHARLES' RC PRIMARY SCHOOL

RSE POLICY



"Bring Forth Christ"

Updated: June 2020

By: Mrs Parkinson

Approved by Governors: June 2020

The Subject Leader is responsible for monitoring this policy

Signatures

Chair of Governors:

Date:

Head teacher:

Date:

Review Date:

April 2021

Aims and Objectives

Relationships and Sex education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Purpose of RSE

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

RSE 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. We focus 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 includes the topics of families and the people who care for individuals, caring friendships, respectful relationships, online relationships and being safe.

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, we are mindful of aspects involved in relationships and sex education 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.

Curriculum

The RSE programme 'In the Beginning' will form the basis for resourcing the Programme. However, RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

"In The Beginning" is a carefully constructed vehicle, designed in such a way as to enable teachers and parents to explore life and life issues with children through natural, appropriate

and purposeful conversation, and through tasks & visual prompts which stimulate further discussion within the bounds of suitability. Our relationship with God sits at the very heart of this programme and the teachings of Jesus Christ provide the blueprint for ways we should relate to each other as human beings (and as members of God's global family), and to the world around us.

The underpinning theme of the RSE scheme is the theme of Creation: Growing to know the God we love through exploring and sharing His wonderful world. It has been devised specifically, for delivery in Catholic Primary Schools. The scheme is delivered during the Summer Term and encompasses key themes and issues related to relationships as well as the PSHE curriculum.

Aims of the RSE Scheme 'In The Beginning'

- To provide the growing child with an understanding of life itself, appropriate to their level of understanding
- To discover our world and the many forms of life it holds
- To discover themselves, and in doing so discovering Our God, Our Father, Our Creator
- To provide opportunities for discussion between parent and child and between teacher and class
- To reinforce Christian values and those contained within St. Gregory's Mission Statement

The scheme takes the form of classroom based activities with opportunities for follow-up discussions and activities at home. Each year group has a corresponding pupil Booklet. Parents are informed when RSE lessons are taking place, with teachers sending home information regarding which pages have been covered in each session alongside the 'Parent's Booklet'. The content of RSE sessions is to be taught with sensitivity at all times.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

These standalone Primary sex education sessions will focus on:

- Preparing boys and girls for the changes that adolescence brings (Y5)
- How a baby is conceived and born (Y6)

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. The teaching within the Science National Curriculum is biological, and is concerned with human reproduction. Parents cannot withdraw their child from this work. We believe in looking at RSE within a moral framework but parents do have the right to withdraw their children from this part of the curriculum. Parents and carers will be informed when RSE takes place in Y5 & Y6. Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education

Early Years

Pupils should be taught:

- Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some

behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

- Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Key Stage 1

Pupils should be taught:

- that humans move, feed, grow, use their senses and reproduce
- that humans grow from babies into children and then into adults
- to recognise the physical similarities and differences between themselves and other pupils
- to understand about personal safety, hygiene and appropriate behaviour
- to appreciate ways in which people learn to live together
- to recognise that there are different types of family structure, and to be able to describe their role within the family
- to understand the importance of valuing oneself and others
- to begin to recognise the range of human emotions and ways to deal with these

Key Stage 2

Pupils should be able to:

- Value themselves as a child of God
- know that there are life processes common to all animals
- know the main stages of the human life cycle
- understand the human reproductive system, as required by the National Curriculum Science Order
- know about and have some understanding of the physical, emotional and social changes that take place in puberty
- understand how changes in puberty affect the body in relation to hygiene
- recognise some of the skills required for parenting
- know that there are different patterns of friendship
- appreciate that within any environment there are people with different attitudes, beliefs and values and that these influence people's relationships

End of KS2 Expectations

This is an outline of what pupils should know by the end of primary school

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to managing these situations and how to seek help or advice from others if needed

Respectful relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults Online relationships
- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it is not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult

- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources)

Planning

RSE is delivered in a variety of ways throughout the curriculum within:

- Science
- PSHE
- Assembly, Story time and Circle time
- RE
- 'In the Beginning' programme

We use 'In The Beginning' as recommended by the diocese. There will be a variety of teaching methods, including discussion, group work, videos, focused activities and the use of appropriate resources.

We aim to give pupils equal access to the RSE curriculum, which may include the use of single gender group discussions where appropriate. We do invite the school nurse to talk to the children.

- Year 5 (hygiene talk and changing bodies)
- Year 6 (the creation of new life)

Relationship and Sex Education must be in accordance with the teachings of the Catholic Church. It is important that any external visitor to the school is also clear about their role and responsibility while they are in a school. Such visits should complement the school's current programme. Visitors may need guidance to ensure that sessions they deliver are respectful of the teaching of the Catholic Church.

Teaching Approaches/Pedagogy

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Progression and Continuity

The 'In The Beginning' programme and SCARF scheme of work are planned to ensure continuity and progression by building on the specific knowledge, skills and understanding. Appropriate units of work are planned.

SEN and More Able children

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Assessment and Recording

Children's understanding, knowledge and skills are assessed through observation, discussion and

questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences and in special assemblies celebrating achievement. Children will be rewarded in line with school policy e.g. Dojo points for showing the schools 5 values (Friendship, Determination, Respect, Responsibility and Good Manners),stickers, certificates in Celebration Assembly and special event assemblies

Resources

We have a range of resources to support the teaching of RSE across the school. These are supplemented by the specialist resources supplied by Coram Education and the Caritas in Action Resource book and 'In the Beginning' scheme of work.

Monitoring and Evaluation

The PSHE co-ordinator will monitor delivery of the RSE programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of effectiveness will be conducted on the basis of:

- Book Scrutiny
- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

Planning and samples of work, including photographs and questioning of children, will be collected by the PSHE Subject Leader and kept in the PSHE subject leadership file. The PSHE subject leader will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate. The coordinator monitors RSE work throughout the school.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Staff Development

Development of teacher's expertise may be provided through in-school inset provision, in class support from the co-ordinator, focused staff meetings and attendance of externally held courses. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes.