

	Name of Policy	Relationships and Sex Education Policy
	Name of School	St. Joseph's Catholic Primary
	Policy review Date	Summer 2018
	Date of next Review	Summer 2021
	Who reviewed this policy?	Curriculum Committee

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

At St Joseph's, 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 and support will be provided to help pupils deal with different sets of values.

AIMS

The aims of RSE are to

- enhance the personal development, self-esteem and well-being of the child;
- help the child develop healthy and respectful friendships and relationships;
- foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework;
- promote responsible behaviour and the ability to make informed decisions;
- help the child come to value family life and marriage;
- appreciate the responsibilities of parenthood;
- promote an appreciation of the value of human life and the wonder of birth.

The RSE curriculum should enable pupils to:

- acquire and develop knowledge and understanding of self;

- develop a positive sense of self-awareness, self-esteem and self-worth;
- develop an appreciation of the dignity and uniqueness of others;
- understand the nature, growth and development of relationships within families, in friendships and in wider contexts;
- develop an awareness of differing family patterns;
- develop strategies to make decisions, solve problems, and implement actions in various personal, social and health contexts;
- develop personal skills which will help to establish and sustain healthy personal relationships;
- develop some coping strategies to protect self and others from various forms of abuse;
- acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development;
- develop a critical understanding of external influences on lifestyles and decision making.

AT ST JOSEPH'S, WE WILL

- be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- involve parents as they are primary educators of their child;
- provide a positive view of human sexuality and dignity of the human person;
- equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- explore and promote virtues which are essential to promoting respect and dignity;
- ensure the RSE is delivered in an age appropriate way which reflects the development of the child and is part of the cross-curricular work in both primary and secondary schools;
- be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- ensure that RSE is taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- ensure RSE is delivered by competent professionals who understand the Church's teaching

SKILLS

The RSE curriculum should enable pupils to develop the skills necessary to form and maintain relationships and to make informed choices and decisions regarding health and well-being.

They need opportunities to develop:

- **practical skills** for everyday living; for supporting others; for future parenting;
- **communication skills** learning to listen, listening to other's points of view; putting one's own view forward clearly; handling and resolving conflict peacefully; being assertive;
- **decision-making and problem-solving skills** making sensible choices in the light of relevant information; making moral judgements about what to do in actual situations; acting responsibly as an individual or as a member of a group;
- **inter-personal skills** for managing relationships confidently and effectively; for becoming an effective group member or leader.

MORALS AND VALUES

RSE should enable pupils to clarify what they believe and why they believe it and develop a respect for the beliefs of others. Pupils need opportunities to explore values and attitudes and to consider how they, and others, are affected by them. Children should be taught RSE within a framework which encourages the following values:

- a respect for self;
- a respect for others;
- commitment and trust within relationships;
- equality in relationships;
- honesty with self and others;
- compassion and forgiveness when people do not conform to their way of life;
- self-discipline

RELATIONSHIPS BETWEEN HOME, SCHOOL AND COMMUNITY

The effectiveness of an RSE policy and programme is dependent on a collaborative process involving teachers, parents, governors and other health professionals. Each has distinctive contributions to make. Opportunities should be provided for teachers, governors and parents to raise any issues and concerns they might have about the RSE policy and programme.

THE ROLE OF GOVERNORS

The governors should foster and support the development of an RSE policy and programme by collaborating with teachers and parents. They should also facilitate the consultative process whereby the school community can respond and contribute. The governors should seek to accommodate and be sensitive to the religious and cultural beliefs of both teachers and parents whilst fulfilling their responsibility to ensure the availability of adequate RSE for all children.

THE ROLE OF STAFF

The classroom teacher and teaching assistant have a significant and diverse role to play in the planning and implementation of RSE in the school. At all times the role must be considered to be complementary to that of parents, considering the individual needs, age, maturity, stage of development and family background of the child. Opportunities for in-service courses will support staff in their teaching.

INVOLVING PARENTS

The home exerts a major influence on all aspects of a child's life, and especially so in the area of relationships and sexuality.

The school will provide information about the health-related topics covered during each key stage and itemise what is covered with each year group. Parents may be invited to the school to review the materials to be used with the pupils.

At St Joseph's, we ensure that proper consultation with parents is undertaken and try to take account of any parental concerns expressed to them. The school will make alternative arrangements for any pupil whose parent wishes him/her to be excused from particular, or all, RSE classes.

'JOURNEY IN LOVE'

The Governing Body have approved and adopted the 'Journey in Love' programme of Relationship and Sex Education that is recommended by the Diocese of Brentwood. Relationships and Sex Education is part of the curriculum and, therefore, is included along with religious, moral and personal development of a pupil's individuality and is supplemented by the Religious Education, PSHE and Science curriculums. This programme aims to support parents in their role as educators of their children. The Scheme of Work sets out a programme to be carried out by the class teacher in year groups of KS1 and KS2 (Y1-Y6) each academic year. The programme builds on previous knowledge and understanding to provide a firm foundation for each pupil suited to their age in an open, honest and dignified way.

'Journey in Love' has been devised in the context of a religious setting and draws upon prayer and scripture to enable children to develop an understanding of the unique and special way in which God created them. The scheme also enables children to develop an understanding of the different forms of relationships including, friendship, family and marriage and their responsibilities as part of the wider community.

Some aspects of the Year 6 unit of work will be taught in a lesson where genders are split to allow for the children to feel more confident about asking questions. At times, it may be appropriate to invite visitors such as the school nurse or health professionals to work alongside the usual class teacher to deliver a lesson. The scheme is available for parents to view if they wish and letters are sent home to notify parents prior to teaching.

UNITS OF WORK

Reception:	God loves each of us in our uniqueness
Year 1	We meet God's love in our family
Year 2	We meet God's love in the community
Year 3	How we live in love
Year 4	God loves us in our differences
Year 5	My changing and development
Year 6	The wonder of God's love in creating new life

EQUAL ACCESS AND OPPORTUNITIES

We ensure that all pupils across the Foundation Stage and Key Stages 1 and 2 are able to access the full range of the curriculum as outlined in the National Curriculum 2014, Early Years and Foundation Stage 2014 and the non-statutory guidance for Sex and Relationship Education. We ensure that teachers identify and provide for children's special needs and also for children's cultural differences. If appropriate, we will endeavor to use external agencies and advisors to work with, and advise staff e.g. the school nurse.

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, gender identity, religion or sexual orientation.

CHILD PROTECTION

All adults have a responsibility to ensure the safety and welfare of pupils. Staff must be aware that effective Relationship and Sex Education, which brings an

understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue.

If a child makes a disclosure then all adults will adhere to the Child Protection Policy and follow safeguarding procedures.