

## Relationships Education, Relationships and Sex Education and Health Education Policy (RSE)

### **School Mission Statement**

*'Our school is Christ-centred: God's love permeates all aspects of school life through constant reference to Gospel values. As a Catholic school we believe in the dignity, worth and uniqueness of the individual, providing a safe, happy and stable environment for all. We are an inclusive community and foster relationships based on mutual respect and tolerance, supporting young people in their lives as Christians now and in the future. We have high expectations of ourselves and each other and strive for excellence in all we do.'*

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships Education, Relationships and Sex Education and Health Education is an integral part of this education. Furthermore our school aims state that we will endeavor to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

### **Consultation**

An important part of planning a PSHE curriculum, including Relationships Education, Sex Education and Health Education, is about tailoring the learning to meet the needs of our pupils. In order to design a high quality, relevant and engaging curriculum for the pupils, we assessed their learning needs and gathered the pupils views of what topics they considered to be most important, what they thought was most useful to learn about and any suggestions about how Relationships Education, Relationships and Sex Education and Health Education could be improved in school.

### **Rationale**

*'I have come that you might have life and have it to the full'*  
(John 10.10)

We are involved in Relationships Education, Relationships and Sex Education and Health 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 Relationships Education, Relationships and Sex Education and Health Education 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 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. Relationships Education, Relationships and Sex Education and Health Education, 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, Relationships Education, Relationships and Sex Education and Health Education will be firmly embedded in the Relationships and Health 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 centered 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 Relationships Education, Relationships and Sex Education and Health Education 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.

### **Aim of Relationships Education, Relationships and Sex Education and Health Education**

In partnership with parents, we aim to provide children with a 'positive and prudent sexual education' which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

To develop the following **attitudes and virtues**:

- 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 bodies;
- responsibility for one's 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 love;
- recognising the importance of marriage and family life;

To develop the following **personal and social skills**:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- 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;

To develop the following **knowledge and understanding**:

- 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 and sacred role in procreation; **(Parents may withdraw their child from this aspect of the curriculum)**

These will be covered through five overlapping themes; moral, spiritual, physical, emotional and social development.

### **Relationships Education**

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover;

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

### **Health Education**

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover;

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### **Sex Education**

The DfE Guidance 2019 (pg.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At St. Bede's RC Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Life to the Full Programme in the unit 1 from year 4 onwards. A school nurse also delivers a talk to the year 5 and 6 children in the summer term about puberty. We conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

## **Inclusion and Differentiated learning**

We will ensure Relationships Education, Relationships and Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. These questions will be responded to in the context of the school's inclusion policy.

## **Statutory Curriculum Requirements**

“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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance 2019 pg. 8

“Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 pg.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance 2019 pg.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance 2019 pg.11

Documents that inform the schools' RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)
- Keeping Children Safe in Education - Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

### **Equalities Obligations**

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, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

### **Broad Content of Relationships Education, Relationships and Sex Education and Health Education**

Three aspects of Relationships Education, Relationships and Sex Education and Health Education – attitudes and values, personal and social skills and knowledge and understanding will be provided in three inter-related ways: the whole school/ethos dimension, cross-curricular Relationships and Health approach and a discreet Relationships and Health Education curriculum.

### **Programme, Resources and Curriculum Design**

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. At St. Bede's we use Ten Ten's new programme, **Life to the Full** as our chosen teaching and learning programme and tailor it to our children's needs. Life to the Full will teach Relationships Education, incorporating Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. Given that RSE will become a statutory subject from September 2020 we are embracing *'the challenges of creating a happy and successful adult life'* by giving pupils knowledge *'that will enable them to make informed decisions about their wellbeing, health and relationships'*. (DfE Statutory Guidance) The framework of the programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

Life to the Full is a developmental programme for Reception to Year 6 which adopts a spiral curriculum approach so that as a child goes through the programme year-after-year, the learning will develop and grow with each stage building on the last. Each topic within the programme will draw on key virtues that sit at the heart of Catholic education; virtues such as *respect, appreciation, patience, forgiveness, justice, service and commitment*. These virtues are the pillars around which the entire teaching and learning will be based.

The programme is separated into three stages:

- Key Stage One (aimed at years 1 and 2)
- Lower Key Stage Two (aimed at years 3 and 4)
- Upper Key Stage Two (aimed at years 5 and 6)

Each key stage is further divided into modules, which have been taken from the guidelines offered by the Catholic Education Service for a Model RSE Programme:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each module is then broken down into units of work:

<b>Module 1</b>	<b>Created and Loved by God</b>
4 Units	Religious Understanding Me, my body, my health Emotional well-being Life cycles
<b>Module 2</b>	<b>Created to love others</b>
3 Units	Religious Understanding Personal relationships Keeping safe
<b>Module 3</b>	<b>Created to Live in a Community</b>
2 Units	Religious understanding Living in the wider world

Within each unit there are a number of planned sessions which are led in the classroom with the class teacher:

<b>Module 1: Created and Loved by God</b>	
Created and Loved by God explores the individual. Rooted in the teaching that <b>we are made in the image and likeness of God</b> , it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.	
	In these sessions we explore:
Key Stage One	That we are uniquely made by a loving God, that we have similarities and differences (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.
Lower Key Stage Two	Understanding differences, respecting our bodies, puberty and changing bodies (year 4), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.
Upper Key Stage Two	Appreciation of physical and emotional differences, a more complex understanding of physical changes in girls and boys bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional wellbeing (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

### Module 2: Created to Love Others

Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaching strategies for developing healthy relationships and keeping safe.

Key Stage One	In the unit <b>Personal Relationships</b> , children are taught to identify the special people in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness in relationships. In the unit <b>Keeping Safe</b> , we explore the risks of being online, the difference between good and bad secrets and teaching on physical boundaries.
Lower Key Stage Two	The sessions here help children to develop a more complex appreciation of different family structures and activities and strategies to help develop healthy relationships with family and friends; here, they are also taught simplified CBT techniques for managing thoughts, feelings and actions.
Upper Key Stage Two	In the unit <b>Personal Relationships</b> the children equip themselves with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and further teaching on how our thoughts and feelings have an impact on how we act. In the unit <b>Keeping Safe</b> , the programme explores the risks of sharing and chatting online at a level more appropriate to years 5 and 6, and a more complex understanding of different forms of abuse.

### Module 3: Created to Live in Community

Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are related by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

Key Stage One	In the first unit <b>Religious Understanding</b> , the story sessions help children to develop a concept of the Trinity. In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.
Lower Key Stage Two	
Upper Key Stage Two	

The Primary Curriculum framework for Relationships Education, Relationships and Sex Education and Health Education will be followed which is cross curricular (see appendix)

Our RSE programme is an integral part of our whole school PSHE education and will be provided through;

- Discrete curriculum time once a week where the children engage in age-appropriate sessions delivered by the class teacher
- House Meeting that take place once every two weeks where the children meet in mixed age house groups to work on whole school topics e.g. internet safety
- Teaching through and in other subjects/curriculum/themes

- Whole school and class assemblies which provide an opportunity to enhance pupils spiritual, moral, social and cultural development, promoting our schools values
- Pastoral care and guidance as questions and incidents arise. At times, teachers may choose to hold an additional PSHE session in response to an event or issue.

Class teachers have the responsibility for teaching the Relationships Education, Relationships and Sex Education and Health Education curriculum. On some occasions adults from other agencies will be used to deliver some aspects of the curriculum; such visits will always complement the current programme and never substitute or replace teacher led sessions. External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy and will be required to ensure that all teaching is rooted in Catholic principles and practice.

### **Assessment of Relationships Education, Relationships and Sex Education and Health Education**

Each unit of work in Life to the Full has an assessment activity associated with it. The activities take into account the learning objectives of the sessions within the unit and provide before and after evidence that learning has taken place.

### **Parents and Carers**

Parents/carers are the primary educators of their children. They will be consulted at every stage of development of the programme, as well as during the process of monitoring, review and evaluation. Life to the Full has developed an online parent portal in which parents can view what their children will be studying at different stages of the programme and links and suggestions for home activities.

Parents have **the right to withdraw** their children from Relationships Education, Relationships and Sex Education and Health Education excepting those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they should notify the school by contacting the Headteacher. The request will be made on a year by year basis. The school will provide support by providing material for parents to help the children with their learning.

### **Other Roles and Responsibilities regarding Relationships Education, Relationships and Sex Education and Health Education**

Governors will:

- Draw up the Relationships Education, Relationships and Sex Education and Health Education 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, e.g. SEN, the ethos of the school and out Christian beliefs;
- Ensure that parents know of their right to withdraw their children;

- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of Relationships Education, Relationships and Sex Education and Health Education within Relationships and Health Education.
- Ensure that the school policy and teaching is compliant with the guidance issued by the Diocesan Department for Education.

### **Headteacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority, also appropriate agencies.

### **Relationships Education, Relationships and Sex Education and Health Education Coordinator**

The coordinator 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 Relationships Education, Relationships and Sex Education and Health Education and the provision of in-service training.

### **All staff**

Relationships Education, Relationships and Sex Education and Health Education is a whole school issue. All of the staff at St. Bede's have a responsibility of care; as well as fostering academic progress they will actively contribute to the guardianship and guidance of the physical, moral and spiritual wellbeing of their pupils. The staff will teach Relationships Education, Relationships and Sex Education and Health Education in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff.

### **Children's questions**

The governors and staff want to promote a healthy, positive atmosphere in which Relationships Education, Relationships and Sex Education and Health Education can take place. We will strive 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 Relationships Education, Relationships and Sex Education and Health Education. These may be a matter of maturity, of personal involvement or experience or children, of disagreement with the official teaching of the

Church, of illegal activity or other doubtful, dubious or harmful activity. The governors and staff believe that children are best educated, protected from harm and exploitations by discussing issues openly within the context of Relationships Education, Relationships and Sex Education and Health Education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Teaching methods will take into account differences in the children's development (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

### **Supporting children and young people who are at risk**

Children will need to feel safe and secure in the environment in which Relationships Education, Relationships and Sex Education and Health Education takes place. Effective Relationships Education, Relationships and Sex Education and Health Education will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will be made aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the main Designated Safeguarding Officer, Mrs N. Park.

### **Confidentiality and Advice**

All governors, teachers, support staff, parents and pupils will be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the Relationships Education, Relationships and Sex Education and Health Education 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 that 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 pastoral care policy. 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 review of the policy**

The Relationships Education, Relationships and Sex Education and Health Education Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils work. The programme will be evaluated biennially. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

The policy will be reviewed every two years by the Headteacher/ Relationships Education, Relationships and Sex Education and Health Education Coordinator, the governing body and staff. The next review date is July 2022.

**Signed:**

K. Dixon: PSHE/ Relationships Education, Relationships and Sex Education and Health Education Coordinator

N. Park: Headteacher

C. Elwood: Chair of Governors