



# HRB RSHE Policy

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## Holy Rosary Catholic Academy – Sex and Relationship Education Policy

### *Loving Heart – Strong Mind*

At Holy Rosary we pride ourselves on our strong Catholic ethos based on the Gospel values and teaching of the Church. To this end we aim to maintain a high standard of behaviour. An important part of this is the support we receive from the families who share our values.

This policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff and all members of our Academy community.

### **Aims, expectations and principles**

This policy reflects and supports the aims of our Mission Statement:

#### *‘Loving Heart – Strong Mind’*

At Holy Rosary Academy we believe that every individual is unique and made in God’s own image. We accept the trust the parents and carers have placed in putting their children into our care, as a privilege. Therefore everything we do is aimed at developing each child to his or her full spiritual, academic and social potential.

**I know the plans I have for you says the Lord,**

**Plans to give you hope and a future.**

***Jer. 29:11***

As a Catholic Academy our religious education, based on the teachings of the Gospel and the Catholic Church, permeates every aspect of Academy life. Relationships and behaviour are integral to our happy, healthy and safe learning community as we seek to foster a positive attitude between all members of our Academy community showing mutual respect regardless of ability, gender, race or culture.

### **School Mission Statement**

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions with regard to relationships and sex education. (RSE) We set out our rationale for and approach to relationships and sex education in the school.

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”<sup>1</sup>. It is about the development of the pupil’s knowledge and understanding of her/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”<sup>2</sup>.

### **Statutory Curriculum Requirements**

We are required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

The reasons for our inclusion of RSE go further. We prioritise the health and well-being of all pupils. Every week begins with the Listening hour. The timetabled programme of RSE sessions take place within these sessions alongside other aspects of PSHE identified for study.

### **Rationale**

‘I have come that you might have life and have it to the full’ (Jn.10.10)

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<sup>3</sup> and as advocated by the DFE relationships and sex education 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 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 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.

### **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 the 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.

## **Aim of RSE and the Mission Statement**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that sex and relationship education is an integral part of this education. Furthermore our school aims state that we will endeavour 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. It is in this context that we commit ourselves:

In partnership with parents to provide children and young people with a "positive and prudent" sex and relationship education"<sup>4</sup> It is characterised by a whole person, whole school, and developmental approach<sup>5</sup> thus setting it firmly within our distinctively Christian vision of education.

## **Objectives**

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 minimise 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 and sacred role in procreation;

### **Our programme will cover...**

The three overriding themes of the 'TenTen: Life to the Full' programme are:

- Created and loved by God (Exploring the individual)
  - The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- Created to love others (Exploring an individual's relationships with others)
  - God is love.
  - We are created out of love and for love. The command to love is the basis of all Christian morality.
- Created to live in community – local, national & global (exploring the individual's relationships with the wider world)
  - Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Throughout this, they will also:

- know that they are a unique creation of God and so are able to grow in self-respect developing a positive attitude to themselves, their feelings and their sexuality
- understand that self-giving love is central to relationships
- recognise the importance of forgiveness and saying sorry in relationships
- understand the reasons for self-respect, and why they should act with respect and responsibility in their relationships
- reflect on their own relationships recognising those qualities that help relationships grow
- develop knowledge, communication skills and understanding in order to help personal decision-making
- act responsibly as an individual and as a member of a group
- identify and have the confidence to talk about their emotions and how to respond positively to them
- communicate a point of view clearly and appropriately and listen to the views of others
- take responsibility for oneself and for one's actions
- come to understand the influence and impact of the media, Internet, peer groups and develop the ability to assess pressures and respond appropriately

- explore and respond appropriately to prejudice and gender stereotyping
  - think positively about their own body
  - understand, in ways appropriate to their age and developmental needs, the changes they will undergo including puberty
  - know the correct vocabulary for external body parts, sexual organs, and menstruation
  - think positively about other people, adults as well as children
  - take care of themselves, their health, safety and personal hygiene
  - know that some diseases are infectious
  - keep themselves safe and ask for help and support when needed
  - become aware of good choices and wrong choices and their consequences
  - make good choices about what to do in particular situations
  - manage relationships with friends confidently and effectively
  - develop the ability to form positive, non-exploitative relationships and reject bullying
  - explore and reflect on their own experience of people who are married
  - have an understanding of the family, an appreciation of the values of family life and the roles and responsibilities of family members
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- have an understanding of a family as a spiritual community in which members can grow in faith, hope and love
  - understand that the difference between male and female is part of God's loving and creative plan
  - understand reproduction in the context of a loving and self-giving marriage
  - recognise and appreciate the Catholic belief in the importance of marriage for family life and the bringing up of children

## Programme of RSE

### TenTen Resources – Life to the Full



Life to the Full is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum.

It is taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and

emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. 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.

The programme will deliver this teaching through the prism of Catholic RSE.

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. The programme has been written on the assumption that not all class teachers will be Catholic. The guidance and training for staff will be mindful and supportive of this.

It contains a programme of study containing approximately 60 media-rich lessons divided into three learning stages\*:

Key Stage One (Years 1 and 2);

Lower Key Stage Two (Years 3 and 4); Upper Key Stage Two (Years 5 and 6).



There is also:

An accompanying programme of age-specific prayer and worship to support the programme from the creators of “Collective Worship”.

Assessment Activities to record evidence of success; Training sessions for staff;

An online parent portal for links to home;

An action plan to include units for EYFS in the future.

## **Organisation**

The three aspects of relationship and sex education, attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: Created and Loved by God; Created to Love Others and Created to Live in Community.

## **Resources**

All resources are available via a cloud based platform. This includes a parent portal whereby parents can access from home all the relevant information and teaching materials all at times.

## **Staffing**

All staff 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.

## **Balanced Curriculum**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by ensuring that pupils receive clear scientific information. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

## **Equality**

We will ensure equality by ensuring RSE is sensitive to the different needs of individual pupils and is taught 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.

## **Roles and Responsibilities**

Responsibility for the specific relationships and sex education programme lays with the RE Leads and Head teacher.

However, all staff 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.

## **Governors will:**

- Assist with drawing up the RE 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 our 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 RSE within PSHE.

## **The Head Teacher will:**



- Assist with drawing up the RE 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 our Christian beliefs;
- 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.
- Take overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service, the Local Education Authority and any appropriate agencies.
- Support the RE leads in the successful implementation of this policy and will support the dissemination of the information relating to RSE and the provision of in-service training.

#### **The RE Leads will:**

- Assist with drawing up the RE policy, in consultation with parents and teachers;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.
- Have 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 will be supported by the Head Teacher.

#### **All Staff will:**

- Understand that RSE is a whole school issue.
- 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.
- Teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE.
- Be included in the development of this policy, be aware of the policy and understand how it relates to them.

#### **Parents will:**

- Recognise that they are the primary educators of their children the school will seek to support them in this task.
- Have the right to be consulted before this policy is ratified by the governors and continue to be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation.
- Be able to view the resources used by the school in the sex and relationship education programme via the online portal - <https://www.tentenresources.co.uk/parent-portal/>
- Should parents wish to withdraw their children from the programme, they are asked to notify the school by contacting the Head Teacher. The school will provide support by providing material for parents to help the children with their learning.

#### **Links 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 cross-referenced to the Child Protection/Safeguarding policy.

The following policies have also been considered in the development of this policy: anti-bullying, equal

opportunities, e-safety, SEN and behaviour.

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.

Learning about RSE in PSHE, RE and Science lessons will link to/complement learning in those areas identified in the RSE audit.

### **Support for staff and for children and young people who are at risk**

The governors recognise that RSE can be a sensitive issue for all concerned and are concerned that teachers' training and support needs are properly provided for. The governors therefore require the school to provide such training and support to all those involved in the RSE programme. This training will cover legislative requirements, Church teaching, the demands of this policy and the development of appropriate skills to deliver the RSE programme.

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 disclosure of a child protection 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 is a victim of or is at risk of abuse they should follow the school's child protection policy and immediately inform the designated safeguarding lead.

### **Withdrawal**

Parents have the right to withdraw their children from RSE excepting those elements which are required by the National Curriculum science orders. However, we will remind parents of the words of the late Cardinal Hume. He expressed some concerns about withdrawing children from sex education lessons. He wondered whether such action might damage the parent-child relationship in terms of confidence and trust, whether it could really inhibit the passing on of information within peer groups and "might well remove one possible means of correcting, or putting in perspective, the uncontrolled information circulating within peer groups." We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Parents will be able to examine the programme their children are following and provide additional preparation and information as they wish via the parent portal.

### **Children's questions**

The governors want to 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. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child's questions hints at abuse, is deliberately tendentious or is of a personal nature.

### **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 governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

### **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 pastoral care responsibilities.

### **Safeguarding Procedures**

If a teacher has any concerns re. the welfare of a particular child then that teacher will make an online referral via the cloud based safeguarding reporting system, CPOMs. This will then become a matter for the designated safeguarding lead who will follow this up. Any information thus obtained will be regarded as strictly confidential and will be passed to staff on a need to know basis only. After consultation, it is the decision of the Head teacher/Designated Safeguarding Lead as to whether the information is forwarded to the relevant body. 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 circumstance they would have to inform others, e.g., parents, Head Teacher, but that the pupils would always be informed first that such action was going to be taken.

If there is a suspicion of possible abuse teachers will follow the school's child protection / safeguarding policy.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of health promotion, in particular RSE within schools. It must however be noted that such visits will always complement the current programme and never substitute or replace teacher led sessions. The delivery will also be in line with the Church's teaching.

Benefits of external visitors to RSE:

- Bring a new perspective to a subject;
- Offer specialized knowledge, experience and resources;
- Make the topic less embarrassing because the visitor is a 'safestranger';
- Form a friendly link to the community and make local services more accessible;
- Add variety to the curriculum;
- Give support to teachers

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

### **Monitoring, review and evaluation**

The RE Leads, supported by the Head Teacher, will monitor the provision of the various dimensions of the programme by examining coverage, schemes of work and samples of pupils work at regular intervals. The programme should be reviewed and evaluated bi-annually by means of questionnaires / response sheets/needs assessment given to pupils, and / or 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. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.



















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