

**St Mary Magdalen's
Catholic Primary School**



**Relationship and
Sex Education Policy**

March 2018

MISSION STATEMENT

We are a Roman Catholic community, placing God at the centre of our lives. Christian values permeate every aspect of the school day. As a small friendly school, we aim to produce the warmth and intimacy of the family. We recognise each individual as special and loved by God, caring for one another and fostering love, trust and respect. When mistakes are made we recognise them as opportunities for learning and consequent reconciliation.

We aim to help all children fulfil their potential. We have high expectations of the children; we want them to do their best socially, personally, academically and spiritually.

We recognise each child's full entitlement to education. We value children's uniqueness and endeavour to nurture their potential. We strive to promote in them a sense of personal worth and self-confidence, as well as an awareness of their responsibilities to self and others.

RELATIONSHIP AND SEX EDUCATION (RSE) RATIONALE

Essentially RSE is concerned with the development of positive relationships with ourselves, other people, the world around us, and with God.

“... children and young people must be helped ... to develop harmoniously their physical, moral and intellectual endowments ...”

“Let them be given also ... a positive and prudent sexual education.”

“... children and young people have a right to be motivated to appraise moral values with a right conscience, to embrace them with a personal adherence, together with a deeper knowledge and love of God.”

Gravissimum Educatonis, Vatican II, 28 October 1965

All parents and teachers are called to develop the whole person: physical, intellectual, emotional, psychological, aesthetic, sexual, moral, spiritual and religious. Catholic education about relationships and sex is an integral part of this development of the whole person. As Catholics we see all these areas as graced by God and leading to God.

RSE at St Mary Magdalen's reflects the school ethos and Mission Statement. It is developed through cross-curricular links with RE, Science, and Personal, Social and Health Education (PSHE). This knowledge and understanding is further developed through the Catholic RSE scheme of work “A Journey in Love”.

OBJECTIVES

- to develop in pupils a sense of their own self-worth and uniqueness as created by God
- to help pupils to come to a deeper understanding about themselves as they grow
- to provide pupils with accurate, factual information about the reproductive process according to age, experience and level of understanding
- to teach pupils to respect their own and each other's bodies
- to teach pupils about the importance of love and respect in relation to all relationships and especially sexual relationships and to set this in the context of family life and marriage
- to teach pupils about responsibility for oneself and others
- to develop an understanding about the importance of parenting skills

- to develop an awareness of the importance of emotions, feelings, instinct and right judgement in relation to self-protection
- to help pupils recognise the physical, emotional and moral risks of casual and promiscuous behaviour
- to present fact in an objective and balance manner and to use appropriate terminology to enable pupils to discuss issues without embarrassment or fear
- to work towards these objectives in partnership with parents
- to show tolerance with peers, and (in the case of older children) a pastoral attitude towards younger members of the school community as recognition that we all belong to the ‘family’ of St Mary Magdalen’s
- to demonstrate high codes of behaviour arising out of respect for themselves, one another, adults, their school environment and the wider community, in a world created by God
- to recognise that human love takes many forms; an understanding of how human relationships grow and deepen through friendship, love and affection; appreciation of the importance of the family unit (regardless of structure/composition)
- to recognise the value of parental partnership and the many different relationships which help children and families grow and thrive. This should include an appreciation of the demanding responsibilities of parenthood and the sacrifices which parents have to make for the sake of a new-born child

EQUAL OPPORTUNITIES AND INCLUSION

St Mary Magdalen’s RSE Policy reflects its commitment to the principle of equal opportunities. This ensures the entitlement of all pupils, regardless of race, gender or disability, to develop their self-esteem and self-identify to enable a confident participation in the curriculum in line with the school’s Equal Opportunities Policy.

We will ensure RSE is sensitive to the varying needs of individual pupils in respect of pupils’ different abilities, levels of maturity and personal circumstances. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying (including cyber-bullying), aggressive behaviours and the use of prejudice-based language. These lessons will help children understand how to respond and ask for help.

CONFIDENTIALITY AND ADVICE

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 Behaviour Policy. Teachers will explain to pupils that they cannot offer unconditional confidentiality, in line with the school’s Child Protection and Safeguarding Policy.

DEALING WITH SENSITIVE ISSUES AND RESPONDING TO QUESTIONS

All RSE at Sr Mary Magdalen’s will be taught in line with the guidance of the Diocese of Southwark and in conjunction with government recommendations.

Teachers will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. In some cases, it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents. In the same way, not all questions will be answered publicly, and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group.

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

ROLES AND RESPONSIBILITIES

Parents

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development. As a Catholic school we provide the principal means by which the church assists parents and carers in educating their children and will endeavour to do so recognising the unique nature of every child and their family.

The Education Act 1996 gives parents the right to withdraw their child from any or all of the school's sex education programme although certain elements are covered under the Science National Curriculum which is statutory for all children.

The school is aware that good communication with parents is of utmost importance in this area and in order to promote this, the RSE Policy is available to view on the school website.

Governors

In accordance with the Education Act 1996, the governing board will keep the school's policy for RSE up to date. It will ensure that copies of the policy are made available to parents should they so wish.

Head Teacher

The Head Teacher is responsible for the implementation of the RSE Policy in liaison with the governors, parents, Diocese Education Commission, and the Local Authority.

RSE Coordinator

This position is held by the RE Coordinator. They have responsibility for curriculum planning, continued professional development and training to support teachers to deliver RSE. This recognises the distinct nature of this area of the curriculum within a Catholic school and the importance of our faith in any teaching regarding relationships and sex. As elements of RSE will be delivered across the curriculum, other Coordinators (Science and PSHE) will also support and monitor the effective delivery of RSE at St Mary Magdalen's.

Teachers and Other Adults

All teachers have a responsibility of care. As well as fostering academic progress, they should actively contribute to the physical, moral and spiritual wellbeing of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos of the school. Appropriate training will be made available to all staff teaching RSE.

RSE is a whole school issue. All staff are involved in developing children's personal and social skills. As staff move around the school they are role models, giving examples of conflict resolution and establishing relationships of mutual trust and respect which children can learn from.

Organisation

The RE Coordinator has the responsibility, along with the Head Teacher to ensure that the planned RSE programme is delivered effectively. All class teachers will be responsible for delivering their section of the programme to their class. All teachers will use the Catholic RSE scheme of work "A Journey in Love", in conjunction with other cross-curricular activities such as assembly, story time, circle time, PSHE and RE lessons.

The school nurse will be employed to deliver more effectively certain aspects of the sex education programme. This will be organised by the RE Coordinator when and where appropriate and monitored by the class teachers concerned.

Classes will remain mixed (boys and girls) for all elements, except for Years 5 and 6 where some single sex sessions will be held.

Monitoring and Evaluation

The effectiveness of the school's approach to RSE will be assessed annually through monitoring activities which may include planning and book scrutinies, lesson observations and questionnaires for pupils, parents and staff. This monitoring and evaluation will be carried out by the RE Coordinator with the support of the Senior Leadership Team and the governing board.

‘A JOURNEY IN LOVE’ SCHEME OF WORK

“A Journey in Love has as its foundational premise the belief that we are made in the image and likeness of God and, as a consequence, gender and sexuality are God’s gift, reflect God’s beauty and share in the divine creativity.”

*Sr Jude Groden, RSM
Primary RE Adviser*

RELATED POLICIES

- RE Policy
- PSHE Policy
- Science Policy
- School Behaviour Policy
- Child Protection and Safeguarding Policy

Foundation Stage

Nursery: Wonder at God’s Love
Reception: God loves each of us in our uniqueness

Key Stage 1

Year 1: We meet God’s love in our family
Year 2: We meet God’s love in our community

Key Stage 2

Year 3: How we live in love
Year 4: God loves us in our differences
Year 5: God loves me in my changing and development
Year 6: The wonder of God’s love in creating new life

Programme

See Appendix 2

At the end of EYFS and Key Stage 1 pupils should be able to:

- recognise that they are created by God
- learn that their body is a gift from God
- name the main parts of the body
- recognise themselves as male and female
- learn how to improve personal hygiene
- know that there are different types of families
- recognise the roles of individuals, within the family
- know that secure loving relationships within the family are important
- recognise that families and friends care for each other
- learn that humans can produce babies
- learn that babies grow into children and adults
- hear about the ideal of loving and sharing in a Christian marriage
- understand how to treat themselves and others with mutual respect and dignity
- understand that their bodies are special and develop ways to protect and respect them
- reflect on their contributions to building up loving family relationships
- recognise, name and deal with their feelings in a positive way
- become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations
- be able to talk about their emotions
- to know and understand the NSPCC pants scheme:
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

At the end of Key Stage 2 pupils should be able to:

Year 3

- how to value themselves as children of God
- learn the main stages of the human life cycle from birth to death
- learn about daily routines to care for your body and understand about a healthy lifestyle
- explore the expressions of love and joy in a family
- investigate what is meant by relationships within families
- understand the importance of honesty and self-discipline
- explore ways in which actions can enhance or spoil loving family relationships
- explore the ways in which feelings affect, and are affected by actions

Year 4

- learn about themselves as a child of God and their body as God's gift to them
- develop awareness of the life cycle from conception to birth
- learn about what makes a healthy lifestyle
- learn about the place of love and joy in families
- deepen the understanding about what is meant by relationships within families
- explore and develop strategies to maintain good relationships

- be aware of different types of relationship, including marriage and those between friends and families and develop skills to be effective in relationships

Year 5

- explore ways to reflect God's unconditional love in their lives
- explore the changes that come about through changes in body and feelings/emotions
- explore the need for a healthy lifestyle
- learn how to manage their feelings as they change
- explore the meaning of friendship, trust and loyalty
- learn about different types of relationships among friends and families and develop the skills needed to be effective in relationships
- learn about sources of help and support for individuals, families and groups
- be able to talk about relationships and know how to seek advice from significant adults
- understand that pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure
- recognise that actions have consequences for themselves and others, recognise others' feeling and put themselves in someone else's shoes
- reflect upon personal responsibility for maintaining good relationships
- explore ways of dealing with broken relationships and bringing about reconciliation
- understand about a healthy lifestyle and the options and choices they make

Year 6

- reflect upon the importance of God's unconditional love
- know the basic biology of human reproduction within the context of marriage (including sexual intercourse)
- begin to understand the changes that come about through puberty
- explore the marriage liturgy, especially parents' responsibility towards children as expressed through the vows of Christian marriage
- develop an appreciation of what is involved in bringing up children
- hear about the commitment of Christian parents in bringing up children
- explore the responsibilities that parents have in bringing up children
- recognise the risks in different kinds of relationships among friends and family and develop the skills to be effective in relationships
- learn about different kinds of relationships among friends and family and develop the skills to be effective in relationships
- recognise that actions have consequences for themselves and others and recognise others' feelings
- develop the skills to form and end relationships
- continue developing ways to talk about relationships and seek advice from significant adults
- recognise the importance of forgiveness in relationships
- develop ways to deal with the consequences of wrong choices
- investigate ways to achieve a healthy body and lifestyle