



St Alban's Catholic Primary School

Relationship and Sex Education Policy

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loving
hopeful
attentive
curious
faith-filled
learned
wise
generous
grateful
eloquent
discerning
intentional
compassionate
truthful
active



1. INTRODUCTION

This policy has been adopted by the partner primary schools of St Illtyds High School- St Alban's Catholic Primary School, St John Lloyd RC Primary School, St Cadocs RC Primary School,.

This policy is to be read alongside other RSE guidelines.

This document is the result of Governing Body discussion, consultation with parents, staff and students.

A copy of the school's draft policy was submitted to the Director of Education/Director of RE (schools) Autumn Term 2019/20

2. Vision and Mission

St Alban's Catholic Primary School is a Christ centred community, reaching out to others. Our vision for our school is that: *in our school every day we learn, love and pray, following the footsteps of Jesus.*

Vision for Relationship and Sex Education.

At St Alban's Catholic Primary School we look after one another and show respect and love through our relationships with one another. Jesus is invited into our lives. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be fulfilled too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God's creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.

3. Procedures

The following groups have been consulted as part of producing this policy.

- Staff Autumn Term 2019
- Governing body Autumn Term 2019 and consequently annually
- Parents Autumn Term 2019
- Diocesan Education Service Autumn 2019

When approved this policy will also be shared with

- Our Parish community and wider community via the **school web site**

In consultation with the Governing Body, the policy was implemented in 2019, reviewed annually by the Head teacher, RSE Co-ordinator, St Illtyds cluster Head teachers, the Governing Body and school Staff.

The policy will be circulated to all members of the Governing Body and all members of staff. The school prospectus should contain a statement about RSE teaching. The full Policy will be available upon request. The Diocesan Director of Education of RE will be sent a copy of the school's RSE policy and the Governing Body will ensure that this is up to date, and available on the school website.

4. Rationale

As a Catholic primary school in the Province of Cardiff, Menevia, Wrexham and Herefordshire, we use the term Relationship and Sex Education (RSE) as we believe that sex education is set in a wider context of relationship education that is about all aspects of growing a fulfilled and happy life. Sex education is but one dimension of this greater whole.

The defining belief of Christianity is that God took on human form. This endows the human person with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual – our bodies are the dwelling place, the ‘temple’ of the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the Church’s teaching about relationships, marriage, sex and family life. The Church educates young people as part of complete human formation. Education about human love is no less a part of a Catholic school’s responsibility than teaching about Mathematics or English. At St Alban’s Catholic Primary School, we teach young people about how to grow in relationships, including understanding loving relationships and acknowledging that children’s first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God-given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to “Love your neighbour as yourself” (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with “Fit for Mission” Schools’.

Legal guidelines suggest that relationship and sex education should build on the children’s own experiences, be sensitive to the specific domestic contexts the children come from, form attitudes and values towards relationships, develop personal and social skills and increase the knowledge and understanding of each young person as they grow about their relationships and well-being, including sexual health. We support all these aims in educating about relationships and sex education by incorporating them into the wider understanding of human relationships and human formation as reflected in the relevant CBEW and CES RSE Guidance.

5. Statutory framework

The statutory framework that surrounds education about human relationships can be found on the RSE Framework for England or Wales. **See Annex A: The legal framework for Sex Education.**

6. Virtues and Values

Gospel virtues and values underpin the RSE curriculum. The Christian tradition describes behaviour or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith; hope and charity (sometimes simply ‘love’ is used instead of ‘charity’) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self mastery. These are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological

virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach “the abundant life” (John 10:10).

At St Alban’s Catholic Primary School, we live out the Gospel values shared in the Beatitudes, throughout the life of school by following our school pupil profile.

Staff model Gospel values and virtues, children are encouraged to do the same enabling them to progress in knowledge about moral behaviour throughout their time at school. Our children are encouraged to say ‘thank you’ to God; happy and cheerful to care about other people. They reflect on their behaviour in the light of the example of Jesus’ care for others.

Our children are encouraged to evaluate their behaviour and give reasons for the choices they have made. As pupils progress through Key Stage Two they develop a deeper understanding of what is moral behaviour and are encouraged to say why this is important for personal happiness and for a closer relationship with God. In addition to the points made above, are they given opportunities to learn how prayer enables them to make space for God in their lives and offers opportunities for reflection and growth. By the end of Year 6, children should be able to explain some behaviour choices by reference to their beliefs and values, for example, by referring to Jesus’ teaching about forgiveness.

7. The Aim and Objectives of RSE

The aim of RSE is part of our aim to educate the complete human person. This is expressed in Fit for Mission Schools (2009) as follows:

The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person.

This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is ‘the perfect Man in whom all human values find their fullest perfection’ (Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.

RSE should therefore deepen the following areas of understanding:

- To develop self-knowledge, and respect and love of self;
- To invite young people to develop and deepen a loving relationship with God;
- To invite young people to understand that their life has a purpose;
- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this is an expression of God’s love;
- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood that is appropriate to the stage of maturity of the young people;
- A strong awareness of their own safety and the nature of appropriate consent;
- To have an understanding of the law in England and Wales about Equality and Marriage, appropriate to age and maturity.

RSE will develop attitudes, personal and social skills and knowledge and understanding.

- We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God's creation.
- We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.
- We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.
- We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.
- We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's Prayer.
- We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.
- We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.
- We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.
- We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.
- We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.
- We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.
- We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.
- We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.
- We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

8. Inclusion

At St Alban's Catholic Primary School we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and background. Lessons are framed by this understanding and young people encouraged to respect each other in their differences, and develop an approach of dialogue. The school will endeavour to offer support to young people who require or request additional needs or support.

9. Equality

The Governing Body has wide obligations under the Equalities Act 2010 and will work to ensure that St Alban's Catholic Primary School endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children.

(See Equality Policy.)

10. Programme of study

The Province recommends appropriate resources to its family of schools in Section 2.1 above. These range from ages 3-19 years and provide suggested areas of study and outcomes for the young people it serves. It is envisaged that this programme will be taught in discreet lessons, in cross curricular lessons, particularly R.E. and science and fundamentally embedded in the ethos of the school through assemblies, classroom discussions and the centring of all relationships in school on the person of Jesus Christ. The programme of study is based on the understanding of the Church of human nature and human sexuality, and aims to help young people develop their sense of purpose and character. It should be taught as part of a broad and balanced curriculum and will thus have room for the expression of alternative viewpoints by pupils/students.

RSE will be taught, using a wide range of teaching strategies, clear ground rules for discussions will be established, parents will be informed and lessons will always take account of the Safeguarding Policy.

All resources used will be recommended by the Archdiocese.

11. Parents

The Church recognises parents as the first educators of their children. Our schools assist parents in this task also in RSE, aiding and completing (where needed) the work of parents and furnishing children and adolescents with an evaluation of "sexuality as value and task of the whole person, created male and female in the image of God". (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69). Children's first experience of relationships and love are in the home. At our schools we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance. Parents have been consulted about this policy before it was ratified by the governing body.

Parents are informed of their right to withdraw their children from RSE lessons, (though they are not able to withdraw their children from statutory science lessons).

Parents wishing to withdraw their children from RSE lessons must contact the Headteacher no later than the start of the school day when the lesson will take place.

The school will involve and support parents in learning about RSE by sharing the programme of study/ sharing published resources to be used, informing parents when visitors are coming to school, sending letters when a sensitive subject is to be taught, placing information in the school prospectus and on school website.

Information about RSE is contained in the school prospectus and the majority of the programme of study is developed through the ethos of the school. However, at times, areas of particular sensitivity, such as puberty, will benefit from additional parental support and at such times, letters will be sent home and parents may be invited into school to discuss the content of RSE lessons.

The school RE Leader and RE link Governor will be responsible for leadership, co-ordination and monitoring of the programme. Class teachers will be responsible for delivering the programme following guidance. Where appropriate other agencies will be used to support.

All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour based on a Christian understanding of how to lead a good life. Staff are called to be role models of the school's ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. All staff must conduct their behaviour in school in accordance with the vision and mission of the school.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., science, computing and ICT/ DCF.

12. Supporting children and young people deemed to be at risk

Like all other subjects, RSE always needs to be taught in a differentiated manner appropriate to the maturity of the children. It needs to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school and it is paramount that all staff teaching RSE have up to date safeguarding professional development.

Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's safeguarding policy and confidentiality procedures.

The following guidance for dealing with questions in teaching RSE will be followed:

- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example: If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later;
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

(RCADC Supplementary RSE Guidance available from the Cardiff Diocese)

Annex A: The legal framework for Sex Education

Definition of sex education

A.1 Section 579(1) of the Education Act 1996 gives a definition of 'sex education' as including education about:

- (a) Acquired Immune Deficiency Syndrome and Human Immuno-deficiency Virus; and
- (b) any other sexually transmitted disease.

Sex education policy

A.2 Governing bodies of all maintained schools are required by section 404 of the Education Act 1996 to:

- (a) make, and keep up to date, a separate written statement of their policy with regard to the provision of sex education, and
- (b) make copies of the statement available for inspection (at all reasonable times) by parents of registered pupils at the school and provide a copy of the statement free of charge to any parent who asks for one.

A.3 The policy statement must also include a statement about parents' rights under section 405 of the Education Act 1996 to exempt/withdraw their child from sex education.

Secondary schools

A.4 All maintained secondary schools are required under section 101(1)(c) of the Education Act 2002 to include, as part of the 'basic curriculum' of the school, sex education for all registered pupils.

Primary schools

A.5 Section 101(1) of the Education Act 2002 does not require primary schools to provide sex education as part of the 'basic curriculum'. Primary schools can provide sex education but whether they do so is at the discretion of the school.

Special schools and Pupil Referral Units (PRUs)

A.6 Under section 101(1) of the Education Act 2002, maintained special schools and PRUs must provide it for secondary-age pupils. They can provide sex education for primary-age pupils and must provide it for secondary-age pupils if they wish to. There is no requirement for special schools in hospitals to provide sex education, but if they provide secondary education, they must have a policy on sex education, and if they do provide sex education they must have regard to this guidance.

Guidance

A.7 Where sex education is given, section 403(1B) of the Education Act 1996 (as amended) requires head teachers and governing bodies to have regard to the National Assembly for Wales' guidance.

A.8 Section 403(1C) requires the Assembly's guidance to 'include guidance about any material which may be produced by NHS bodies for use for the purposes of sex education in schools.'

Marriage, family life and inappropriate materials

A.9 Section 403 of the Education Act 1996 requires that the governing body and the head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

A.10 In addition, section (1A) of section 403 of the Education Act 1996 places a duty on the Welsh Ministers to issue guidance designed to secure that when sex education is given to registered pupils at maintained schools:

- (a) they learn the nature of marriage and its importance for family life and the bringing up of children, and
- (b) they are protected from teaching and materials which are inappropriate having regard to the age and religious and cultural background of the pupils concerned.

Parent/parental responsibility

A.11 Section 576 of the Education Act 1996 defines a 'parent' as follows:

- (1) In this Act, unless the context otherwise requires, 'parent', in relation to a child or young person, includes any person —
 - (a) who is not a parent of his but who has parental responsibility for him, or
 - (b) who has care of the child. Section 3 (1) of the Children Act 1989 defines 'parental responsibility' as follows: (1) In this Act 'parental responsibility' means all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property. References to parents/carers in this guidance should therefore be taken to include those with parental responsibility or care of a child.

Exemption/withdrawal from sex education

A.12 Section 405 of the Education Act 1996 enables parents to prevent their children, either wholly or partly, from receiving sex education in school other than sex education contained within the national curriculum.

If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.