

ST. VINCENT de PAUL CATHOLIC PRIMARY SCHOOL
RELATIONSHIPS AND SEX EDUCATION – POLICY and PRACTICE

Following a review of our Relationships and Sex Education provision and practice within our school, and through consultation and discussion, we have developed this revised policy statement.

The implementation of this policy is the responsibility of all teaching staff and will be carefully monitored by the Headteacher and the RE team.

It will be presented to the governing body at their meeting of 20th October 2016 and will be reviewed regularly in line with developments in school.

Chair of the Governing Body _____

Date _____

This Policy Document must be read in conjunction with our school's Religious Education Policy.

ST. VINCENT de PAUL CATHOLIC PRIMARY SCHOOL
RELATIONSHIPS AND SEX EDUCATION POLICY

Headteacher: Mr P. Stewart

Mission Statement:

Serving with Love, Striving for Excellence

Introduction

Relationships and Sex Education (RSE) incorporates PSHE and Citizenship (PSHCE) through a theology of relationship.

We support the recommendation of the DfES to encompass RSE within the wider PSHCE framework. We recognise the importance of RSE and understand the role we play in delivering this, as part of the 'Come and See' scheme that we follow for Religious Education. We want to inform our pupils about relationships in the context of the Catholic faith.

Aims:

- To encourage pupils' growth in self respect, acknowledging that we are all created in the likeness of God.
- To help pupils of all ages to develop an understanding that love is the central basis of relationships.
- To help all pupils understand the nature of relationships appropriate to age and to encourage reflection on their own relationships and to respect differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To offer sex education in the wider context of relationships for our older Key Stage 2 pupils.
- To develop the skills necessary to build on and sustain relationships.
- To ensure that pupils are prepared for puberty (as age appropriate).
- To help pupils develop a safer and healthier lifestyle.
- To prepare pupils in their role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom of God.

Delivery of RSE:

RSE is taught through our R.E. and Science schemes as well as other areas of our curriculum. This is done as a cross-curricular approach. Elements include links to PSHCE.

Every area of our school life contributes to RSE as the very nature of our school functions through the promotion and actual formation of positive human relationships.

All staff, class teachers and teaching assistants are aware of their roles in the delivery of RSE. We work together with strong communication links so that everybody is aware of what is being taught for RSE, the progression it makes through the years and any issues that arise from it. We are also aware as a school that RSE is to be taught and addressed sensitively, meeting the children's needs and interests.

All teaching staff address RSE with a professional approach, dealing with RSE issues appropriately and communicating with the people that need to be informed. Children's backgrounds and experience are taken into consideration when addressing RSE and treated with care and required responses.

All pupils are given equal access to RSE within our curriculum.

The Governing Body

The Governing body and Foundation Governors recognise the responsibility to ensure that the RSE programme follows Diocesan principles and reflects the Church's teaching.

The Role of Parents

The Governing body agrees that we as a school strive to support parents in their task of teaching their children about sex and relationships. They are also keen to keep parents informed and consult with them about our RSE programme and its content along with developments that are made.

Child Withdrawal

We would hope that all parents would wish for their child(ren) to be involved in the school's programme of RSE. However, we understand if parents would like to withdraw their child(ren) from RSE as they have every right to but not to be withdrawn from any areas required by National Curriculum Science:

Pupils at Key Stage 1:

Year 1 - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 - notice that animals, including humans, have offspring which grow into adults. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Pupils at Key Stage 2:

Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Parents with concerns can contact the school by speaking to the child's class teacher in the first instance and then in writing to the Head teacher. An appointment can be made with the Head teacher to discuss the withdrawal. If, after this meeting, the parent still wishes the child to be withdrawn, the child will be provided with related work and sent to an alternative class when RSE is being taught.

SEN Provision

All pupils will have access to a relevant RSE programme, which meets individual needs, helps them to understand their physical and emotional development and enables them to make positive decisions in their lives.

Assessment

Teachers have access to a document entitled 'Links with Come and See and Relationships and Sex Education' provided by the Archdiocese of Liverpool's Christian Education Team. It makes links to each topic throughout the year in each year group. Some aspects might be covered in the *Explore* section where the topic is being introduced, starting with the pupil's own experience, and extending into the *Reveal* and *Respond* sections. Some ideas may be used in the *Reveal* process where the teaching is explicitly concerned with Scripture and the teaching of Church. Some topics offer more explicit teaching to develop ideas about RSE. Another way of using this section is when teaching some aspects of RSE which occur in Science, P.E., health education or drama, make use of the links with the religious education programme.

Teachers are responsible for addressing the individual learning needs of all pupils. The Science scheme of work provides clear learning objectives and assessment activities to enable the teacher to make judgements about learning and progress.

Children in Years 5 and 6 will be taught using the *All that I am* programme which involves group work, discussion, watching video clips and working through a variety of worksheets. It involves a mixture of doing, reflecting, reviewing and evaluating. The aims are to augment pupils' understanding of their physical and emotional development and to promote ways in which young people can examine contemporary stereotypes of masculine and feminine behaviour and assume responsibility for their actions. During Year 5 this is encompassed into five sessions which focus on:

- individual development
- physical development
- social development
- emotional development
- spiritual development

This is built upon and further developed during Year 6 when children recap and reprise learning from Year 6 and take part in sessions which focus on:

- changing bodies
- personal behaviour

Confidentiality

A trusting relationship between pupils and staff is an important aspect of effective Relationships and Sex Education; however it is important for pupils to understand that staff cannot maintain confidentiality. The member of staff will make a professional judgement about the significance of what an individual child may say based on knowledge of that child and their particular circumstances. Any concerns staff may have should be discussed immediately with our Designated Safeguarding Lead, Headteacher, Mr P. Stewart and our Deputy Safeguarding Officer, Assistant Headteacher, Mr A. Vasco. The school is legally required to refer concerns regarding child protection issues, including sexual abuse to other agencies such as social services.