

# **Sacred Heart Catholic Primary School, Ilkley,**

## **A Voluntary Academy**

### **Relationships and Sex Education Policy**



#### **Mission Statement**

*Jesus said, "I chose you, and appointed you to go and bear much fruit." (John 15:16)*

#### **Our three consistencies are**

**Love of others**

**Love of self**

**Love of learning**

Policy review date- Spring 2021  
Person Responsible- Alison Ashworth  
Ratified by Governors- Spring 2021  
Review date- June 2022

Our Vision and Mission statements communicate the key idea that we were created out of love and for love and that every single word or action should be motivated by love. It is in this context that we commit ourselves, in partnership with parents<sup>1</sup>, to provide children and young people with a “positive and prudent [relationships and] sexual education”<sup>2</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Catholic vision of education and the human person.

In this policy the Academy Council and teachers, in partnership with pupils and their parents, set out their aims and their approach to RSE in the school.

#### **Consultation that has taken place:**

- review of RSE curriculum content with staff (February 2021)
- Consultation with parents/carers (February 2021)
- Consultation with school governors (March 2021)

#### **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Academy Council in the Spring term 2021.

This policy will be reviewed every 2 years by the Executive Headteacher, RSE/RE Co-ordinator, the Academy Council and Staff. The next review date is June 2022.

#### **Dissemination**

The policy will be given to all members of the Academy Council and all teaching and non-teaching members of staff.

Details of the policy and content of the RSE curriculum will be published on the school’s web site.

Copies of the policy will be available to all registered parents on request.

#### **Statutory Curriculum Requirements**

The statutory framework that surrounds education about human relationships largely falls within three key areas.

- The National Curriculum (2014)
- Statutory Guidance: ‘Sex and Relationships Education Guidance’ (2000)
- The Children’s Act (2004)

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<sup>1</sup> Parents is used to refer to carers, guardians and parents.

<sup>2</sup> *Gravissimum Educationis* 1

	State Funded Maintained Schools	Academies and Free Schools
Whole Curriculum	<p><b>Every state-funded school must offer a curriculum which is balanced and broadly based and which: -promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;</b></p> <p><b>-prepares pupils at the school for the opportunities, responsibilities and experiences of later life.</b></p>	
Personal, Social, Health & Economic Education	<p><b>Department for Education: all schools should make provision for PSHE, drawing on best practice. Schools are free to develop their own PSHE programme to reflect the needs of their pupils.</b></p>	
Sex and Relationships Education	<p>Statutory for secondary aged children to have sex education that includes HIV, Aids and other sexually transmitted infections</p>	
Sex and Relationships Education Guidance	<p><b>Any school that provides SRE has a statutory duty to have due regard to Sex and Relationships Education Guidance DfE 2000</b></p>	
National Curriculum	<p><b>Statutory sex education forms part of the science programmes of study across Key Stages 1-2.</b></p>	
Sex and Relationships Education Policy	<p><b>DfEE Guidance (2000) states that all schools should have an up to date SRE policy available for inspection and on request for parents or carers.</b></p>	

In Catholic education, the reasons for our teaching of RSE go further.

### **Aim of Catholic Relationships and Sex Education**

The aim of Catholic RSE is rooted in a particular context, that Catholic Christianity is a living tradition of lifelong learning in the knowledge and love of God. This learning is not additional to learning about ourselves and our relationships with others and the world, but constitutive of such learning because it treats of God and of all things, in their relationship to God as their beginning and their end, their origin and destiny.<sup>3</sup>

<sup>3</sup> Thomas Aquinas, *Summa Theologiae*, 1a, q.1, ad2; q.1, a. 7. C.

*'God is love and anyone who lives in love lives in God and God lives in him.'* (1 Jn. 4:16)

*'I have come that they may have life and have it to the full.'* (Jn.10:10)

*'God created man in the image of himself, in the image of God he created him, male and female he created them.'* (Gen. 1:27)

We teach RSE precisely because of our Christian beliefs about God and about the human person. At the heart of the Christian life is the Trinity, God the Father, God the Son and God the Holy Spirit. This communion of love at the heart of God reveals that the desire for fulfilling and flourishing human relationships, is God-given. 'Communities are brought into being by the participation of men and women, responding to the divine impulse to love and to be loved – which was implanted by the God who created them.'<sup>4</sup> In short, human beings are not simply created to be relational, but created to love and to be loved just as God is love.

The belief that God became man in Christ animates our approach to RSE. The Incarnation endows the human form with an extraordinary dignity and shows that our relationship with our own bodies is not casual but infused with the Holy Spirit<sup>5</sup>. Humanity is called to embrace Christ's invitation to follow him, because the encounter with Christ gives life a decisive direction – gives life to the full.

The belief in the unique dignity of the human person made in the image and likeness of God underpins our approach to RSE. We believe that everyone possesses a 'basic dignity that comes from God, not from any human quality or accomplishment, not from race, or gender, age or economic status'.<sup>6</sup> As a consequence, not only is every member of the school community worthy of great respect but gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE RSE will be firmly embedded in the PSHE framework. The school will aim to ensure, through a faith motivated person centred approach that all pupils, appropriate to their age, level of maturity and developmental needs, develop the necessary attitudes and values, the personal and social skills, and knowledge and understanding to ensure that they have the capacity to make sound judgements, good choices and enjoy relationships based on love, mutual respect, dignity and responsibility free from any abuse or exploitation and to accept their own and others' sexuality in positive ways and as a gift essential to their personal identity.

## **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 to God's call to love others with a proper respect for their dignity and the dignity of the human body. The

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<sup>4</sup> The Common Good in Education, p. 6, Catholic Education Service 1997.

<sup>5</sup> 'Your body, you know, is the temple of the Holy Spirit, who is in you since you received him from God. You are not your own property ... That is why you should use your body for the glory of God' 1 Cor. 6:19-20

<sup>6</sup> The Common Good in Education, p. 6.

following virtues will be explicitly explored and promoted: love, mercy, compassion, faithfulness, temperance (chastity), fortitude and prudence.

Our approach acknowledges 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.

### **Defining Relationships and Sex Education**

In RSE children will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs. We promote and teach the importance of love for relationships, including love's sexual expression in marriage. The teaching of sex, sexuality and sexual health will be placed in the context of Catholic Church teaching.

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>7</sup>. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding"<sup>8</sup>.

### **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;

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<sup>7</sup> Sex and Relationship Education Guidance, DfEE, 2000

<sup>8</sup> *ibid*

- 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;
- fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- the reasons for delaying sexual activity and the benefits to be gained from such delay
- how to keep themselves safe from sexually transmitted infections and avoid unintended pregnancy.

**Entitlement and Delivery**

**Inclusion and differentiated learning**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture 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. (In looking at these questions, it is important to draw links to the school's inclusion policy). 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 classes will link to/complement learning in those areas identified in the RSE audit.

**Equalities obligations**

The Academy Council have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the 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 RSE**

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

### **Integrated curriculum**

The RSE programme will promote Catholic values and virtues in accordance with Church teaching and ensure that pupils are offered a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

***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.***

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. Governors 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 and young people. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

### **Learning Outcomes for KS1/2**

**Key Stage 1 Pupils should be taught to:**

#### **Catholic Education in Sex and Relationships**

- know they are made by God and are precious
- value themselves and others as God's children
- identify and value differences and similarities between people
- recognise their membership of the family and recognise roles of individuals in families
- know and understand that families should care for each other
- know and understand the needs of babies
- recognise the school and the parish as a caring community
- recognise that all are part of God's family
- know and understand the process of growth from young to old and how people's needs change
- know themselves as male or female
- appreciate celebrations marking birthdays and special occasions

- develop their relationship with God through prayer and acts of worship
- know about rituals that mark life, and especially, birth, marriage, death
- listen and co-operate with others
- appreciate relationships, friends, family, working together, sharing, playing together
- know that saying sorry is important
- identify and share their feelings with others and develop an ability to deal with their emotions
- recognise that their feelings and actions affect other people
- identify and be able to talk with someone they trust
- know about being safe, recognise safe and unsafe places, and use simple rules for dealing with strangers or whenever they feel uncomfortable or unsafe
- know the basic rules for keeping themselves healthy
- engage in actions motivated by the life and teaching of Christ

### **National Curriculum Science 2014**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene → explore and compare the differences between themselves and others
- treat others with sensitivity

### **Key Stage 2 Pupils should be taught to:**

#### **Catholic Education in Sex and Relationships**

- value themselves as a child of God, and their body as God's gift to them
- recognise their own worth and identify positive things about themselves
- appreciate that life is precious and a gift from God
- understand the changes that are beginning to or have taken place in their bodies
- understand that they grow and change throughout life
- recognise as they approach puberty, how emotions can change and how to deal with their feelings towards themselves, their family and others in a positive way
- know and understand their bodies and the need for personal hygiene
- understand the nature of different relationships, marriage, families, friends, communities
- understand that differences and similarities between people can arise from a number of factors, including cultural, ethnic, racial, religious, gender and disability
- recognise and challenge stereotypes
- understand that bullying is wrong and how to get help with bullying
- discuss Jesus' and the Church's teaching on forgiveness and recognise the importance of forgiveness in relationships
- discuss moral questions about relationships in the light of the Bible and Church teaching



- recognise the choices they make and that there are good choices and wrong choices which have consequences → recognise the need for respect, love and trust to sustain relationships
- begin to appreciate what is involved in bringing up children and what responsibilities parents have
- develop their relationship with God through prayer and acts of worship
- know the rituals celebrated in Church that mark birth, marriage, death
- be more confident in a wide range of new social situations, such as seeking new friends, taking on responsibilities in school and at home
- form opinions about relationships and express them
- listen to, and show respect for, other people's beliefs and viewpoints
- listen to and support their friends and manage friendship problems
- see things from other people's point of view, for example their parents, carers and teachers
- recognise different risks in different situations and appropriate responses
- identify adults they can trust and who they can ask for help
- engage in actions they know are motivated by the life and teaching of Christ

#### **National Curriculum Science 2014**

- Identify that animals, including humans, need the right types and amount of nutrition
- Identify that humans and some animals have skeletons and muscles for support, protection and movement
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

#### **Specific Teaching Resources**

The RSE programme, 'Life to the Full' created by Ten Ten Resources, is fully endorsed by the diocese. It 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.

As this is a new resource, we will follow the recommended Pathway in the first year, and then evaluate how to best integrate 'Life to the Full' in future years.

#### **Programme Structure**

Life to the Full follows a three-stage structure which is repeated across three different learning stages:

- Key Stage One is aimed at Years 1 and 2\*
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

\*EYFS to follow in the future

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

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

Each Module is then broken down into Units of Work.

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

### Assessment

Children's knowledge and understanding will be assessed by the teachers at the end of each topic area.

## **Roles and Responsibilities**

### **Parents and carers**

Parents are the primary educators of their children. The school seeks to support and not replace them in this task. We recognise that parents sometimes experience and express difficulty in discussing RSE with their children. Support, understanding and advice will be offered to parents to deal with sensitive issues they may need to address. Parents in years 5 and 6 will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents have been consulted about this policy before it was ratified by the governing body.

The school will also provide parents with opportunities for consultation on the RSE programme including during the process of its review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that every parent will have full confidence in the school's RSE policy and programme.

Parents have the right to withdraw their children from RSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Executive headteacher. The school will support parents by providing material to help the children with their learning.

### **Governors/Academy Council**

The Foundation Governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school. Governors will consult on the policy and approve the RSE policy in accordance with the Catholic character of the school and in line with other policies. Governors will ensure that the policy is made available to parents and ensure that parents know of their right to withdraw their children. Governors will provide an effective system for the monitoring and evaluation of the RSE policy, programme and resources used. Finally, governors will ensure that the RSE policy places RSE within PSHE and provides effective coverage of the relevant National Curriculum science orders.

### **Executive Headteacher**

The Executive Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Vicariate for Education and appropriate agencies.

### **PSHE / RSE Co-coordinator**

The coordinator with the Executive 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 RSE and the provision of Continuing Professional Development (CPD).

Responsibility for teaching the specifics of the RSE policy lays with the class teachers.

The coordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals.

The programme will be evaluated bi-annually by means of feedback from pupils and staff.

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.

### **Teachers of RSE**

All teachers should actively contribute to the guardianship of the physical, moral and spiritual well-being of their pupils as well as fostering academic progress. Teachers will be expected to teach RSE in accordance with the Catholic character of the school. Appropriate training will be made available for all staff teaching RSE.

### **All Staff**

RSE is a whole school issue. Every member of staff has a duty of care to uphold the dignity of all. 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 relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

### **Outside Agencies and External Staff**

Support and guidance from outside agencies and health professionals will always complement the current RSE programme and never substitute or replace teacher led sessions. The school's leadership will inform any external visitor of the school's policy and Catholic character so they are clear about their role and responsibility when delivering a session in a Catholic context. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools' and the diocesan protocol for visitors to Catholic schools.<sup>9</sup>

### **Safeguarding**

There will always be sensitive or controversial issues discussed in RSE. Children will 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 safeguarding issue. Where a teacher has any

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<sup>9</sup> Protocol for Visitors to Catholic Schools, CES, Feb. 2011

concerns, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.