



# St Gregory's Catholic Primary School

## *'Loving and Learning'*



*To love all those with whom we come into contact as taught to us by Jesus through the Gospels.*

*To learn to the best of our ability using our God given talents.*

*As a 'Rights Respecting School' we understand that: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Article 29 (Goals of education)

## **Relationships and Sex Education (RSE) Policy**

### **Introduction**

As of September 2020, Relationships and Sex Education (RSE) is to become a compulsory part of every schools taught curriculum to embrace '...the challenges of creating a happy and successful adult life' by giving pupils knowledge '...that will enable them to make informed decisions about their wellbeing, health and relationships' (Department for Education). The Department for Education (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'.

### **Rationale**

Here at St Gregory's we have adopted a new approach to the delivery of RSE to meet the statutory requirements outlined by the DfE, but to also maintain that 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. This methodology supports the vision of the Catholic Education Service (CES) which insists that we should emphasise '...the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum'. (A model Catholic Primary RSE curriculum, 2016).

We endeavour to deliver a fully-integrated and holistic programme in Relationship Education that fully enables our children to '... live life to the full' (John 10:10) and keep Christ at the centre of all that we do.

We are dedicated to the teaching of 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.



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### **Curriculum**

The programme delivered to our children is supported and resourced by 'Ten:Ten Resources' to enhance the approach we take to delivering collective worship across the school. The programme entitled 'Life to the Full' is a comprehensive scheme of work in Relationships Education which embraces and fulfils the new statutory curriculum.

Here at St Gregory's we have tailored the curriculum to embed full, annual coverage of the programme over three terms for each year group. The approach we take to revisit content over a two year cycle will allow children to consolidate and deepen their understanding in-line with their changing bodies, minds and relationship with faith.

The age-appropriate programme aims to:

- To develop an understanding of our relationship with God and one another and how we live our lives to promote loving and meaningful relationships.
- To engender growth in self-respect and self-worth recognising that each of us is created in the image and likeness of God.
- To understand that relationships are based upon love, trust and faith.
- To show an understanding that we are all made in the image of God but that we must develop and sustain meaningful, lasting relationships.
- Enable children to have an understanding of themselves, their bodies and their emotional development.
- Enable children to grow in understanding of family life as an important and special gift from God.
- Enable children to develop skills which enable them to live as an important and special gift from God.
- Enable children to develop skills which will enable them to live in families and other social groups as a response to their commitment to Christ.
- Enable children to learn skills which help them form friendships and relationships.

These specific aims will be achieved in the delivery of various topics including: 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; pornography; where babies come from; an understanding of the Common Good and living in the wider world.

The school values its working partnerships with parents, governors, the Archdiocese and the Community Health Service to deliver a rounded, cross-curricular programme to meet the needs of our diverse and inclusive population here at St Gregory's. Other school initiatives such as: the Healthy Minds well-being resource; the National Curriculum Science materials; and the Religious Education curriculum 'Learning and Growing as the People of God' will all support the learning and development of our children in this particular area.



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### Roles and Responsibilities

Contributors to the development of the RSE curriculum and this policy include:

<b>Principal</b>	The Principal takes overall delegated responsibility for the implementation of the RSE curriculum and this policy. They will deal with any requests from parents to withdraw their child from the curriculum. They will maintain the role of liaison for the Local Academy Committee, parents, the Diocesan Schools' Service, the Local Education Authority, and any other appropriate agencies.
<b>Local Academy Committee</b>	The Governing Body will keep up to date the school's policy for RSE, in consultation with parents and will make copies of the policy available to them. They will make known to parents their right to withdraw their children from Sex Education provided at school except for those parts included in the Statutory National Curriculum.
<b>Teachers</b>	All teachers 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. Teachers will be expected to teach RSE in accordance with the catholic ethos of the school. Appropriate training will be made available for all the staff teaching RSE.
<b>RE / RSE Lead</b>	Responsible for the development of the curriculum, delivering training and resources to key members of staff, monitor the teaching of the subject and work with partners including the safeguarding lead and external visitors.
<b>Designated Safeguard Lead (DSL)</b>	Responsible for checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
<b>Parents</b>	School recognises that parents are the primary educators of their children and school will seek to support them in this task. They will ensure that parents are kept informed of what is happening in RSE, and of our expectations of their children. The school will provide support to those parents/guardians who request to withdraw their child from sex education by providing material for parents to help the children with their learning.
<b>External Visitors</b>	Visits will always complement the current programme and never substitute or replace teacher led sessions. 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' <i>4. 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.</i>



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### **Inclusion**

Our curriculum for RSE is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God. The school is committed to delivering a programme that is fully inclusive of RSE to all of its pupils and their families. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds – taking into account the guidelines and protected characteristics set out by government law in the *Equality Act (2010)*. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

### **Safeguarding**

Children 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. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a staff member suspects that a child or young person is at risk or they are made aware of a disclosure they are required to follow the school's safeguarding policy and immediately inform the Designated Safeguard Lead.

### **Right to Withdraw**

Parent consultations will form part of the implementation of the new statutory RSE curriculum at St Gregory's. Discussion will be had about the content of the curriculum and how the school wishes to proceed in delivering sex education as part of the RSE curriculum keeping the values of the Gospel at the heart of our teaching. Prior to the teaching of sex education at an age-appropriate level, parents/guardians will be given an opportunity to request to withdraw their child from sessions involving sex education – as of September 1<sup>st</sup> 2020.

In keeping with guidance from the DfE, any such request will only be granted once a conversation has taken place with the school Principal about the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child – school will document this process to ensure a record is kept and the Local Academy Committee will be notified. After discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child. The Principal will automatically grant a request to withdraw a child from any sex education delivered in school, other than as part of the Science curriculum.

In cases where a child is excused from sex education, they will be taught in another class in school. There is no right to withdraw from Relationships Education or Health Education.

### **Monitoring and Evaluation**

The Principal and RSE lead will be responsible for monitoring and evaluating the subject – this will comply with the school policy for monitoring. The impact of the curriculum and the policy will be reviewed based on findings. The Local Academy Committee will be kept up-to-date on RSE matters, as will the SLT.



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## **Policy Access:**

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions for RSE. Dissemination of the draft policy will be given to all members of the Local Academy Committee, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and will be published on the school's website – along with an overview of the content of the RSE curriculum.

## **Related school policies include:**

- Child Protection and Safeguarding
- Behaviour and Discipline Policy
- Equality Policy
- Anti-Bullying
- Equality Policy
- Online Safety Policy
- Anti-Radicalisation in Schools Policy
- Subject Specific Policies

## **Policy reviewed by:**

Principal

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Local Academy Committee Member

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RE / RSE Lead

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## **Date of Review:**

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## **To reviewed on:**

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