

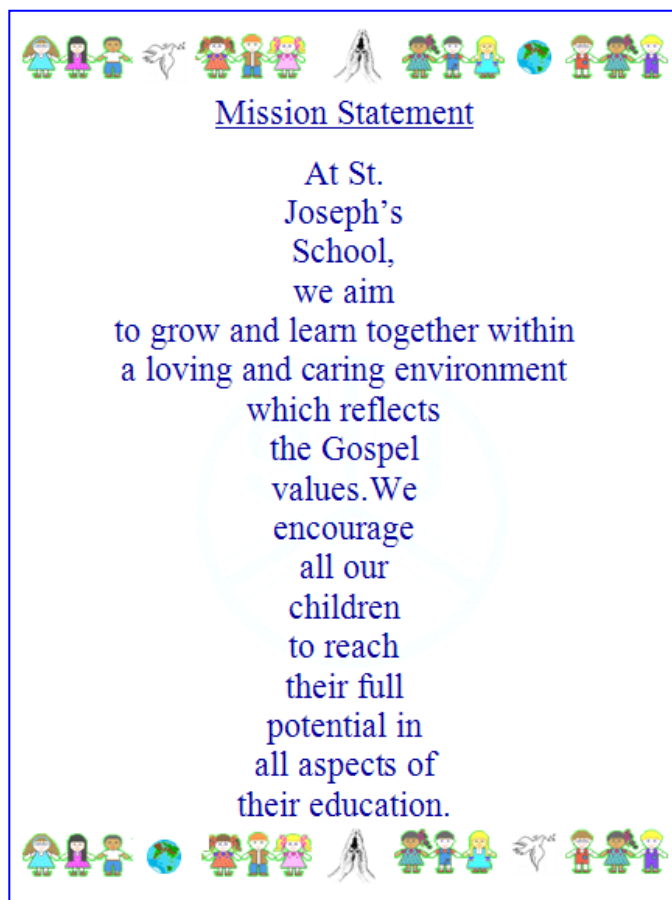
*St. Joseph's R.C. Primary
School*

Relationships
Education



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St. Joseph's RC School

Relationships Education Policy

1. Aim

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that relationships education is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a “positive and prudent sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.”

2. Policy Development

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and health education in the school as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships and health education programme.

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a hardcopy can be obtained from the school office.

3. Defining Relationships Education

The DfE guidance states that “The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”

4. Relationships Education Statutory Curriculum Requirements

Relationships education is compulsory in primary schools, so all pupils must take part in these lessons. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, the children will learn how to treat others with kindness, consideration and respect.

Rationale

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)

We are involved in relationships 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 Relationships Education therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. Relationships Education, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) Relationships Education will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationships Education will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family, whilst acknowledging that all pupils have a fundamental right to have their lives respected whatever household they come from. It will also prepare pupils for life in modern Britain.

5. Curriculum Areas

Relationships Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in Religious Education (RE).

Pupils will predominantly be taught in their class groups. Through effective organisation and delivery of the subject, we will ensure that:

- ✓ Core knowledge is segmented into units of manageable size.
- ✓ The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- ✓ Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be drawn upon confidently in real-life situations.

In addition, teachers will:

- ✓ Ensure teaching is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances.
- ✓ Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- ✓ Use a variety of pedagogy and resources to provide an engaging curriculum that meets the needs of all pupils.
- ✓ Ensure they do not express personal views or beliefs when delivering the programme.
- ✓ Model positive attitudes to relationships and health education.
- ✓ Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

6. Delivery of Relationships Education

Three aspects of relationships education - 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 curriculum integrated in the PSHE curriculum. It will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff. Additional external organisations will also be invited to contribute to enhancing this curriculum e.g. NSPCC, Metropolitan Police Cyber Team, Junior Citizenship Programme, School Nurse Team.

The Department for Education (DfE) has set out guidance on what children must learn by the end of Year 6, under a series of themes. The statutory content as written by the DfE will recur throughout school while others will be taught in the most appropriate years.

Appendices to this policy provide further information about the programme and resources for suggested use.

Children's Questions

The staff and governors want to promote a healthy, positive atmosphere in which RSE can take place. They 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.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of relationships education. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The staff and governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the relationships education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

7. Policies

The content of relationships and health education is supported by the following policies; Child Protection Policy (Safeguarding Policy), Anti-bullying Policy, Acceptable Use Policy and Equality and Diversity statement.

8. Parents & Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children, at home and in workshops, to help parents/carers to find out more information. Parents/carers will be informed through our half termly curriculum letters of aspects of relationships education that will be covered so they can be prepared to talk about and support their children's learning.

9. Other Roles & Responsibilities

Governors

- draw up the RSE policy, in consultation with staff and parents;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of relationships education within PSHE.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority and appropriate agencies.

Subject Leaders

Subject leaders, in particular RE, PSHE and science, with the headteacher, have 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 relationships education and the provision of in-service training. *(They may be supported by the other relevant curriculum subject leads and the member of staff with responsibility for child protection.)*

All Staff

Relationships Education is a whole school responsibility. All teachers have a duty 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 relationships education in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching relationships education. 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.

10. Confidentiality & Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the Relationships Education programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, 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's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

11. Monitoring & Evaluation

The subject leaders 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 biannually by means of needs assessment of pupils and by discussion with staff and parents. The results of the evaluation will 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. The next review date is spring 2023.

Appendix One – Example of RSE across the Curriculum (Year 6)

PSHE

Role Models	Relationships: Me, Myself & I	Digital Footprints	Asset Management	My Self Image	Wonderful You
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RE

Years 5+6 (Year 6)	Loving <i>Judaism – Belonging + values</i> Vocation + Commitment (AT1 ii) Expectations	Sources <i>Hinduism – Belonging + values</i> Unity (AT1 iii) Death and new life	Witnesses Healing Common good (AT1 i)	I confess Angelus Eternal rest (Creed)
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Science

Year 5/6	Y6 – Animals including humans	Y6 - Electricity	Revision of key skills (Sound)	Y5 – Living things and their habitats	Y5 – Animals Including Humans	Y6 – Evolution and Inheritance
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PE

Year 5/6	Dance Focus: Responding to stimuli Games Focus: Netball /Basketball	Dance Focus: Different Culture/Time/Places Games Focus: Football	Gymnastics Focus: Rolling Games Focus: Hockey	Gymnastics Focus: Balancing and Supporting weight Games Focus: Rugby	Outdoor Adventure Focus: Teamwork and Trails Athletics Focus: Sports Day and Personal Challenge	Outdoor Adventure Focus: Swimming – life saving skills Games Focus: Tennis
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