

# St Thomas More Catholic Primary School

## Relationships and Sex Education Policy October 2022

### Mission Statement

We want children to leave St Thomas More Catholic Primary School

- **happy** with who they are,
- **confident** in their abilities,
- **resilient** in the face of challenge,
- **respectful** and welcoming of diversity,
- **compassionate** and empathetic,
- **ambitious** for the next steps on their life journey, which they will approach with **strong moral values** centred on our **faith** and above all, being a living embodiment of **Gospel values**

“I have called you by your name, you are mine.” (Isaiah, ch.43)

This policy has been written in accordance with Relationships Education, Relationships and Sex Education and Health Education (DfE, 2019).

### Rationale

Relationship and Sex Education (RSE) is lifelong learning about physical, moral and emotional development of oneself. It is the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.

At St Thomas More Catholic Primary School we recognise each of our pupils as unique persons, created in the image of God. The Sex Education elements are taught within a framework of Catholic values and the Church’s teachings on marriage across the curriculum and school experience. The emphasis is on the understanding that love is central to, and the basis of meaningful relationships. This allows children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community.

At St Thomas More RC Primary School we follow a developmental programme for children in Primary years entitled *Ten:Ten- Life to the Full*. The programme is for Catholic primary schools, and fulfils the new statutory curriculum. It is taught with a spiral approach to learning, and pupils will revisit topics at age-appropriate stages through their school life. The teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God.

### Statutory Curriculum Requirements

We are legally required to teach those aspects of Relationships and Sex Education (RSE) which are contained within the Education Act (1996) and the Learning and Skills Act (2000). They can be summarised as follows:

- Sex Education is not compulsory in Primary Schools therefore this policy focuses on Relationships Education.
- All maintained Primaries must teach the RSE elements of the National Curriculum Science Order such as the main external body parts, puberty and reproduction in plants and animals.

- Parents have the right to withdraw their children from all or part of the Sex Education provided, however, not from the aspects mentioned above. Schools have the responsibility to consult parents about the detailed content of what will be taught through RSE.

## Programme Structure

In Life to the Full, we will be following 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

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

## Objectives of RSE

### Early Years Foundation Stage (EYFS)

Children follow the objectives set out in the Early Learning Goals (ELGs), which aim to develop a child's personal, emotional and social development in the early years. It also provides the basis of building emotional and social skills which are central to RSE work through the school.

### Key Stage One (Years 1 and 2)

In Key Stage One, children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. Children also learn that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key

information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

### **Lower Key Stage Two (Years 3 and 4)**

In Lower Key Stage Two, children develop a more complex appreciation of different family structures and to help them develop healthy relationships with family and friends. Children also begin to understand how and why their bodies change (puberty). Children develop strategies to support emotional wellbeing including practicing thankfulness, and develop their understanding of life before birth (reproduction in humans).

### **Upper Key Stage Two (Years 5 and 6)**

In Upper Key Stage Two, children learn strategies to deal with more complex experiences of relationships and conflict. This includes how to respond to spoken and unspoken pressure, the concept of consent and how our thoughts and feelings have an impact on how we act. Children also learn to appreciate both physical and emotional differences, a more complex understanding of physical changes in girls' and boys' bodies, body image, strong emotional feelings and the impact of the internet and social media on emotional well-being. In Year 5, the children encounter a more nuanced and scientific understanding of life in the womb, how babies are made and menstruation.

### **Sensitive issues**

Sensitive issues will be dealt with in accordance with the norms of the Catholic Church whilst keeping in mind that children and young people have not yet attained full maturity. Any personal or sensitive issues will be directed back to the parents as the primary educators of their child who can access support and guidance using the parent resources provided on Ten: Ten.

### **Inclusion and Differentiated Learning**

We will ensure that RSE is sensitive to the different needs of individual pupils. RSE must be accessible to include children with Special Educational Needs (SEND) and should ensure that teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the SEND code of practice and in line with the school's inclusion policy.

### **Roles and Responsibilities**

#### **Governors**

The governing body will ensure that the RSE policy is up to date, is in accordance with other school policies (e.g. SEND, the ethos of St Thomas More and our Catholic beliefs) and ensure that the policy is available to the parents. The governors will also make known to the parents their right to withdraw their child from all or part of the RSE curriculum, except the parts which are included as statutory in the National Curriculum.

#### **Headteacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, Education Commission and the Local Education Authority (LEA).

### **RSE Leaders (PSHE subject leader and RE subject leader)**

The leaders along 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 RSE and the provision of in-service training with support from Designated Safeguarding Lead (Mrs LeBreton).

### **All Staff**

RSE is a whole school issue. 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.

### **Parents and Carers**

Recognising that parents are the primary educators of their children; the school will seek to supporting them in this task. We will ensure that parents are kept informed through meetings and discussions before delivering sensitive RSE sessions. The school recognises that good communication is vital and parents are invited to review the school's policy and familiarise themselves with the materials. Parents have the right to withdraw their children from all or part of the sex education provided but not from the biological aspects of human growth and reproduction as required by the National Curriculum Science Order. If parents wish to withdraw their child, they are asked to notify the Headteacher in writing.

### **Pupils**

Pupils should be willing to listen to the teaching of the Church and become aware of a variety of other views regarding moral issues related to RSE. They will be expected to have a concern for, and accept responsibility for, his/her knowledge and understanding of his/her sexual development.

### **Confidentiality and Safeguarding**

Children will need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion which may lead to disclosure of a Safeguarding issue. Some pupils may choose to mention specific problems or individual issues involving themselves or members of the school community. While staff will want to be supportive; it is made clear to all staff they work within child protection guidelines (see Safeguarding Policy) and therefore must state to their pupils that they may not be able to guarantee confidentiality. Any safeguarding issues will be passed to the DSL (Mrs LeBreton) and Deputy DSL (Mrs Deamer).

**Review Date: October 2022**

**Next Review Date: October 2024**

Signed:\_\_\_\_\_ Position:\_\_\_\_\_

### **Appendices**

Please read in conjunction with the following policies:

- Religious Education
- Special Education Needs

- Personal Social Health and Economic Education
- Behaviour
- Child Protection and Safeguarding
- Equality and Diversity
- Anti-bullying
- Internet Use