

St. Joseph's Catholic Primary Voluntary Academy



RSE Policy

St. Joseph's Catholic Primary Voluntary Academy

Throughout this policy the terms school and academy are interchangeable.

Date	Review Date	Coordinators	Nominated Governor
September 2021	September 2023	Mrs K Tuff	Fr Andrew

Relationship and Sex Education provides a basis for children within which they can grow in confidence as people and become informed, thoughtful, responsible, healthy and safe members of society. It encompasses PSHE and citizenship as well as relationship and sex education, drugs education, bullying awareness, safety, civic rights, duties and responsibilities, online safety, knowledge and understanding of scientific concepts and developing thinking skills.

Children learn about relationships in the context of the Catholic faith. Every area of school life contributes to the education in personal relationships and helps young people learn to respect themselves and others, making safe, healthy and informed choices as they grow up and move with confidence from childhood through adolescence into adulthood.

At St. Joseph's Academy we seek to educate the whole person: spiritually, intellectually, morally, emotionally, socially, psychologically, and physically towards Christian maturity. We believe that each pupil is entitled to experience a school climate in which the quality of relationships between staff and pupils, and between pupils themselves, is marked by honesty, personal identification, warmth, trust and security. We recognise that Education in Personal Relationships is a shared responsibility between home and school and is based on a scheme that all are comfortable to use:

- the parent in the home environment
- the teacher in the classroom
- and the child in both.

Aim

The school will work towards this aim in partnership with its young people and parents. RSE in this school will have regard to the requirements of the DfEE Guidance (2000) and Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) RSE for the 21st Century

In our school we aim through implicit and explicit learning experiences to:

- Ensure that Relationships and Sex Education is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way
- Foster self-esteem and respect for others as the cornerstone of good health education and of therefore, good Relationships and Sex education
- Nurture a partnership between caring adults – governors teachers, ancillary staff and parents - to ensure sensitive support for young people as they grow and mature
- Ensure young people have the ability to accept their own and others' sexuality
- Encourage young people to enjoy relationships based upon mutual trust and respect; free from any abuse
- Generate an atmosphere where questions and discussion can take place freely
- Adopt a whole school approach to RSE
- Promote the spiritual, moral, cultural, mental, physical and social development of pupils at the school and of society
- Prepare pupils for the opportunities, responsibilities and experiences of life

The aim of the RSE policy is to clarify the content and the manner in which RSE is delivered in this school

- To promote the spiritual, moral, cultural, mental and physical development of the pupils in the light of the teachings of the Catholic Church.

St. Joseph's Catholic Primary Voluntary Academy

- Enable children to develop a personal, moral compass and code rooted in Gospel values.
- Help children develop an understanding that love is the central basis of relationships.
- Provide relationship and sex education in the wider context of relationships
- Help children to develop a healthier, safer, informed lifestyle.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Encourage children's growth in self-respect, acknowledging we are all created in the likeness of God.
- To work towards these aims in partnership with the parents.
- To follow a sex education programme that will reflect the school ethos and Mission Statement.
- It will also demonstrate and encourage the following values:
 - Respect for others.
 - Respect for self.
 - Responsibility for their own actions.
 - Responsibility for their own family, friends, school and wider community.

Objectives

- To have an awareness of where pupils are, in their own knowledge, understanding, and development so that their concerns can be identified.
- To engender growth in self-respect and self-worth, recognising that each of us is created in the image of God.
- Enable pupils to make informed decisions to help them to assess, avoid and manage risk.
- To explore the meaning and value of life, and give some appreciation of the values of family life.
- To encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves.
- To provide a forum where pupils can share their concerns and offer a climate of support where they know they will be listened to sensitively.
- To enable pupils to reflect on their relationships and recognise the qualities that help relationships to grow and develop positively.
- To have some understanding of and to give sensitive consideration to the beliefs values and cultures of others.
- Enable them to make informed decisions to help them to assess, avoid and manage risk
- Present facts in an objective and balanced manner and use appropriate terminology
- Encourage them to discuss and challenge the message given out by their peers and the media
- To enable pupils to have some understanding of themselves, their own bodies and their emotional development, as they grow and change.
- To promote awareness of both male and female fertility including the changes in moods and feelings.
- To provide a moral framework for children to understand better the physical and emotional consequences of sexual relationships.
- To enable pupils to reflect on their relationships and recognise the qualities that help relationships to grow and develop positively and to understand that love is central to the basis of meaningful relationships.
- To correct misinformation.
- To give pupils the opportunity to recognise the implications of drug, solvent, alcohol and tobacco abuse.

Pedagogical Principles

St. Joseph's Catholic Primary Voluntary Academy

The teaching about love and sexual relationships in our Catholic school is rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

The RSE programme, Journey in Love enshrines core pedagogical virtues. It is:

- **Progressive & Developmental**
It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.
- **Differentiated**
The RSE programme is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods are adapted and specialist resources and training is provided for those with particular needs. Children, especially those with special educational needs and disabilities, are not at any point withdrawn from RSE because of lack of resources, training or to catch up in other subjects.
- **Cross-curricular**
Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality is in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each is informed by the other. Each discipline speaks with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.
- **Integrated**
The RSE programme ensures that there is correspondence between phases and across disciplines and also ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This is achieved by the home, parish and school working together to integrate the teaching of RSE.
- **Co-ordinated**
RSE is given the time and importance it deserves by those who plan and teach it in school. RSE is taken seriously by school leaders; led by the RE Coordinator who uses time and expertise to co-ordinate the subject with dedication and commitment at a senior level; is taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.
- **Balanced**
Whilst promoting Catholic virtues, the school ensures that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

RSE Curriculum

The curriculum is based on three core aims within which there is a broad overlap. The three themes are:

- **Created and loved by God (this explores the individual)**
The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others (this explores an individual's relationships with others)**
God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

St. Joseph's Catholic Primary Voluntary Academy

Created to live in community – local, national & global (this explores the individual's relationships with the wider world)

- Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

The majority of the RSE programme is taught within the Come and See RE Curriculum. The remaining content of the RSE curriculum is planned for and taught within the academic year according to the class teacher who will judge the readiness of the children and the appropriate time to teach the content to ensure it is relevant, meaningful and appropriate. It is considered that the end of the year, especially for children in Years 5 and 6 is not always the most appropriate time to ensure the full content is covered. For upper KS2 supplementary material written and designed by Sister Dorothy will also be covered.

The RSE curriculum is taught through a range of teaching strategies, including appropriate images, pictures, diagrams, video clips, books, discussion, role-play and drama. Differentiation occurs according to the needs of the children including teacher/TA support, questioning, resources, paired/groupings, time given, tasks and outcome. See SEND policy.

The teaching of RSE is conducted in a supportive, welcoming environment where respect, trust, appropriateness and confidentiality is discussed before and after each session and adapted to the needs, age and suitability of the children. Questions are invited and according to the context of the learning, may be posed anonymously to preserve confidentiality and anonymity.

Journey in love

A Journey in Love - Our programme used to deliver Relationship and Sex Education

A Journey In Love is a resource created by Sister Jude Groden of BRES. It is the recommended programme of study for Catholic schools for Sex and Relationship Education, and has been written as a progressive scheme of work that supports the Religious Education, PSHE and Science curricula taught within the school.

As children progress through the school, they discover more and more about themselves and the wider world. The thirst for learning new things is fostered by the school, who attempt to create a safe and stimulating environment for learning and supporting all children in their development.

A Journey in Love supports children in growing and developing healthy and holistically towards an understanding of their gender and its implications for successful relationships, for this is happen children must be at ease with themselves and grow in self knowledge.

Throughout 'A Journey In Love' an aspect of the mystery of love is focussed upon in each group, children and young people are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth in the Primary Years through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development.

As with all aspects of learning, children are naturally curious and many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and again these are treated with care and understanding.

A Journey In Love, highlights the importance of parental input and details of the programme are detailed below. In Year 6 the content covers Sex Education as part of the relationship programme. Parents have the right to request that their child is withdrawn from this aspect of the programme.

Teaching and Learning

Within the taught and broader curriculum, including whole school opportunities i.e. the whole school environment, pupils will be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of relationships and sex education. It is important to involve, whenever possible, and certainly to inform, parents.

RSE has three main elements

1. Attitudes and values • Learning the importance of value and individual conscience and moral considerations

- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

2. Personal and social skills • Learning to manage emotions and relationships confidently and sensitively

- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing self respect and empathy for others Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse
- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships as relevant to a Primary School serving children from Nursery to Year 6.

3. Knowledge and understanding

Learning and understanding physical development at appropriate stages

- Understanding human sexuality, reproduction, sexual health, emotions and relationships as relevant to a Primary School serving children from Nursery to Year 6.

Delivery

This is thoroughly planned using aspects within Science, PSHE and RE curriculum, addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the National Curriculum subject, it will not be deemed to be part of the RSE programme and therefore not subject to the parental right of withdrawal.

As part of the PSHE syllabus, each year, children will be taught the appropriate sessions from “A Journey in Love.” This is a RSE programme created for use in Catholic primary schools and is approved for use by our Nottingham Diocese.

Teaching Approaches

A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills.

Pupil Groupings

It is expected that the majority of learning and teaching will take place in mixed ability grouping but, if appropriate, different approaches may be used. This may include single sex sessions.

Resources

St. Joseph's Catholic Primary Voluntary Academy

A wide range of teaching resources used in school are readily available to teachers, including relevant, appropriate visitors. They can also be inspected by parents and governors through liaison with subject co-ordinators.

Other Policies and the Wider Curriculum

This policy supports and complements a wide range of other policies including Bullying, SEND, Teaching and Learning, Safeguarding, Science, creative curriculum including computing, E-Safety and RE. Learning about RSE is taught in a meaningful, relevant context using a cross-curricular context. Explicit teaching for RSE for certain year groups is outlined on termly mind maps, RE medium term plans and subject planning.

Safeguarding

When teaching any part of the RSE programme or any sensitive issues, children and young people who may give cause for concern or who are believed to be at risk are reported immediately to the school's Designated Safeguarding Leads and safeguarding procedures are closely followed. See the Safeguarding Policy.

CPD

Staff training needs are consulted annually and the RE coordinator ensures that training needs are met. Resources and training is accessed as and when necessary in order to ensure staff are confident and skilled to teach the RSE curriculum effectively and that resources used are of a high quality. The school seeks guidance, resources and CPD from the Diocese and regularly attend training sessions offered.

Assessment and Monitoring

Assessment and evaluation is carried out by the class teacher, RE coordinators and SLT to ensure consistency with the school's policy. Pupils' knowledge, understanding and skills will be assessed through pupil self-assessment, peer group assessment, teacher assessment and whole school monitoring programme which includes staff, parents and governors.

The Wider Community

The school will make appropriate use of external agencies. External contributors include our community police officers and other health professionals who work with the school. Teachers work alongside visitors when they work in the classroom.

Confidentiality

Relationship and sex education requires sensitive teaching which is matched in particular by the specific needs and concerns of children. Teachers use their professional judgement when addressing issues in relationship and sex education and careful consideration is given to the inevitable wide and varied experience and backgrounds of the children in the class.

All teachers involved in relationship and sex education are required to be sensitive, credible and consistent.

The school will ensure that all staff are familiar with their legal and professional responsibilities including:

- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- Following the school's Safeguarding Procedure, if there is any possibility of abuse.
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young people's advice service
- Using ground rules in lessons

Relationships

St. Joseph's Catholic Primary Voluntary Academy

Within the context of talking about relationships, children should be taught about a wide range of relationships and different family arrangements, and emphasising the positive qualities of family life in all its variety of forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

The school focuses on meeting the RSE needs of boys as well as girls.

Within the context of our Catholic School and its curriculum there is:

- Belief that God is our Father and Creator
- The values and beliefs of the Catholic Church
- The varied nature of families today
- The need for care and nurture of new life
- A need to respect the dignity of the body
- A responsibility for our actions
- The need to know ourselves and our bodies
- A need to ask questions and be informed
- Open discussion relating to sensitive issues

Special Educational Needs

Young people with special educational needs will be given help to develop skills as part of whole school inclusive practice. Where relevant they will be given additional support to reduce the risks of being abused and exploited and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

Role of the Governing Body

The Governing body and Foundation Governors in particular recognise their responsibility to ensure the relationship and sex education curriculum reflects the Church's teaching.

The governing body will keep up to date the school's policy for Sex and Relationships Education, 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 all or part of SRE provided at school except for those parts included in the statutory National Curriculum.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Head teacher and the coordinators;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body;

Role of the Head Teacher

The Headteacher will:

- implement the policy;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and RE lead
- provide leadership and vision in respect of equality;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- monitor the effectiveness of this policy;

St. Joseph's Catholic Primary Voluntary Academy

- ensure parents are informed regarding the provision of the Sex Education Programme, which is appropriate for the age, ability and aptitude of their children.

Role of the Teachers

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 SRE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching SRE.

Recognising that parents are the primary educators of their children the school will seek to support them in this task. They will ensure that parents are kept informed of what is happening in SRE.

Role of Parents / Carers

- Parents cannot withdraw their children from those aspects of sex education which form part of the national Curriculum.
- They may withdraw their children from other parts of the Sex Education Programme.
- It is hoped that parents will choose not to withdraw their children and that they will share any concerns with the school before such action is taken.
- contact the Head teacher or class teacher if they have any concerns.
- Support their child with the sheets and questions they ask as a result of the teaching at school.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- be encouraged to ask questions in order to further develop their knowledge, skills and attitudes;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Mission Statement;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

- Will have the opportunity to discuss improvements to this policy during the school year;
- Will be involved in reviewing the effectiveness of this policy with the headteacher, SLT and RE lead.

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- meetings with school personnel
- email communications with school personnel
- communications with home such as newsletters and texts.

Equal Opportunities

At St. Joseph's we are committed to working towards equality of opportunity in all aspects of school life. Sex education will be delivered in line with the school's Equalities and Cohesion Policy and within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. Sex education will be available to all pupils regardless of gender, culture or disability.

Headteacher:	E. McCullagh	Date:	September 2021
Chair of Governing Body:	R. Mellows	Date:	September 2021

Frequently Asked Questions (FAQ) linked with Relationships and Sex Education (RSE)

The Department for Education has announced changes to Relationships and Sex Education (RSE). These changes will come into effect from September 2020 and all schools will be required to comply with the updated requirements, making Relationships Education compulsory for all pupils receiving primary education. It has been 20 years since the last review of these curriculum areas, and in that time the world has changed significantly. Children now face new challenges: they have to process lots of information from different sources such as TV, the internet, social media, understand how society is changing, understand risks they may face, all putting pressure on their physical and mental health.

We believe relationships and sex education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Below, we have explained some of the common questions around these subjects.

So why now?

The Equality Act came into force in 2010. The Equality Act 2010 states that it is against the law to discriminate against anyone because of:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex/gender
- Sexual orientation (**Government, 2010, p1**)

St. Joseph's Catholic Primary Voluntary Academy

The public sector Equality Duty came into force on 5th April 2011 and requires that public bodies (including schools):

- Have due regard to the need to eliminate discrimination
 - Advance equality of opportunity
 - Foster good relations between different people when carrying out their activities.
- (Government Equalities Office 2013, p1)

This makes it clear that promoting some of the protected characteristics of the Equality Act while ignoring others is against UK law.

What is teaching about equality?

It is teaching about:

- Difference
- Acceptance
- Tolerance
- Diversity
- How to challenge discrimination

Teaching about equality helps our children to prepare for the next stages in their lives.

Will my child be taught sex education at Primary School? Is this too young?

Sex education at Primary school is not compulsory. However, compulsory Relationships Education is being introduced in Primary schools from September 2020, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

At St Joseph's Primary School we currently teach sex education to children in Year's 1 - 6 (which goes beyond the existing national curriculum for science). Before these lessons take place, the school gives parents the opportunity to understand what will be taught and how it will be approached, and view any materials so that you understand what we propose to teach and how. If you continue to have concerns, you have the right to withdraw from any sex education lessons that go beyond that of the science national curriculum.

We will continue to teach sex education (which focuses on puberty and reproduction). This is only part of the Science National Curriculum for Y5 and Y6. As it is part of the science national curriculum it is compulsory. We give parents the opportunity to view materials used in Y5 and Y6 to discuss this with your children beforehand should you wish!. You have the right to withdraw from any sex education lessons that go beyond that of the science national curriculum.

Is school the best place for discussions about Sex and Relationships?

We know from surveys of children, that if they do not get the correct and accurate information about sex and relationships from a reliable source, they **will** find the information from other sources (friends, older siblings, website, tv) which may not be true or age appropriate. The information gathered during the Government consultation found that most children wanted this information and discussion to be provided in school with their teachers so that they could ask their questions in a safe space, and have them answered in an age- appropriate way.

Appendix one – FAQs

Which programmes does the school currently use to teach PSHE (Personal, Social & Health Education) and RSE (Relationships & Sex Education)?

We currently use a programme called 'Jigsaw' to promote PSHE and 'Journey in Love' to teach RSE.

Does the new Relationships Education and RSE curriculum take account of my faith?

- The RSE curriculum is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. Our School has a Catholic religious character, and we believe that teaching about Relationships builds on our Core Catholic Values of Love and Equality and is in line with the Church's teaching. The Catholic Church says In order for Catholic RSE to be fully effective it needs to Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.

Do I have a right to withdraw my child from Relationships and Sex Education?

In a Primary School, you have the right to withdraw from any sex education lessons **that go beyond that of the science national curriculum.**

There is no right to withdraw from Relationships Education at Primary or Secondary school as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Has the government listened to the views of my community in introducing these subjects? The Government undertook a wide public consultation which involved discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance. This has informed the key decisions on these subjects.

Will these subjects promote LGBT relationships?

No, these subjects don't 'promote' anything, they educate. We are teaching about equality. Our school ethos says that we are respectful of everyone. We value ourselves and all others: This means that if someone is black, they are welcome in our school; if someone uses a wheelchair, they are welcome in our school; if someone is gay they are welcome in our school.

Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

In our school the teaching of LGBT will be delivered through teaching about different types of family, including those with same sex parents. All our planned learning will be taught in an age appropriate

St. Joseph's Catholic Primary Voluntary Academy

way. You will be informed about all learning that is taking place

Are primary children too young to be taught about gay or lesbian people?

Some children grow up in families with gay or lesbian people. We can't say to a child who has two dads, 'You can't talk about your family!' We want all of our children to know that their family is normal and accepted in school. Our children will interact with people from different backgrounds we want them to treat all members of the community with the same respect. Just like racism, school has a duty of care to challenge any language that may cause offence to others, whether used intentionally or not. Phrases such as "that's so gay" or "that's a girls/boys toy" when used in a negative manner may unintentionally cause offence to a child or adult. School will challenge this language if it is used by children, parents or visitors as we want everyone to feel welcome.

There are no children who are gay or transgender here, so why does it need to be mentioned?

We want our children to grow up respectful and tolerant members of our community. As they grow up, make more friends, watch tv, go to different places they will meet people who are gay or transgender. We want them to understand that this is okay that some children when they grow up may be gay. We don't want children growing up thinking something is wrong with them or with people they recognise who are gay or transgender.

My religion says that gay is wrong, so why are you teaching about different sexuality choices?

We are teaching about equality. We understand and respect all faiths. We recognise the tension that it can present. We are teaching children not to be afraid of difference but to celebrate difference. Any discussion or resources used will be to help your child be respectful and tolerant towards others. We are preparing the children for life in Britain. Britain is diverse and they are going to meet people who are different to them as they grow up.

You are confusing my child because at home they are learning that being gay is wrong but at school you are telling them that being gay is OK.

As a parent it is your right to talk to your child about religious beliefs. In school we build our curriculum around UK law. We are teaching children that all people and relationships are equal. We are teaching children that all families are different and your child as they grow up are going to meet people who live in different families. It is important that children learn about people who are different. They need to learn to be tolerant and respectful of people with different views. When they grow up they can make up their own minds about what is right and wrong.

What are the topics covered in RSE?

In school RSE topics will be taught within our Personal Social and Health Education (PSHE) curriculum. Our PSHE curriculum is split into three categories. RSE is part of the first two categories. **They are in bold.**

Relationships	Health and Mental Well-being	Wider World
Families and people who care for me Caring friendship Respectful friendships Online Relationships Being Safe	Mental Well being Internet Safety and Harm Physical health and fitness Healthy Eating Drug, alcohol and tobacco Health and prevention Basic First Aid Changing Adolescent Body	Economic Well being Enterprise Careers

St. Joseph's Catholic Primary Voluntary Academy

How will we know what is being taught so I can talk to my child about it at home?

Parents will be given opportunities to view the materials to understand how the curriculum is being planned to be taught. As the curriculum planning develops parents will have the opportunity to look at materials that will be used. At the beginning of each year there will be an opportunity to discuss with the class teacher the years curriculum.

Each term parents will have access via the school website and the curriculum newsletter will summarise what is being taught. If you need to discuss this further Teachers will be happy to discuss this with you or signpost other resources that can be use at home to support discussions.

Will this work prompt my children to ask challenging questions?

Possibly, your child or children trust you and will be likely to ask you questions to test your beliefs and opinions. Please don't avoid them, talk openly about diversity and equality.

How do I explain what 'gay' means to my child?

'Gay' is when a man loves a man. 'Lesbian' is when two women love each other. 'Bi sexual' is when a person can love both men and women. 'Transgender' is when a person feels different about the body they were born into; we are all assigned a gender at birth and sometimes when we get older we may feel differently about this.

Some people say there are 'boy' things or 'girl things' but we say this is not the case and boys and girls can do the same sort of things if they want.

But brothers love brothers and sisters love sisters and fathers love sons. Does that make them gay?

When two brothers or sisters love each other, it doesn't mean they are gay. This is different kind of love. We may love our mum but we don't want to marry them. Some people grow up and fall in love with a person of the same gender.

What do I say when my child comes home and asks, 'How can two men love each other?'

People are different. Some men do love other men. In the UK two men or women can get married in the same way that a man can marry a woman.

What do I say if my child comes home and asks, 'how can two men/women have a baby?'

Lots of people have children in different ways, like fostering, adoption or step families. These are all families. They look after one another and love one another so they are the same in many ways.

Some families have a mum and dad. Some families have a mum and a mum. Some families have two dads. Some families have one mum or dad or one grandparent. All families are different and that is okay.

St. Joseph's Catholic Primary Voluntary Academy

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no'	

St. Joseph's Catholic Primary Voluntary Academy

equality groups have a positive impact on this policy?																						or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
-------------------	--

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
E McCullagh	September 2021	R Mellows	September 2021