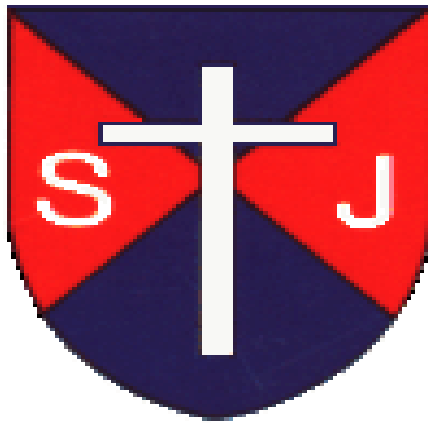


# Saint Joseph's Catholic Primary Voluntary Academy.



## RSE Policy

September 2024

## ***St. Joseph's Catholic Primary Voluntary Academy***

Throughout this policy the terms school and academy are interchangeable.

<b>Date</b>	<b>Review Date</b>	<b>Coordinators</b>	<b>Nominated Governor</b>
<b>September 2024</b>	<b>September 2026</b>	<b>Mr J Leech</b>	<b>G Purdue</b>

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.

### **Aims**

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

The teaching about love and sexual relationships at St Joseph's 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**

At St Joseph's we are committed to the education of the whole person, the teaching of 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 Senior staff and governors;
- led by the RE Coordinator (Mrs Tuff) who uses time and expertise to co-ordinate the subject with dedication and commitment;
- 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, at St Joseph's we ensure 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.

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.

#### 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, Computing and 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 plans, RE medium term plans and weekly 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 (Mrs Wilding or Mrs Pollard) and safeguarding procedures are closely followed. See the Safeguarding Policy.

#### **CPD**

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.

#### **Monitoring**

Monitoring and evaluation will be carried out by the class teacher, RE coordinators and SLT to ensure consistency with the school's policy

#### **The Wider Community**

The school will make appropriate use of external agencies. External contributors include our 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.

## **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, and will make copies of the policy available to parents or those with parental responsibility. 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 coordinators;
- 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;
- 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 Co-ordinators.

## 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:	<i>J Leech</i>	Date:	September 2024
Chair of Governing Body:	<i>G Purdue</i>	Date:	September 2024

## 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 equality groups have a positive impact on this policy?	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
	✓			✓			✓			✓			✓			✓			✓			✓				✓

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