

St. John Bosco RC Primary School



RSE Policy

*Caring for each other as we live, learn
and grow in God's love*



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Mission Statement

At St. John Bosco RC Primary School, we believe that God is present in the 'day to day' life of our school. Our understanding of Christian spirituality is therefore as much about dealing with each other as it is about meeting God.

We aim to nurture a deeper understanding of the Church's teaching for all those involved in the daily life of the school.

Through the ethos of our school we aim to promote a Christian environment based on gospel values where Jesus Christ is at its heart through celebration and worship.

As a community we will affirm the personal dignity and equality of each member which will be honoured in spirit, in word, in deed and in law.

The school offers each child full access to an enriched and balanced curriculum in order to reach their full potential, challenging the whole community to recognise the unique contribution that each of us can make and work towards making that contribution in the fullest sense.

RATIONALE

'I have come that you might have life and have it to the full'

(John 10.10)

At St. John Bosco RC Primary School we are committed to RSE because of our Christian beliefs about God and about the whole 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, Relationships and Sex Education and Health 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 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. RSE 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, RSE 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 RSE 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 life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

AIMS OF RSE

In partnership with parents, we aim to provide children 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.

To develop the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodies;
- responsibility for one's actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long love;
- recognising the importance of marriage and family life;

To develop the following personal and social skills:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups;

To develop the following knowledge and understanding

- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;

- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation

PROGRAMME OF STUDY

RSE will be developed in a variety of ways: through the whole school ethos of our school; through PSHCE sessions and curriculum learning; and working alongside the school nurse, specific RSE sessions delivered.

Life to the Full is the Catholic RSE curriculum and is based upon ‘a model Catholic RSE Curriculum’ by the Catholic Education Service. The programme follows a three-stage structure which is repeated across three different learning stages:

1. Key Stage 1
2. Lower Key Stage 2
3. Upper Key Stage 2

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

Life to the Full is intended to be a partnership between home, school and church

TEACHING AND LEARNING

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

INCLUSION AND EQUALITY

All pupils in our school, irrespective of ability, faith and background will have appropriate, differentiated access to the Religious Education programme.

We have high expectations of all our pupils. More able pupils will be stretched and barriers to learning removed for those children who have low levels of prior attainment. Carefully structured challenges will be created for these children to ensure maximum participation and progress.

RIGHT TO BE EXCUSED FROM SEX EDUCATION

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the head teacher will meet with parents and, as appropriate, with the child to discuss the request to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will document this process to ensure a record is kept.

There is no right of parental withdrawal from Relationships Education or Health education elements.

ASSESSMENT AND TARGET SETTING

Assessment resources from Life to the Full (Ten Ten Resources) will be used. Assessments will take place at the end of each module using Life to the Full assessment resources.

Planning and assessment records are used within each year group to ensure that work is appropriately pitched and children make good progress. Individual assessment judgements are made at the end of each year and are used to inform subsequent planning.

An in-house moderation meeting is held twice a year with staff. Children’s books are shared twice a year within the Catholic Primary Cluster school moderation meetings. Samples of books are presented for Diocesan Moderation at RE Coordinators Moderation meetings in the Summer Term.

Link Governor and Headteacher will monitor and evaluate assessments.

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complimentary types of assessment: assessment for learning and assessment of learning.

STATUTORY CURRICULUM REQUIREMENTS

We are required to teach those aspects of Relationships Education, Relationships and Sex Education and Health Education which are statutory parts of National Curriculum Science. We are required to teach Relationships and Health Education

EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

BROAD CONTENT OF RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION

Three aspects of Relationships Education, Relationships and Sex Education and Health Education - attitudes and values, personal and social skills and knowledge and understanding will be provided in three inter-related ways: the whole school/ethos dimension; cross-curricular Relationships and Health approach and a discreet Relationships Education, Relationships and Sex Education and Health Education curriculum.

PROGRAMME / RESOURCES

The main Relationships Education, Relationships and Sex Education and Health Education programme will be *Ten Ten Resources, Life to the Full*

The Primary Curriculum framework for Relationships Education, Relationships and Sex Education and Health Education will be followed which is cross curricular (see appendix).

TEACHING THE PROGRAMME

Class teachers have the responsibility for teaching the Relationships Education, Relationships and Sex Education and Health Education curriculum.

On some occasions adults from other agencies will be used to deliver some aspects of Relationships Education, Relationships and Sex Education and Health Education. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy/CES guidance 'Protocol for Visitors to Catholic Schools' ensuring that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION

Governors will:

- Draw up the Relationships Education, Relationships and Sex Education and Health Education policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, 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, Relationships and Sex Education and Health Education within relationships and Health Education.
- Ensure that the school policy and teaching is compliant with the guidance issued by the Diocesan Department for Education 2019

HEADTEACHER

The headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority, also appropriate agencies.

ALL STAFF

Relationships Education, Relationships and Sex Education and Health Education 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 Relationships Education, Relationships and Sex Education and Health Education in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching Relationships Education, Relationships and Sex Education and Health 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.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which Relationships Education, Relationships and Sex Education and Health Education 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, Relationships and Sex Education and Health Education. These may be 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 governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the Relationships Education, Relationships and Sex Education and Health Education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Sex and Relationships guidance 4.5; Dealing with Questions 011612000 July 2000 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also 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 teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the head teacher or deputy head teacher.

CONFIDENTIALITY AND 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, Relationships and Sex Education and Health Education programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, 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 circumstance 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.

MONITORING AND EVALUATION

The RSE Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils work. The programme will be evaluated biennially. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

This policy will be reviewed two years by the headteacher, RSE coordinator, the governing body and staff.

Signed: _____

Designation: _____

Date: _____

Review Date: March 2026