



St Gilbert's R.C. Primary School

Policy-RSE-September 2017

Taken from the Catholic Education Service:

RSE is Catholic schools

Catholic schools, like all other schools in England, are required to produce a written policy following the guidance issued by the Department for Education on Sex and Relationship Education (SRE).

<https://www.gov.uk/government/publications/sex-and-relationship-education>

Catholic schools are also required to deliver Relationship and Sex Education in accordance with the teaching of the Church. This approach is compatible with the guidance issued by the DfE.

Why is RSE in Catholic Schools important?

RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life.

What does outstanding RSE in Catholic school look like?

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.

Where in the curriculum?

At St. Gilbert's School we believe that RSE should not be delivered in isolation but should be firmly rooted in the framework for Personal, Social and Health Education (PSHE) and Citizenship.

The guidance recommends that RSE should be delivered through the four broad themes of the National Curriculum non-statutory guidelines for PSHE and Citizenship. The themes are: -

- responsibility.
- citizens.
- lifestyle.
- relationships

In addition primary schools should ensure that all children cover the biological objectives of the Science National Curriculum.

At Key Stage 1 pupils should be taught the following: -

Developing confidence and **responsibility** and making the most of their abilities

- To recognise what they like and dislike, what is fair and unfair and what is right and wrong.
- To share their opinions on things that matters to them and explain their views.
- To recognise, name and deal with their feelings in a positive way.

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Preparing to play an active role as **citizens**

- To take part in discussions with one other person and the whole class
- To take part in simple debate about topical issues.
- To recognise choices they make, and recognise the difference between right and wrong.
- To agree and follow rules for their group and classroom, and understand how rules help.
- To realise that people and other living things have needs, and that they have responsibilities to meet them.
- That they belong to various groups and communities, such as family and school.

Developing a healthy, safer **life style**

- How to make simple choices that improve their health and well-being.
- To maintain personal hygiene.
- How some diseases spread and can be controlled.
- About the process of growing from young to old and how people's needs change'
- The names of the main parts of the body.
- Rules for, and ways of, keeping safe and about people who can help them to stay safe.

Developing good **relationships** and respecting the differences between people

- To recognise how their behaviour affects other people.
- To listen to other people, and play and work co-operatively.
- To identify and respect the differences and similarities between people.
- That family and friends should care for each other.
- That there are different types have teasing and bullying, that bullying is wrong and how to get help with bullying.

At Key Stage 2 pupils should be taught the following: -

Developing confidence and **responsibility** and making the most of their abilities

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

Preparing to play an active role as **citizens**

- To research, discuss and debate topical issues, problems and events.
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.
- To resolve differences by looking at alternatives, making decisions and explaining choices.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- To recognise the role of voluntary, community and pressure groups.
- To explore how the media presents information.

Developing a healthy, safer **lifestyle**

- What makes a healthy lifestyle, what affects mental health and how to make informed choices.
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.
- About how the body changes as they approach puberty.
- To recognise the different risks in different situations and then decide how to behave responsibly.... and judging what kind of physical contact is acceptable or unacceptable.
- That pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- School rules about health and safety...and where to get help.

Developing good **relationships** and respecting the differences between people

- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.
- To think about the lives of people living in other places and times, and people with different values and customs.
- To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

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- To realise the consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- To recognise and challenge stereotypes.
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity gender and disability.
- Where individuals, families and groups can get help and support.

In Years 5 and 6 children are taught about:

- Changes in the body related to puberty, such as periods and voice breaking.
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these.
- How a baby is conceived and born.

The organisation of RSE

The RSE Curriculum is to be delivered by the class Teacher from Nursery to Year 6 inclusive. In Year 6 this may involve other staff who can confidently deliver more complex topics with the children. Where available, we may invite external services such as the School Nursing team etc. in to support learning.

RSE will be delivered through the National Curriculum Science, PSHE and Citizenship, the National Healthy Schools Standard, circle time and outside visitors.

A variety of teaching methods will be used including whole class, group and individual teaching depending on the needs of the children and the subject matter.

Specific Issues

Consideration will be given at all times to specific issues relating to religious and cultural differences. School aims to conduct lessons with sensitivities to children's backgrounds and beliefs.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. Parents who wish to do so should make the necessary arrangements with the Head Teacher.

The school has separate policies for Child Protection, Behaviour and Discipline, Anti-Bullying, Special Educational Needs and Equal Opportunities.

Resources to be used will be available for parents to view.

If difficult questions arise, they will be answered with sensitivity and regard to the age of the children and may be referred to parents to take the decision of an age appropriate answer for their children.

The school will ensure that all visitors who are assisting in the delivery of RSE are made aware of the RSE policy.

Confidentiality

School will: -

- Reassure children that their best interests will be maintained;
- Encourage children to talk to their parents and give them support to do so;
- Ensure that children know that Teachers cannot offer unconditional confidentiality;
- Reassure children that if confidentiality has to be broken they will be informed first and then supported as appropriate;
- Follow the school's child protection procedure if there is any possibility of abuse.

Monitoring and Evaluating

The implementation of the RSE Policy will be monitored and evaluated as part of the established routines and procedures in school.

The Policy will be reviewed on a regular basis.

Dissemination of the Policy

The policy will be made available to parents/guardians on request.

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This policy has been agreed by the staff and governing body. The implementation of this policy is the responsibility of all teaching staff.