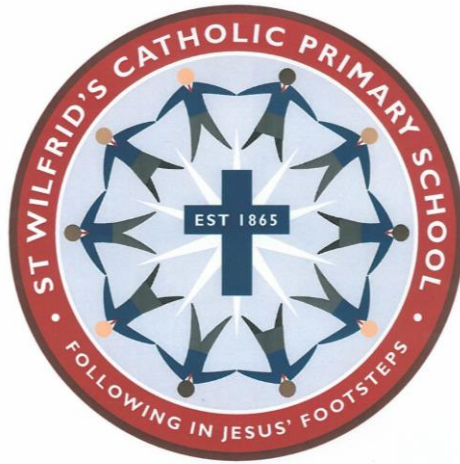


St. Wilfrid's Catholic Primary School



Relationship and Sex Education Policy

PSHE including RSE Co-ordinator: Mrs Justine McEniff

Headteacher: Mrs Justine McEniff

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2019 - 2020	A Weir	J McEniff	E. Morrissey	E.Morrissey
2020 - 2021	J McEniff	P O'Hara	E. Morrissey	E.Morrissey
2022 - 2023	J McEniff	P Harkness	E. Morrissey	E.Morrissey
2023 - 2024	J McEniff	P Harkness	E. Morrissey	E.Morrissey
2024 - 2025	J McEniff	P Harkness	E. Morrissey	E.Morrissey

Review Date	Changes made	By whom	Date ratified at FGB
January 2019	New Policy	L Cannavan	February 2019
January 2021	Updated Policy	J.McEniff	March 2021
October 2023	Terminology changes	J.McEniff	November 2023
November 2024	New scheme	J.McEniff	Approved January 2025 by SAC Committee. Will go to FGB in March 2025

MISSION STATEMENT

***"I have come that they may have life,
and have it to the full."***

John 10:10



*At St. Wilfrid's we love one another,
show respect and accept responsibility.
Embracing opportunity and nurturing creativity
we share in the joy of Jesus.*

Mission Statement

This policy has been developed within the spirit and context of our Mission Statement.

In this policy we will set out our intentions about Relationships and Sex Education (RSE) at St Wilfrid's Catholic Primary School. We set out our rationale for, and approach to, RSE at our school.

It has been developed in line with Catholic Education Service guidance and following a review of existing RSE provision within our school.

Consultation

- Letter to parents and carers
- Questionnaire to parents and carers
- Review of RSE curriculum content with staff and pupils
- Consultation with governors

Implementation and Review of the Policy

Implementation of the policy took place after consultation with the Governors in the spring term of 2021. This policy will be reviewed every two years by the Headteacher, RSE Coordinator, the Governing Body and Staff. The next review date will be autumn term 2026.

Dissemination

The policy will be given to all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school website and a paper copy is available on request from the school office. Details of the content of the RSE curriculum will also be published on the school's website.

Defining Relationship and Sex Education

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". It is about the development of the pupil's knowledge and understanding of what it means to be fully human,

called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory National Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science for example human reproduction, puberty and the human life cycle.

Rationale

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

JOHN 10:10

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the 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 RSE 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 the 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, therefore, 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.

Aims of RSE

Our school has a key role in **supporting parents in their primary responsibility** in enabling their children to grow in understanding of human relationships and to educate and inform them in all matters of personal growth and development.

We acknowledge that underpinning all personal, social, health, moral and citizenship education is the central belief in the dignity of each one of us as created and loved by God and **the importance of relationships**.

RSE encompasses all these aspects of development.

We aim to provide an environment where children are informed about relationships **in the context of the Catholic faith**.

Aims of our RSE

- To encourage children's growth in self-respect, acknowledging we are all created in the likeness of God.
- To help our children to develop an understanding that love is the central basis of relationships.
- To help our children to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop children's confidence in talking, listening and thinking about feelings, emotions and relationships.

- To help our children to acquire the skills necessary to develop and sustain relationships.
- To offer sex education in the wider context of relationships.
- To ensure that our children know how to keep themselves safe and know how to ask for help and support when needed.
- To ensure that our children are prepared for puberty.
- To help our children to develop healthy and safe lifestyles.
- To prepare our children to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom of God.

We meet these aims in three inter-related ways:

1. Via our whole school/ethos dimension - through the promotion of the values in our school mission statement and the calendar of activities we have in place to support this
2. Through RSE related activities that take place within a range of other subjects (cross curricular learning)
3. Through a specific RSE programme of learning

Programme of learning/resources

Our RSE programme focuses on the following, as appropriate to the age of the children:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships

Ten Ten Resources

To ensure coverage of the RSE requirements we use the **Ten Ten Resources** scheme. This is a progressive, developmental programme for children in the primary years and beyond, rooted in the concept of relationships being built upon love.

The Diocese of Shrewsbury do not have a specific RSE programme but Ten Ten is one of the schemes that schools have been directed to use as a Catholic faith resource.

Inclusion and differentiated learning

We will ensure RSE is sensitive to the different needs of individual children in respect to children's different abilities, levels of maturity and personal circumstances; eg: their own sexual orientation, faith or culture and is taught in a way that does not subject children to discrimination.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

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.

Parents and carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by making RSE teaching materials available via our school website and will inform parents when the more sensitive aspects of RSE are to be covered and what materials will be used so that parents

can be prepared to talk and answer questions about their children's learning.

Withdrawal

Parents have *the right to withdraw* their children from RSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children, they are asked to notify the school by contacting the Headteacher.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Assessing RSE

Assessment in RSE will primarily take place through teacher observation, review of written work and reflecting upon other contributions made by children during both discrete and targeted RSE lessons/activities. Assessment should offer the children the opportunity to reflect on their own progress.

Roles and Responsibilities

Governors:

- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies
- 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 RSE within PSHE

Headteacher:

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Coordinator:

The coordinator is the Headteacher who has 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.

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. Appropriate training will be made available for all staff teaching RSE. 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.

Relationship to other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of PSHE. It includes guidelines about pupil safety and is compatible with the school's other policy documents such as our Behaviour Policy, Statement of Equality and Diversity Policy, Safeguarding Policy, Religious Education Policy and Prayer and Liturgy Policy.

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Monitoring and Review

This policy is monitored by the PSHE Coordinator who is the Headteacher.

It was evaluated and reviewed in consultation with relevant teaching staff and relevant members of the school's Governing Body before being first presented to our Full Governing Body in the Spring Term of 2021 and last reviewed in November 2024.