

*St David's
R.C. Primary School*

RSE Policy



*Learning, Loving, Laughing,
following in the footsteps of Jesus*

1. Vision and Mission

Mission Statement:

Learning, loving, laughing, following in the footsteps of Jesus.

Vision

Our aim is to be a thriving Catholic School where our faith underpins our everyday life. We celebrate positive relationships founded on the gospel values of truth, humility, forgiveness and love. We recognise the uniqueness of each individual and ensure that all can discover, develop and achieve their rich potential.

Learning: Inspire a love of learning. Encourage pupils to have high expectations of themselves. Enable each child to learn how to learn.

Loving: Nurture every child's individuality and sense of self-worth. Celebrate success, achievement and effort. Encourage the school family to show concern and respect for one another in the wider community.

Laughing: Appreciate and express cheerfulness. Cultivate a happy and safe environment in which all feel secure. Seek fun and enjoyment.

Vision for Relationship and Sex Education:

At St. David's RC Primary School we follow the teachings of the Gospel revealed through the Church. We look to scripture for revelation from God which will guide us in the way he wants us to live. In the Gospels and our Church tradition we find the person of Jesus, through his teachings and interactions with people, showing us the way to live our lives. We look after one another and show respect and love through our relationships with one another. Having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God's creation.

Through the teachings of the Catholic Schools Pupil Profile, we are growing in virtue and promoting respect for all people through the effective spiritual, moral, physical, social, emotional and cultural development of all our pupils. The Beatitudes (Matthew 5) encapsulate the values we want to live by and that we would want to nurture and develop in the children in our care: Faithfulness &

Integrity, Dignity & Compassion, Humility & Gentleness, Truth & Justice, Forgiveness & Mercy, Purity & Holiness, Tolerance & Peace and Service & Sacrifice.

At St. David's RC Primary School we provide an RSE curriculum that promotes the teachings of the Gospel and Church, that is differentiated and inclusive, developmental, cross curricular and is integrated across the home-school-parish partnership.

2. Procedures

The following groups have been consulted as part of producing this policy:

- Staff**
- Governing body**
- Parents**
- Diocesan Education Service**
- Parish**
- Pupils – Mini Vinnies**

In consultation with the Governing Body in October 2019, the policy will be published and implemented in November 2019, reviewed every (two years), by the Head teacher, RSE Co-ordinator, the Governing Body and school Staff. The next review date is (September 2024).

The policy will be circulated to all members of the Governing Body and all members of staff. The school prospectus should contain a statement about RSE teaching and details of where to obtain a full copy of the policy upon request. The Diocesan Director of Education/Director of RE will be sent a copy of the school's RSE policy and it is the duty of the Governing Body to ensure that this is up to date.

3. Rationale

As a Catholic primary school in the Province of Cardiff, Menevia, Wrexham and Herefordshire, we use the term Relationship and Sex Education (RSE) as we believe that sex education is set in a wider context of relationship education that is about all aspects of growing a fulfilled and happy life. Sex education is but one dimension of this greater whole.

We are involved in relationships and sex education 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. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the Church's teaching about relationships, marriage, sex and family life. The Church educates young people as part of complete human formation. Education about human love is no less a part of a Catholic school's responsibility than teaching about Mathematics or English. At St. David's RC Primary School we teach young people about how to grow in relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God-given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church.

Legal guidelines suggest that relationship and sex education should build on the children's own experiences, be sensitive to the specific domestic contexts the children come from, form attitudes and values towards relationships, develop personal and social skills and increase the knowledge and understanding of each young person as they grow about their relationships and well-being, including sexual health. We support all these aims in educating about relationships and sex education by incorporating them into the wider understanding of human relationships and human formation as reflected in the relevant CBEW and CES RSE Guidance.

4. Statutory framework

RSE statutory guidance for Wales:

[https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#relationships-and-sexuality-education-\(rse\):-statutory-guidance](https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#relationships-and-sexuality-education-(rse):-statutory-guidance)

The new inspection framework reinforces that school inspectors are to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect. This includes evaluating and commenting on a school's sex and relationship education policy. The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. In the early primary school years, education about relationships needs to focus on friendship and the building of self-esteem.

It is important that the transition year before moving to secondary schools supports pupils' ongoing emotional and physical development effectively. As well as consulting parents more generally about the school's overall policy, primary schools should consult with parents before the transition year about the detailed content of what will be taught. This process should include offering parents Sex and Relationship Education Guidance support in talking to their children about sex and relationship education and how to link this with what is being taught in school. Schools should have clear parameters on what children will be taught in the transition year before moving to secondary school. This should include: • 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; and • how a baby is conceived and born.

5. Virtues and Values

Gospel virtues and values underpin the RSE curriculum. The Christian tradition describes behaviour or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes simply 'love' is used instead of 'charity') are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and good life.

The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach “the abundant life” (John 10:10).

At St. David’s RC Primary School we live out the Gospel values shared in the Beatitudes, throughout the life of school by...

- Modelling and referring to the Pupil Profile virtues, encouraging pupils to do the same.
- Providing daily opportunities for meditation for personal happiness and for a closer relationship with God.
- Encouraging pupils to reflect in their ‘class virtue’ book in order to be thoughtful and reflective about their attitudes and behaviour towards themselves and others.
- Giving opportunity for prayer to thank God, ask for forgiveness and reflect on the day through daily 5 elements of Ignation Examen prayer.
- Providing Godly Play Sessions to enhance the understanding and values of scripture.
- Leading Children’s liturgy in Sunday Mass, continuing to develop understanding of scripture and the values of the teachings of the Gospel and embedding a home-school-parish partnership.
- Demonstrating respect and empathy for others.
- Promoting the importance of kindness and friendship through assemblies, Acts of Worship and celebrations.
- Developing an understanding of the Church’s teachings of the Sacraments.
- Referring behaviour choices to our beliefs and values, for example, by referring to Jesus teaching about forgiveness.

6. The Aim and Objectives of RSE

The aim of RSE is part of our aim to educate the complete human person. This is expressed in *Fit for Mission? Schools* (2009) as follows:

The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person.

*This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is ‘the perfect Man in whom all human values find their fullest perfection’ (Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School*). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.*

RSE should therefore deepen the following areas of understanding:

- To develop self-knowledge, and respect and love of self;
- To invite young people to develop and deepen a loving relationship with God;
- To invite young people to understand that their life has a purpose;
- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this is an expression of God’s love;
- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood that is appropriate to the stage of maturity of the young people;
- A strong awareness of their own safety and the nature of appropriate consent.
- To have an understanding of the law in England and Wales about Equality and Marriage, appropriate to age and maturity.

To develop the following personal and social skills:

- We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God's creation.
- We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.
- We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's prayer.
- We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.
- We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.
- We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.
- We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.
- We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.
- We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.
- We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

7. Inclusion

At St. David's RC Primary School we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and background. Lessons are framed by this understanding and young people encouraged to respect each other.

8. Equality

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that St. David's RC Primary School endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children.

At St. David's our aim is to provide a high quality education which is deeply rooted in the teachings of Christ; living out the Gospel values on a daily basis, where each individual is a valued member of our community and is able to develop his or her talents to the full. The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

9. Programme of study

The Province recommends appropriate resources to its family of schools. These range from ages 3-19 years and provide suggested areas of study and outcomes for the young people it serves. It is envisaged that this programme will be taught in discreet lessons, in cross curricular lessons, particularly R.E. and science and fundamentally embedded in the ethos of the school through assemblies, classroom discussions and the centring of all relationships in school on the person of Jesus Christ. The programme of study is based on the understanding of the Church of human nature and human sexuality, and aims to help young people develop their sense of purpose and character. It should be taught as part of a broad and balanced curriculum and will thus have room for the expression of alternative viewpoints by pupils/students.

The Three themes of 'The Primary RSE Curriculum' are:

- Created and loved by God: exploring the individual human person.
- Created to love others: exploring a person's 'relational nature' – their relationship with others.

- Created to live in community – local, national and global: exploring our relating to the wider community.

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

Our programme will cover 'The Primary RSE Curriculum'

Programme/Resources:

- ❖ RSE Curriculum
- ❖ Ten Ten 'life to the full' programme N-Y6
- ❖ Fertile Heart N-Y6
- ❖ Curriculum documents
- ❖ UN Rights of the Child (UNCRC)
- ❖ AoLE – Health & Well-Being

Teaching strategies will include:

- ❖ establishing ground rules
- ❖ discussion
- ❖ project learning
- ❖ reflection
- ❖ experiential
- ❖ active
- ❖ brainstorming
- ❖ film & video
- ❖ group work
- ❖ role-play
- ❖ trigger drawings
- ❖ values clarification

Assessment strategies will include:

- ❖ Listening to Learners
- ❖ Tracking of Primary RSE Curriculum
- ❖ Pupil's work
- ❖ PASS survey – to monitor Wellbeing.

10. Parents

The Church recognises parents as the first educators of their children. Our schools assist parents in this task also in RSE, aiding and completing (where needed) the work of parents and furnishing children and adolescents with an evaluation of “sexuality as value and task of the whole person, created male and female in the image of God”. (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69). Children’s first experience of relationships and love are in the home. At our schools we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance. Parents have been consulted about this policy before it was ratified by the governing body.

Parents are informed of their right to withdraw their children from RSE lessons, or request their withdrawal, where such a right exists. Where such a right does no longer exist (as under the provisions of the ‘Curriculum for Wales’), particular care has been taken to ensure that dialogue and involvement of parents is a priority concern of the school.”

11. Teaching RSE

Head teacher: Mrs Joanne Weightman

RSE Co-ordinator: Mrs Marie Gunter

Foundation governor: Mrs Yvonne Jones

Teaching Staff will implement the RSE curriculum using programmes such as Ten:Ten ‘Life to the Full’, Fertile Heart, The UNCRC, Health & Well-Being AoLE, Catholic Schools Pupil virtues and Come and See Religious Education programme.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., Science and ICT.

All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour based on a Christian understanding of how to lead a good life. Staff are called to be role models of the school’s ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school.

Sometimes, the children's learning will be best supported by using other agencies, or other visitors to school. Such visitors will be guided to read the protocol for visitors at St. David's RC Primary School and will agree in writing to follow the instructions. The appropriate 'protocol' available on the CES website will be used for this purpose.

12. Supporting children and young people deemed to be at risk

Like all other subjects, RSE always needs to be taught in a differentiated manner appropriate to the maturity of the children. It needs to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school and it is paramount that all staff teaching RSE have up to date safeguarding professional development.

Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's safeguarding policy and confidentiality procedures.

The following guidance for dealing with questions in teaching RSE will be followed:

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example:

- *If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;*
- *If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;*

- *If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and*
- *If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.*

(DFE Sex and Relationships Guidance, 4.5 'Dealing with questions' 0116/2000)