



St Thomas More RC Primary Relationships and Sex Education Policy

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to, relationships and sex education in the school.

This policy is available for everyone on the school's website. In addition, details of the RSE and PSHE curriculum will also be published on the school's website.

Implementation Date: June 2021

Next Review Date: June 2023

DEFINING RELATIONSHIPS & 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”¹ It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationship 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.”² This includes looking at families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

STATUTORY CURRICULUM REQUIREMENTS & RATIONALE FOR TEACHING

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science However, the reasons for our inclusion of RSE go further.

“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 relationships as it is there that sexuality grows and develops.

Following guidance of the Bishops of England and Wales 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

¹ DfE (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers; p4).

² DfE (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers; p19).

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. It will also prepare pupils for life in modern Britain.

VALUES & VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body.

The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion

AIM OF RSE

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional), and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all people, and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents, to provide children with a "positive and prudent sexual education"³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives:

To develop the following **attitudes and virtues**:

- Reverence for the gift of human sexuality and fertility;
- Respect for the dignity of every human being – in their own person and the person of others;
- Joy in the goodness of the created world and their own bodily natures;
- Responsibility for their own 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, self-giving love;
- Recognising the importance of marriage and family life;
- Fidelity in relationships

To develop the following **personal and social skills**:

- Making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse & bullying;
- Managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- Managing conflict positively, recognising the value of difference;
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven;

³ Gravissimum Educationis 1)

- 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 and so developing the ability to assess pressures and respond appropriately;
- Being patient, and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- The Church's teaching on relationships and the nature and meaning of sexual love;
- 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;

Outcomes:

- **INCLUSION & DIFFERENTIATED LEARNING:**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils 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 on 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 natural origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

- **BROAD CONTENT OF RSE:**

These aspects of RSE – attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school and ethos dimension; a cross-curricular dimension and a specific relationships and sex education.

- **PROGRAMME AND RESOURCES**

Our teaching and learning are based on a faith-based programme entitled 'Life to the Full' produced by Ten Ten: <https://www.tentenresources.co.uk/>.

All children explore three different modules:

Module 1: Created and Loved by God

Module 2: Created to love others

Module 3: Created to live in Community

See Appendix 1 for an overview of the programme.

A more detailed outline of the programme can be found in 'Ten Ten Programme of Study STM'

teaching strategies will include: Establishing ground rules, Distancing techniques, Discussion, Project learning, Reflection, Experiential, Active, Mind-mapping, Film and video, Group work, Role play, Trigger drawings, Values clarification

- **ASSESSMENT:**

The Ten Ten Life to the Full Programme has in-built assessment materials for the start and end of each unit and teachers will carry out ongoing observation and assessment of children within the lessons.

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore different viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

ROLES & RESPONSIBILITIES

a) **Governors:**

In accordance with the Education Act of 1993, the Governing Body will keep up to date the school's policy for RSE, in consultation with parents and will make copies of the policy available to them. They will make known to parents their right to withdraw their children from all or part of RSE provided at school except for those parts included in the Statutory National Curriculum.

b) **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 wellbeing of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos of the school. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupil's personal and social skills. Appropriate training will be made available for all the staff teaching RSE.

c) **PSHE Coordinator:**

The coordinator with the Head teacher 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 relation to RSE and the provision of in-service training.

d) **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.

e) **Parents and Carers:**

We recognise that parents and carers 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 providing material to be shared with their children at home and parents and carers will be informed via the curriculum letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. (See Appendix 2 for Ten Ten Parent Portal)

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum Science orders.⁴ Should parents wish to withdraw their children they are asked to discuss this with the Headteacher. The school will provide support for families by providing a link to the TenTen parent portal for parents to help the children with

⁴ DfE (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers; p17 paragraph 45).

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

f) External Visitors:

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance ⁵. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework (see Appendix 3 PSHE Long Term Plan). It includes guidelines about pupil safety and is compatible with the school's other policy documents (such as the Bullying Policy and Safeguarding 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.

Learning about RSE in PSHE classes will link to and complement learning in those areas identified in the RSE audit.

CHILDREN'S QUESTIONS

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

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, eg where they are not age-appropriate, a child's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN 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 a 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. When a teacher suspects that

⁵ Checklist for External Speakers to Schools, 2016

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 designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, teachers, support staff, parents and pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons will have the best interests of the 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 ethos and duty of care. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance as per the school's safeguarding policy.

MONITORING AND EVALUATION

The PSHE Coordinator will monitor the provision of the programme by examining plans, schemes of work and samples of pupils work at regular interviews. The programme will be evaluated biannually in consultation with pupils, parents and staff. Governors will consider all such evaluations and suggestions before amending the policy as they remain ultimately responsible for the policy.

APPENDIX 1

Overview of Ten Ten Life to the Full Programme

Our school is participating in a Relationship Education programme for Catholic primary schools, **Life to the Full**.

As you may be aware, Relationship Education becomes statutory for primary schools from September 2020. The **Life to the Full** programme is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. We are confident that the programme will be fit for purpose in supporting the growth and development of your child.

Life to the Full is a platform of creative resources that will engage, inform and inspire our children and, indeed, you as parents. This includes interactive video content, story-based activities, employing a wide range of teaching tools, original worship music and an accompanying programme of classroom prayers.

In addition, there will be an online parent platform so that you, as parent and carers, can engage with the teaching and deepen the experience for your child. To access the online parent platform please visit:

www.tentenresources.co.uk/parent-portal

School Username: st-thomas-ox5

School Password: blue-planet-12

Programme Structure

There are three modules which are based on the Model Catholic RSE Curriculum and these are then broken down into units of work:

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

Programme Content

The programme adopts a spiral curriculum approach so that as your child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

Module 1: Created and Loved by God

Module One: Created and Loved by God explores the individual.

Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.



Early Years Foundation Stage:

- Our uniqueness in real terms
- Celebrating differences, talents and abilities
- Looking after and using our bodies
- The necessity of when and how to say sorry
- Jesus' forgiveness and growing up as God's plan for us



Key Stage One:

- We are uniquely made by a loving God
- We have differences and similarities
- Key information about staying physically healthy
- Understanding feelings and emotions, including strong feelings such as anger
- The cycle of life from birth to old age



Lower Key Stage Two:

- Understanding differences
- Respecting our bodies
- Puberty and changing bodies
- Strategies to support emotional wellbeing including practicing thankfulness
- The development of pupils' understanding of life before birth



Upper Key Stage Two:

- Appreciation of physical and emotional differences
- A more complex understanding of physical changes in girls' and boys' bodies
- Body image
- Strong emotional feelings
- The impact of the internet and social media on emotional well-being
- A more nuanced and scientific understanding of life in the womb and how babies are made
- Menstruation



Religious UNDERSTANDING



Story Sessions:

Each learning stage focuses on a different Gospel story, which is repeated in various ways over a week, giving rise to times of discussion, imaginative reflection and creative response, for example, in Key Stage One children will hear and reflect on the story of Jesus telling the little children to come to Him and through imaginative reflection will put themselves into the story to experience Jesus' call personally.

In Upper Key Stage Two, the story is that of Jesus calming the storm, and is used to reflect on how whatever might come their way through puberty and beyond, Jesus is with them and will help them.

Module 2: Created to Love Others

Module Two: Created to Love Others

explores the individual's relationships with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships.

Early Years Foundation Stage:

Unit 2: Personal Relationships

- Different family/friend relationships
- Features of positive/negative behaviour in relationships
- The importance of saying sorry and forgiveness within relationships

Unit 3: Keeping Safe

- Practical ways to stay safe inside and out
- Staying safe around medicines
- People who help us in emergencies



Lower Key Stage Two:

Unit 2: Personal Relationships

- Different family structures
- Activities and strategies for developing healthy relationships with family and friends
- Techniques for managing thoughts, feelings and actions

Unit 3: Keeping Safe

- Online safety
- Teaching on bullying and abuse
- The effects of drugs, alcohol and tobacco
- The crucial role of First Aid in emergency situations



Key Stage One:

Unit 2: Personal Relationships

- 'Special people' in their lives who they love and can trust
- Coping with various social situations and dilemmas
- The importance of saying sorry and forgiveness within relationship

Unit 3: Keeping Safe

- The risks of being online
- The difference between good and bad secrets
- Teaching on physical boundaries
- The effects of harmful substances
- Some basic First Aid



Upper Key Stage Two:

Unit 2: Personal Relationships

- Strategies for more complex experiences of relationships and conflict
- How to identify and respond to spoken and unspoken pressure
- The concept of consent
- Further teaching on how our thoughts and feelings impact on how we act

Unit 3: Keeping Safe

- Risks of sharing and chatting online
- A more complex understanding of different forms of abuse
- How drugs, alcohol and tobacco can negatively affect people's lifestyles
- Essential First Aid such as DR ABC and the recovery position



Religious UNDERSTANDING



At the start of each learning stage, we begin with a series of story sessions based on a key Gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the Prodigal Son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.

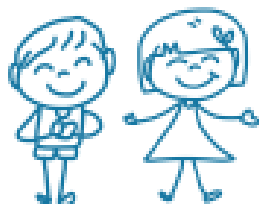
Module 3: Created to Live in Community

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.



Early Years Foundation Stage:

- Children will learn that God is three in one: Father, Son and Holy Spirit
- Know that they are loved and called to love others
- Learn about the different communities they are part of and the responsibilities they have to them



Key Stage One:

- Children understand that God is love: Father, Son and Holy Spirit
- Learn that being made in His image means being called to be loved and to love others
- Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community
- Know that God calls us to live in community with one another



Lower Key Stage Two:

- Children will develop a deeper understanding that God is love as shown by the Trinity
- Understand that the human family reflects the Holy Trinity in mutual charity and generosity
- Know that the Church family comprises of home, school and parish
- Catholic Social Teaching on what it means to work for the Common Good

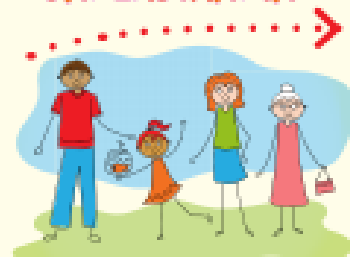


Upper Key Stage Two:

- Children will know that God is Trinity – a communion of persons
- Learn that the Church is the body of Christ
- Develop a deeper and richer understanding of Catholic social teaching
- Learn how certain charities reach out to the wider community with love



Religious UNDERSTANDING



In the first Unit, Religious Understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage. They learn about the creative circle of love between Father, Son and Spirit. Children will learn that just like the Trinity of God, we are made to love God and love others, and we are made to be loved by God and others. This extends not only to us, our families, our friends and our personal relationships, but also to the wider world.

APPENDIX 2

Ten Ten Life to the Full Parent Portal

Parents have access to the Ten Ten Life to the Full Parent Portal which enables them to be able to access the resources being used in the Relationships and Sex Education programme before the lessons and to also further promote discussion at home after using these materials.

Teachers will inform parents at the start of each term in their Curriculum Letters of the areas of Relationships and Sex Education which are being covered with direct links to the units and lessons.

The Parent Portal can be accessed at:

www.tentenresources.co.uk/parent-portal

School Username: st-thomas-ox5 School Password: blue-planet-12

For children in Year 6, parents will also be informed via an individual letter.

APPENDIX 3

PSHE Long Term Plan Updated July 2020

PSHE Autumn Terms 1&2	<p>RELATIONSHIPS & SEX EDUCATION TEN TEN LIFE TO THE FULL (3-4 lessons)</p> <p>GOSPEL VIRTUES: Autumn 1 2020: Curious & Active Autumn 2 2020: Intentional & Prophetic Autumn 1 2021: Eloquent & Truthful Autumn 2 2021: Learned & Wise</p> <p>BRITISH VALUES: Autumn 1: Rule of Law Autumn 2: Individual Liberty</p> <p>SAFEGUARDING: INTERNET SAFETY (RE-STATE EXPECTATIONS & SIGN PUPIL AGREEMENT)</p> <p>ANTI- BULLYING WEEK (NOVEMBER)</p> <p>MENTAL WELL BEING</p>
PSHE Spring Terms 3&4	<p>RELATIONSHIPS & SEX EDUCATION TEN TEN LIFE TO THE FULL (3-4 lessons)</p> <p>GOSPEL VIRTUES: Spring 1 2021: Grateful & Generous Spring 2 2021: Attentive & Discerning Spring 1 2022: Curious & Active Spring 2 2022: Intentional & Prophetic</p> <p>BRITISH VALUES: Spring 1: Mutual Respect Spring 2: Tolerance of those with different faiths & beliefs</p> <p>SAFEGUARDING: INTERNET SAFETY ON SAFER INTERNET DAY (FEBRUARY)</p> <p>HEALTHY ME (Physical Health & Fitness, Healthy Eating, Health Prevention & Basic First Aid)</p>
PSHE Summer Terms 5&6	<p>RELATIONSHIPS & SEX EDUCATION TEN TEN LIFE TO THE FULL (3-4 lessons)</p> <p>GOSPEL VIRTUES: Summer 1 2021: Compassionate & Loving Summer 2 2021: Faith-filled & Hopeful Summer 1 2022: Grateful & Generous Summer 2 2022: Attentive & Discerning</p> <p>BRITISH VALUES: Summer 1: Democracy Summer 2: Recap all British Values</p> <p>DRUGS EDUCATION (cwp resources)</p>