

Saint Norbert's Catholic School

Relationship and Sex Education Policy

Date Adopted: Spring 2018

Date of Review: Spring 2020



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL

Our Mission Statement

St. Norbert's strives to nurture and develop the whole child through a

Love of God

Love of one another

Love of life itself

Article 5: Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

The policy reflects the values and beliefs of our school's Mission Statement. The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health". It is about the development of the pupil's knowledge and understanding of themselves as a sexual being, about 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. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

The reasons for our inclusion of RSE go further.

"Don't you know that your body is a temple of the Holy Spirit who lives in you and was given to you by God? You do not belong to yourselves, but to God: He bought you for a price, so use your bodies for God's glory."

Corinthians 1 Ch.6 v.19-20

Rationale

We believe that each one of us is a unique individual created by God with a responsibility to contribute positively to His world.

St. Norbert's Catholic Primary School is a community based on positive relationships where all are valued and held in high esteem. Within such a caring environment, we aim to provide a relationship and sex education programme that will give pupils accurate knowledge of their own sexuality and the process of reproduction, at the same time, developing the skills to manage their own emotions and relationships with others. We acknowledge that pupils will have absorbed information and attitudes about their sexuality from parents, peers and the media. The programme will acknowledge and include this information and sets the whole within the context of Catholic values and teaching.

Aims

- To enable the pupil to understand the changes that occurs to their bodies over a period of time.
- To enable the pupil to understand the changes that occurs to their feelings and emotions over a period of time.
- To enable the pupil to be confident and articulate at a time of change by providing them with accurate knowledge set in the context of Christian (Catholic) values.
- To emphasise value and respect for their own changing bodies and for those of others.

- To create opportunities for discussion and exploration of the pupil's perceptions of relationships and moral choices in a secure, supportive environment.
- To value pupils' spontaneous questions about sexuality and relationships, positively, and to respond openly and appropriately to them.
- To enable the pupils to care for themselves and make informed decisions about their lifestyle.

For pupils to:

- know that they are a unique creation of God and so are able to grow in self-respect developing a positive attitude to themselves, their feelings and their sexuality
- understand that self-giving love is central to relationships
- recognise the importance of forgiveness and saying sorry in relationships
- understand the reasons for self-respect, and why they should act with respect and responsibility in their relationships
- reflect on their own relationships recognising those qualities that help relationships grow
- develop knowledge, communication skills and understanding in order to help personal decision-making
- act responsibly as an individual and as a member of a group
- identify and have the confidence to talk about their emotions and how to respond positively to them
- communicate a point of view clearly and appropriately and listen to the views of others
- take responsibility for oneself and for one's actions
- come to understand the influence and impact of the media, Internet, peer groups and develop the ability to assess pressures and respond appropriately
- explore and respond appropriately to prejudice and gender stereotyping
- think positively about their own body
- understand, in ways appropriate to their age and developmental needs, the changes they will undergo including puberty
- know the correct vocabulary for external body parts, sexual organs, and menstruation
- think positively about other people, adults as well as children
- take care of themselves, their health, safety and personal hygiene

Guidelines

- Relationship and Sex Education will not only take place in isolation, but within the broader curriculum, particularly Science, R.E. and other elements of Personal, Social and Health Education programmes.
- The RSE programme that the school will use has been provided by Diocese and is their current recommendation in light of new changes to the curriculum regarding Relationship and Sex Education.
- The programme provides PowerPoints, detailed support materials, Biblical Reflections, prayers, related vocabulary and Parent Workshop resources.

- During the Summer Term of Year 5 the first phase of the programme will be delivered. This focuses upon body changes in puberty, boy's changes, menstruation, health and hygiene and 'what kind of person do I want to be?'
- During the Autumn Term of Year 6 the second phase of the programme focuses on revision/recap of Year 5, conception of a baby and the growth of an unborn baby
- Partnership with parents is extremely important. They will be kept informed of the contents of the programme and encouraged to collaborate with the school in developing sound values in this vital area of development for the children. A Parent Workshop will be held prior to the programme starting.
- The expertise of the Health Promotion nurses will be used in and throughout the school, when it is appropriate to use the knowledge of health professionals (who will have been informed of, and appreciate the teachings of the Catholic faith- see Appendix 1).
- Some parts of the sex education programme may be delivered to boys and girls, separately, in Years 5 and 6, if deemed appropriate by the Class Teacher.
- English, as an additional language will not be seen as a difficulty in participation.
- Parents have a legal right to withdraw their children from the sex education programmes, but it is hoped that well-informed parents will support, and feel supported by, the programme.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will 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 'Protocol for Visitors to Catholic Schools'⁴.

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.

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSE 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 RSE. 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 RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

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

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 designated senior member of staff responsible.

Confidentiality or 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 RSE 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. 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, head teacher, but that the pupils would always be informed first that such action was going to be taken

Signed _____

(Headteacher)

Signed _____

(for and on behalf of the *Governing* body)

Date _____