



St Patrick's
Catholic Voluntary Academy

RSE Policy

St Patrick's Catholic Primary



'I have come that you might have life and have it to the full'
John 10:10

OUR INTENT

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our Catholic school.

The teaching of RSE therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and sensitively.

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity.

The teaching of love, relationships and human development is rooted in the teaching of the Catholic Church and the emphasis placed on what it is to be truly human in Christ. The understanding and formation of respectful, loving relationships which exist within families and between friendships, presented within a positive framework of Christian virtue is core learning within our RSE curriculum at St Patrick's Primary

RSE teaching and learning embraces everyone and aims to educate the whole person. It forms part of the holistic education which seeks to form as well as inform all young people in preparation for adult life.



RSE Curriculum

Through the teaching of RE across school we aim to:

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect similarities and differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To offer sex education supported by the school's wider curriculum for personal, social and health education.
- To be able to know their body, learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated with each sense. Include the introduction of genitals if agreed after consultation with parents/carers and describe the changes as humans develop to old age.
- To ensure that pupils are prepared for puberty and the opportunities, responsibilities and experiences that adult life will bring.
- To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
- To help pupils to develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

Statutory Requirement

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DfE, all RSE in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family, recognising that most families include a mother, a father and children but some families may not. It will also recognise different types of relationship, including those between acquaintances, friends, relatives and families. It will acknowledge that all pupils have a fundamental right to have their life respected and their views listened to and responded to in order to ensure that their confidence and self-esteem will be strengthened.

RSE Curriculum

The school's RSE shall be delivered with a cross curricular and integrated approach and embedded in the wider context of the school's Personal, Social and Health Education (PSHE), Religious Education programme (Come & See), and 'Virtues to Live By.

During teaching we will ensure differentiation and inclusion and that RSE is sensitive to the different needs of individual pupils; respect pupils' different abilities; and personal circumstances e.g. sexual orientation, faith and culture.

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

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010.

By the end of Primary pupils should know (DfE statutory guidance):

- that families are important for children growing up as they can give love, security and stability
- the characteristics of healthy family life
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know these families are also characterised by love.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

See Appendix A below for Curriculum Overview

Parental Support

It is essential that RSE is communicated to and taught in conjunction with the parents/carers. As set out in the Baptism Rite, schools recognise that parents/carers are the first and foremost educators of their children.

We acknowledge that the Education Act 1993 gives parents/carers the right to withdraw their child from any, or all, of the school's Relationship and Sex Education programme although certain elements are covered under the Science Curriculum which is the statutory entitlement of all children.

We also recognise that good communication and consultation with parents/carers is vital and they are invited to review the school's policy and view all materials used to deliver RSE annually (details of which are shared on the school website or can be requested from the school office). Support in talking to their children will be offered to parents/carers where necessary and if requested.

Programme of Study

We will deliver this teaching through a programme of study called "Life to the Full" (Appendix A). The framework of the programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the DfE as a work of good practice.

Assessment and Reporting to Parents

Teacher Assessment - Assessment takes place both informally (general observations of children's classroom activities, contributions made by children in discussions or to joint work, answers to oral questions) and formally (marking of work, end of topic review and regular planned assessment focuses.)

Assessment for Learning is incorporated into planning and evidence collated, is made with reference to the expectations of what children know, understand and are able to do.

Self & Peer Assessment - is used within lessons involving pupils critiquing their own and the work of their peers in a positive and constructive manner. Pupils are given the opportunity to self assess in an age appropriate manner

Reporting to Parents- RSE assessment does not form part of the end of year report document sent to parents. However parents are invited to discuss attainment and progress of their child, in the RSE curriculum with class teachers during Parent Consultation Evenings

A record of each session is kept in class PSHE/RSE Journals. The programme will be assessed, monitored and evaluated by the RSE Coordinator in accordance with the school's monitoring and evaluation policy.

Responsibilities

Governors

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- 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.

Head teacher

Will take 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.

RSE Co-Ordinator

The co-ordinator with the headteacher 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

All teachers have a responsibility of care; as well as fostering academic progress they will actively contribute to the guidance of the physical, moral, spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos of the school. Appropriate training has been

Monitoring

- Planning- checking for coverage of knowledge, plans for skill development and progression.
- Sampling work in books and giving feedback to colleagues by subject lead, SLT and Governors.
- Lesson visits inform the subject lead and SLT about the quality of learning experiences provided for pupils.
- Pupil voice.
- Half termly curriculum reviews provide staff voice.
- Learning walks evidence the presentation of learning
- The subject leader is given non-contact half time termly to support them in carrying out their responsibilities.

RELATIONSHIP TO OTHER POLICIES

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc) Pupils will receive appropriately scaffolded support to meet needs, in order to enable all to achieve mature knowledge, understanding and skills

